

**TYPOGRAPHIC**

magazine



**FREEDOM**

Issue 1 - December 2022

# Dear Reader,

It is an absolute pleasure to welcome you to the first edition of *The Typographic*, a new student-led magazine that aims to project a wide variety of views on a range of topics. We hope to have everything from history to art, agony aunts to fun facts!

Our mission is to provide a balanced view on political and social issues, whilst also hoping to give insightful commentary and suggestions. We are also open to any other forms of media, such as poetry and scientific experiments! To help foster this sense of community and participation, anyone is able to contribute, just email your submission to [magazine@blatchingtonmill.org.uk](mailto:magazine@blatchingtonmill.org.uk). Everything and everyone is welcome, providing it follows [our core principles](#).

We plan to issue one edition per term, each based on a different theme; this edition will be loosely based on Freedom, the right to practise speech, religion, thought and opinion without retaliation. Each edition will try to focus on its specific theme through the kinds of articles published within; this edition features articles on topics such as the right to vote, the Iran protests and war in Ukraine.

A little guide into how the team works. All journalists, artists and writers are students who can come from anywhere in the school, but a core team of student editors will be the ultimate arbiters of what gets included. We will do our best to represent the students of Blatchington Mill over the course of each academic year. We also have Ms Holland to thank for the kickstarter and enthusiasm, as well as organising meetings and agendas!

We hope that you can enjoy this first edition and that many more will be made in the future to be read, enjoyed and, hopefully one day, involve you. Our aim is a magazine made by students for students, that reflects the aims, issues, interests and needs of the entire student body; we hope that we can provide!

**- Typographic Team**

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# INTERNATIONAL



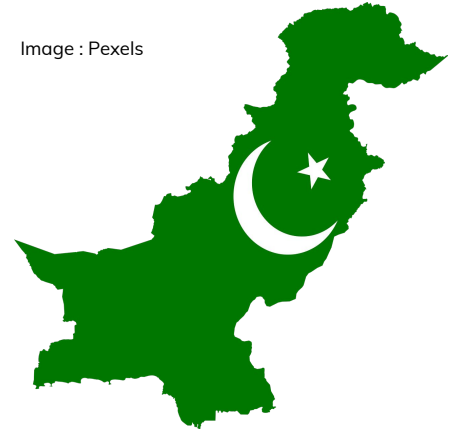
# Rebuilding a Nation: the Pakistan Flooding

This article explores upsetting subjects such as floods, earthquakes, deaths and injuries (regarding both humans and animals).

News stories cycle like fashion trends. One week a story is front page, and the next it is forgotten by everyone. The flooding in Pakistan has been pushed to the bottom of the media pile, but I haven't forgotten. And neither have the people affected, crowded in temporary camps and dying from diseases at an alarming rate. The catastrophic floods started on July 14th 2022, with Pakistan seeing one of the most destructive events ever - displacing up to 33 million people. These floods have left the country and its citizens in distress and hardship, and nobody seems to care.

I was born and raised in Pakistan until the age of 11. The country is located on a plate boundary, meaning it has experienced many natural disasters. During my time there, I experienced 2 earthquakes from the ages 8-10. It's a truly terrifying ordeal, however I'm sure it is nothing compared to the tragic loss and destruction these floods have caused.

Image : Pexels



## Some background information

The majority of the floods heavily affected the provinces of **Sindh** and **Balochistan** but that doesn't mean that other provinces such as southern **Punjab**, **KPK** (Khyber Pakhtunkhwa), **Gilgit Baltistan** and **Azad Kashmir** haven't been affected. Destruction of up to **12,718 km** of land left **220** schools and **390** bridges demolished. Buildings were quite literally collapsing, falling down mountains and crushing people and animals. Tragically, **1545** innocent people were killed, and **12,850** people were injured.



## Causes

The causes for these floods are crystal clear - climate change. Rivers breaking their banks, water bursting through glacial lakes, and houses sinking deep in water. Extreme heat waves with temperatures above 40 degrees celsius (51 degrees in the city of Jacobabad), resulted in heavy rainfall. These floods are known to be the world's deadliest since the 2017 South Asian floods. Pakistan's minister of climate change said around "**one-third**" of the country was under water.

# Ukraine: how a 'sister nation' TYPOGRAPHIC became the enemy of Putin's Russia

This article explores upsetting subjects such as the Holocaust, Holodomor and the Russo-Ukrainian war.

It is important to clarify that the politics discussed in this don't necessarily reflect the positions of either Russian or Ukrainian people, and that the objective is simply to explain the political background of the current war. I will be using Ukrainian names for cities or towns because this article's main focus is Ukraine and the population primarily refers to places in this way.

If you wish to only read the more recent history of Ukraine, it is on [these pages](#).

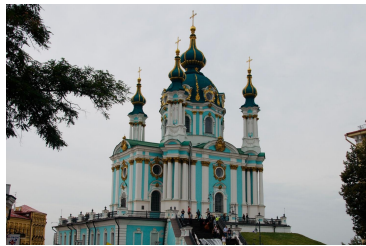
## A brief introduction to Ukraine

Ukraine is a country rich in cultural diversity: its literature includes texts in Ukrainian, Russian, Polish, Yiddish and German, and the vast majority of Ukrainians are bilingual. Its cities are dotted with an eclectic mix of architecture: from the 18th century St Andrew's Church in Kyiv to the renowned Odessa steps looming over city onlookers. The highrise silhouette of Ukraine's financial centre (and once Soviet missile manufacturing hub) Dnipro dramatically contrasts to the rich farmland covering 70% of the vast country. Places of worship such as synagogues, Greek catholic, Armenian and protestant churches (many of which are no longer in use) can be found across Ukraine.

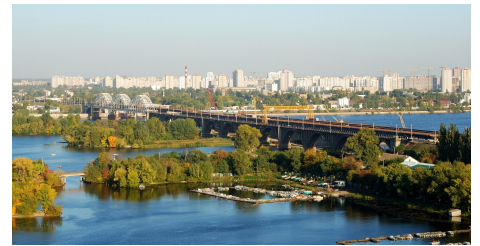
Of course, these are descriptions from before the war began. Now once thriving cities are reduced to dust and rubble, whole villages have disappeared, missiles and explosions are observed by city goers and so many have fled. People are terrified and so many are dead.



A wheat field in Ukraine Unsplash



St Andrew's Church, Kyiv Unsplash



Dnipro city Unsplash

## Historical Context

*The modern relationship between Ukraine and Russia exists because of many factors, some dating back to the middle ages...*

### 9th Century to Early 1900s

Believed to have been founded in the 9th century, Kyivan Rus' (or Kievan Rus') was a collection of mainly East Slavic tribes from which ethnic Ukrainians and Russians likely originated. Kyiv was the centre of Kyivan Rus' in the 11th to 12th century, but by the 15th century Moscow took its place.

In 1654, the Pereiaslav treaty was signed due to the threat of invasion of Ukraine. The treaty was an agreement between Ukraine and Russia, which protected Ukraine whilst also making it part of the Russian state. It's still relevant today; to some symbolising an 'age-old friendship between Ukrainians and Russians' but to others merely a military tactic.

In the period between the Pereiaslav treaty and 1918, the ownership of different Ukrainian regions changed frequently. Ukraine was briefly independent between 1918 and 1920 in the Ukrainian-Soviet war, but once Ukraine lost, it became a part of the USSR.

**Soviet: A** member of the Soviet Union or regarding the Soviet Union

**Soviet Union or USSR: A** communist country made up of multiple other countries (including Russia, Ukraine, Belarus etc) existing from 1922-91

## The Holodomor (1931-33)

*With some of the richest soil in the world, Ukraine's biggest export is cereals. The former 'Breadbasket of Russia' has experienced multiple famines in its history, most notably the Holodomor:*

The Holodomor began developing in 1931; an artificially induced famine which instilled fear into the hearts of Ukrainians for generations. Josef Stalin (leader of the Soviet Union, 1924-53) created kolkhozes -or collective farms- to supply his new population of industrial workers with necessary nutrition. These farms were advertised under the idea of cooperatives, however in reality they were groups of farmers who worked for the state, receiving little money in return (in 1931 half of kolkhoz workers weren't paid at all). Due to this, kolkhozes were highly unpopular among the Ukrainian peasantry, provoking mass protests. Many also fled to cities.

In 1932, officials began taking the grain of kolkhoz workers, leaving them without enough food to adequately feed themselves, and in August of that year, it became punishable by death to take grain from a collective farm, deterring farmers from doing so to feed themselves and their families. This led to a quarter of a million deaths.

There was a spike of mass mortality in 1933, mainly due to mass searches: houses were broken into by officials, any food found was destroyed or taken and people were executed or sent to camps under suspicion of theft. In June of that year deaths per day rose to 28,000; people were eating leaves, bark, household pets and some even resorted to cannibalism. Corpses of farmers who managed to escape lay on city streets- they had collapsed there and died.

By the time the famine ended, between 3.5 to 7 million people had lost their lives. This was the way Stalin chose to make the Ukrainian peasantry submit and accept their status, weakening Ukrainian identity and essentially silencing nationalist aspiration. It is recognised as an attempted genocide against the Ukrainian people by multiple countries, but not the Russian Federation, which denies it to this day.

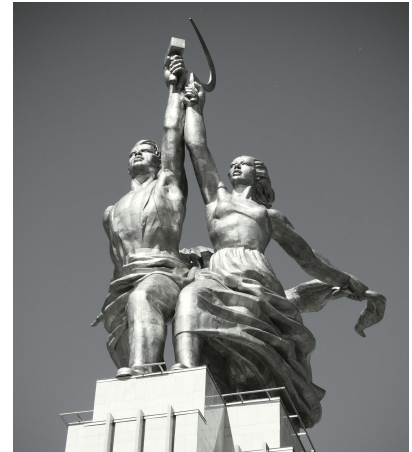
**Export:** Goods or services which a country sells to other countries

**Artificial Famine:** The starvation of a large group, purposefully planned by someone.

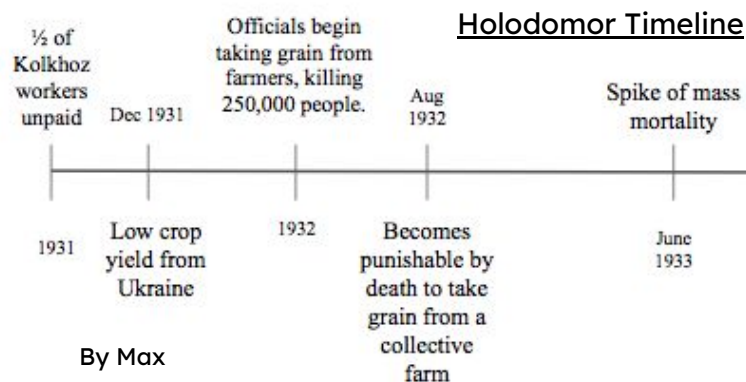
**Cooperative:** Everyone works together to create something, which is then shared back among themselves.

**Ukrainian Nationalist:** A Ukrainian who believes in the independence of their country.

**Genocide:** The mass murder of a specific group of people with the aim of destroying them.



A statue of a kolkhoz woman and worker man in Moscow, showing how collective farms were glorified in Stalin's Russia- Wikimedia



**Populace:** The people living in a particular country or area.

**Forced labourer:** Someone who is forced to work, often under extreme, life threatening or highly dangerous conditions.

## World War II (1941-44)

Before World War II, Ukraine was full of thriving Jewish communities: in 1926, a Russian poet described Kyiv as a 'Ukrainian-Jewish-Russian city', Chernivtsi Synagogue in western Ukraine has been called 'one of the most magnificent temples in Eastern Europe' and many Jewish merchants resided in port city Odesa in the early 20th century. Everything changed when Nazi forces occupied Ukraine.

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# The Protests That Shook Iran

**Please be aware that this article deals with sensitive topics such as death, violence and state-sanctioned execution**

Iran, theoretically, is a state with gender equality. Under Article 20 of the Iranian Constitution, it states:

*“All citizens of the country, both men and women, equally enjoy the protection of the law and enjoy all human, political, economic, social, and cultural rights, in conformity with Islamic criteria.”*

This is not true. Islamic law may specify gender roles, along with all Abrahamic religions, but not inequality in basic human rights.

Women in Iran endure some of the worst human rights on Earth such that, in the Global Gender Gap Index, Iran is placed in the bottom 7 in the world. In the similar Gender Equality Index it scrapes by at 113th of 162. There is no hiding the fact that to be a woman in Iran is to face hardship; from what you may wear from when you may marry, you may be subject to the whims of your family or the brutal morality police.

This article is not designed to provide an in-depth analysis of the causes and effects of protest in Iran, of the type done by Max’s article on Ukraine above. For that, I would direct you to Persepolis, the film or the book, that provides a

beautiful insight into the Iranian Revolution of 1979 and the true story of a woman caught in the middle.

Rather, I will provide a short, brief rundown of the general events so far, from the start to the present, using data collected from trusted sources, such as Reuters, the BBC and VOA. Please be aware that due to deadlines, it may be slightly out of date. All sources are linked.



Image by [Neil Webb](#) on [Unsplash](#)

September - Read the day by day timeline [here](#)



Image- Emily Holland

October - Read the day by day timeline [here](#)



Image-Sima Ghaffarzadeh - [Pexels](#)

November - Read the day by day timeline [here](#)

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# The Younger Vote - Your Opinions

*Whether those aged 16 and over should get the vote is a debate that seems to show no sign of stopping. In Scotland and Wales this right is already guaranteed in local elections, while in England and Northern Ireland it seems to be proposed every election or referendum, then fades away again. Here we see the many different perspectives of such a divisive debate.*

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## **The Opposed**

*Anonymous Blatch student*

**You oppose the idea that those aged 16 and over should get the vote - Correct?**

Yes

**Why do you feel this way?**

Because the brain isn't fully developed until the age of 25. I also believe that they can be easily influenced by the people around them.

**Do you feel that for some votes with longer-term impacts, such as the Brexit referendum, 16 and over should get the vote?**

I think that in some referendums 16 and older should have the vote. I feel that large referendums that will have an impact over the rest of their lives should involve the young vote. However I feel that whilst voting they should be in a closed off room without any other source of influence, such as from their carers or friends.

**Can you explain this view?**

Because the brain development isn't fully done until 25 and at this age you can be easily influenced, especially in a negative environment. I feel that this is a problem.

**What would you say to those for giving 16 and over the vote?**

I admire your trust in the younger years intelligence but I do not agree with it. Certain parts of the brain, parts needed to make decisions, are not developed, meaning they would most likely vote for whatever their parents or friends vote for and then may end up regretting it.

**Read on**

# INTERVIEWS!



# Teacher on Trial: Ms Claydon



## **What made you want to become a headteacher?**

I had no specific intention to become a headteacher but when the chance to apply for the headteacher role at Blatch came up it was too good an opportunity to miss. I believe that being a headteacher is the most privileged role within our profession as you can shape the culture and ethos of your school, determining not only how well students achieve but also supporting students to develop their characters, confidence and understanding of values - which will hopefully have a positive impact on them for the rest of their lives.

## **What's your favourite thing about Blatch?**

What I love most about Blatch is working with the people who are part of our school. We have incredible students, amazing staff, supportive families and governors, and I feel very privileged to lead such a wonderful school community.

## **Our newspaper's theme is Freedom this term. What does Freedom mean to you?**

Freedom means lots of different things to me but, perhaps most importantly, as a female leader I am very conscious that I have had opportunities not open to generations before me. My grandmothers for example both had to leave school before the age of 16, despite being offered chances to stay on, because they had to go out to work to support their families. It is very important to me that all of our students, and particularly groups who have not always had the same opportunities as others, are able to have their voices heard, gain qualifications that mean they can become leaders and decision-makers in the future, and become financially independent, giving them more freedom to pursue their own choices than previous generations have experienced.

## **How can the idea of freedom be applied to our school?**

I think it's really important that student voices are listened to and heard. We are doing a lot of work in listening to students about different aspects of school life and we will continue to do this, and to improve our school based on what our students say. It's also really important that we ensure we do everything we can to support our students in achieving as well as they can because we know that qualifications open doors to further/higher education, to job opportunities and to greater chances for our students' voices to be heard as adults and therefore to shape society.

[Click Here to Read On](#)

# An Interview With Omar

**Omar Lye-Fook is a famous British Singer, Musician, Songwriter and Actor particularly well known for his hit single “There’s Nothing Like This”, released in the 90s and his role as Avery Baker in Eastenders.**



**Was music particularly important to you growing up in Canterbury?**

*“It was very important as it took up most of my time during my time there. I was in school brass bands, percussion ensembles, choirs and the Kent youth orchestra. I also went to Saturday morning music school in Maidstone.”*

**What musicians inspired you the most?**

*“At the time I was into Stevie Wonder, Level 42, and Jeff Lorber, but Stevie was my main influence.”*

**What was the most significant milestone in your career (what made you realise you’d made it big?)**

*“When I released ‘There’s nothing like this’ it became a national hit and then international, you could just feel the change in people’s interest in my music.”*

**Does living in Brighton and Hove provide inspiration for your music?**

*“Very much so! The relaxed pace gives me a vibe which I think comes through the music.”*

**Which musician from the past would you most like to hang out with?**

*“I think I would’ve loved to hang out with an in-his-prime Bill Withers, he had a fantastic way of telling stories in his music, something I would love to emulate.”*

**If you were going on a long journey and could only play one album, what would you choose?**

*“‘Journey through the secret life of plants’ by Stevie Wonder. It’s a double album which takes you on a journey (Suitable for the trip!)”*

**How long did it take you to write the hit single ‘There’s Nothing Like This’?**

*“It took a day. I started with the music about 11am, had a break about 5pm, then wrote the lyrics and finished by say 9?”*

**What comes first, lyrics or music?**

*“Almost always the music first for me (I hear music first)”*

**What advice would you give to someone who wanted to get into the music industry?**

*“Find a sound you love and enjoy but also try to be different with it, there are a lot of people trying to make it and you need to stand out from the crowd. That goes for the look too.”*

# Interview with Horrible Histories star (and Blatch alumnus) Laurence Rickard

TYPOGRAPHIC



Laurence Rickard is known for his performance and writing of award-winning programmes and films, such as *Horrible Histories*, *BBC Ghosts*, *Bill* and *Yonderland*. This interview will discuss Laurence himself and some details about the show *BBC Ghosts*.

## About Laurence Rickard:

### **What school did you go to?**

I went to your school. I imagine it's changed a little since then, but Blatch was a really important place for me. I was lucky to have a couple of teachers - across, English, Drama and Music - who really inspired and encouraged me. I very much doubt that I would have got into the career I'm in now if it hadn't been for the teachers I found there.

### **What's your favourite thing about Brighton?**

I was born here, so it's easy to get complacent about what a great city it is. Obviously being so close to the sea is amazing - something I've come to appreciate more and more since my son came along, who loves a paddle and an ice cream. But I think the best thing about it is it's packed with things to do and places to eat, but in such a relatively small space. I always feel like you're about 20 minutes from anything, which certainly wasn't the case when I lived in London.

### **How did you first get into acting?**

I'd written and acted since school, and I quite quickly realised that I didn't really want to do anything else. I went on to do A-levels in Drama, English and Media and then studied the same at university. Once I graduated, I made a sketch show with a friend of mine that Channel 4 ended up putting out very late one night. From that I managed to get an agent, then another TV gig and, verrrry slowly, that became my day job. It was a long process, but it eventually led to a job writing on *Horrible Histories*, which has led to pretty much everything I've done since.

### **What are you working on at the moment?**

I'm currently writing on a number of things. One of them may or may not be about ghosts. I could not comment on that. The other is a new show about the aftermath of an alien invasion, that I've written with Ben Willbond, who plays the Captain in *Ghosts*. It's called 'We Are Not Alone' and it's a feature length comedy that should be on TV at the end of November.

TYPOGRAPHIC

[Read On](#)



# Last year we said goodbye to Mr Radcliffe

**How long did you teach at BMS for and did you do any other jobs before teaching?**

I taught at Blatch for 20 years exactly. A nice round number. I didn't go straight into teaching after graduating, so I had a few jobs before. In fact, although it still amuses me now, I was able to start teaching on one pay point above my peers because of my experience in 'industry'. This experience initially amounted to various bar jobs and then working full time in an independent record shop. At the time I was mostly either playing football or listening to music and going to gigs. I was pretty determined to get into the music industry and had several interviews for jobs that no longer exist like 'Label Sales Rep', whose job it was to tour round record stores with the latest releases and persuade the shop to stock them, and 'Regional Promo Guy' (possibly not official title), who had the job of managing bands as they came to venues in your region. I was utterly unsuccessful and eventually had to leave the record shop as the pay was appalling! I then had a short hiatus working for a job agency, including roles in a jam factory, as a school cleaner and emptying sacks at the Post Office. The last job led me to apply for a job as a real postman, which I ended up doing for a couple of years before training as a teacher.

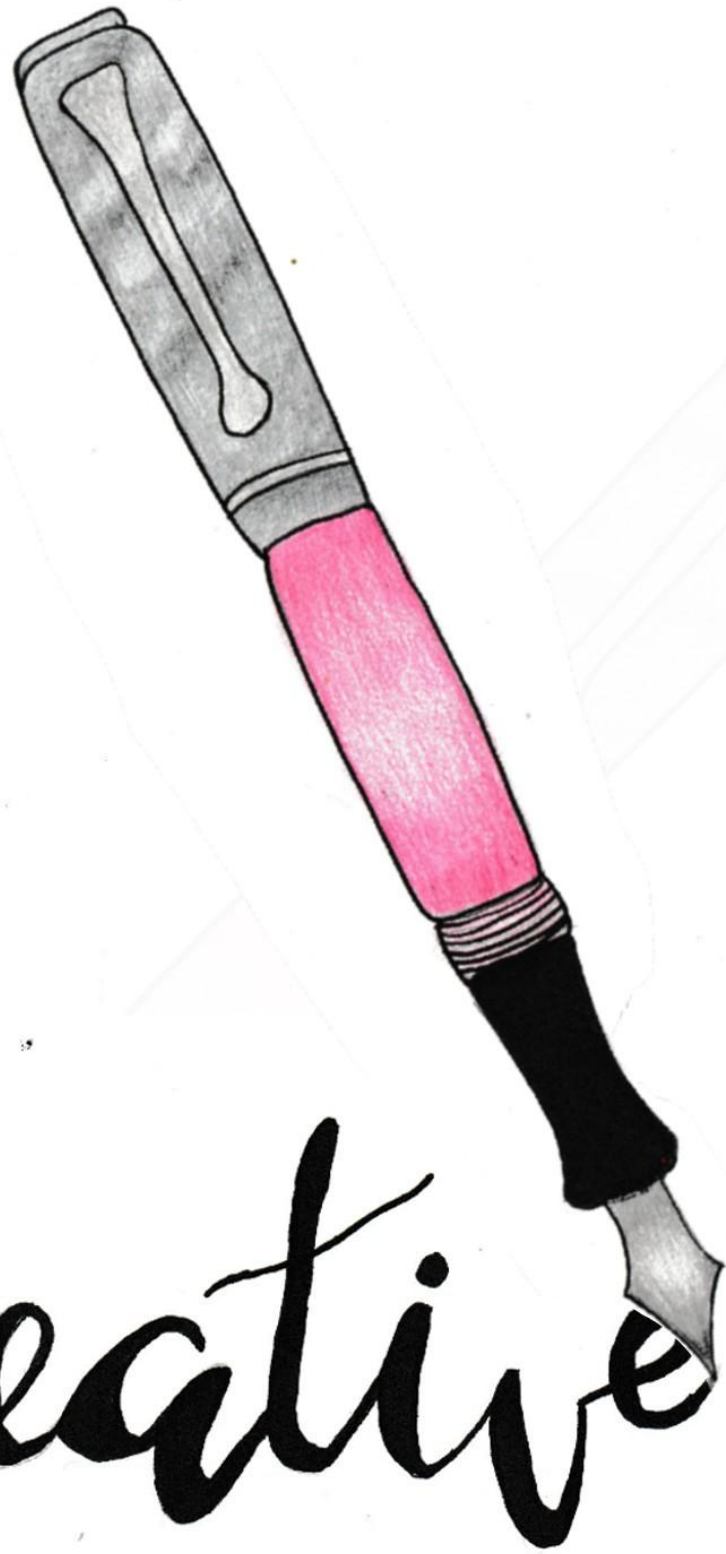
**How did the school change during your time there?**

My goodness, school and the whole education system changed so much during my time at Blatch. When I started there was a great deal more money being spent on education. The school still had Performing Arts Status and there were all kinds of arts related events, from the incredible shows that still get put on now to band tours of the USA. When I started there was very little technology - no laptops for staff for example, never mind the students! - whiteboard and pens in the classroom, and I was even still using an OHP (look it up...!). Lots of other things changed about the school: the structure of the school day, uniform etc. But, the one thing that never changed among the staff and the students was a real sense of community.



[Read On](#)

Image- Unsplash



Creative

# *Society is Changing, and so is Art*

*Society is changing, and so is art.*

*I am thankful that we now live in a world where art has no boundaries. We have moved away from a restrictive way of creation that no longer forms a hierarchy, with artists like Jeff Koons (Balloon Dog) and David Hockney (Garrowby Hill) sharing a similar level of status despite their drastic artistic contrasts. And since the way art is created has changed, so is the way it's defined. What was once just the restrictive disciplines of painting, sculpting and printmaking has now transformed into any form of self-expression consisting of whatever medium is necessary, from Cornelia Parker's flattened silver cutlery and dishes to Tracey Emin's model of an 'Unmade bed'.*

*Until recently, not only would your race and gender dictate your success and status as an artist, but also what you painted and the style. The Academic Hierarchy of Art was initially created in 1669 and goes as follows: 1st, History painting, 2nd was Portraiture 3rd, Genre Painting (Domestic Scenes) and 4th was Still Lifes. This defunct order was not broken down until the Impressionists in the 19th century, who were initially rejected by the establishment. At certain points, the word 'Impressionist' was even viewed as an insult, with many artists wanting to remain as close to the guidelines as possible.*

*Monet's 'Impression, Sunrise' was one of the first painting that began sparking popularity for art that was different from the ordinary. This encouraged other artists to not suppress their creativity or longing for an alternative form of self-expression.*

*Furthermore, Art no longer needs to have any permanence; the momentary shredding of Banksy's 'Girl with Balloon' was what gave the painting its final, extortionate value. So do not limit your creativity based on others' perceptions of it or even be afraid to further dismantle the foundations of art. Every piece, however unconventional or eccentric it may be, could end up in a gallery.*

*By Madeleine*



**This Blue Earth**  
*By Mr Sladden*

[Read the Artist's View](#)



## Art Reviews

Typographic would like to thank Mr Sladden for compiling the Art. He has also provided us with valuable guidance in the interpretations of these artworks that can be seen on the following pages. It should be noted that these interpretations, summarised by students for the Typographic, may or may not relate to the inspirations, thoughts and feelings of the artists who have created them. When looking at an artwork we can all respond in different ways according to our own experiences and approaches to art.

A big thank you to both Miss L Mair, the Head of Art, and Miss P Baker, who brought our attention to these pieces. Last, but certainly not least, acknowledgement and thanks are due to all the students who created these remarkable works and gave permission for them to appear in our magazine. Thank you!



# Charlotte C



Charlotte's work is dazzling and bright, a kaleidoscope of colours and shapes that create a hypnotic image.

The patterns and colours are contrasting, making them striking to look at. This painting is loud and demands attention.

# Sonny G



# Sonny's collage

The background print is an extract from George Orwell's work 1984.

Sonny has created a powerful piece with an all pervading sense of paranoia in an inspired Orwellian artwork.

The choice of using collage is appropriate, creating layers much like the metaphor used here, also allowing 1984 to provide a physical as well conceptual backdrop.

# Jada S

Jada's image prompts reflection. A child floats above a dull landscape held up by a dandelion head.

This is a surrealist representation of a dream of childhood and the realisations of the adult are captured in this thought provoking work.

The seed-head and the path are symbols of future growth and the journey through life.



# Thomas J



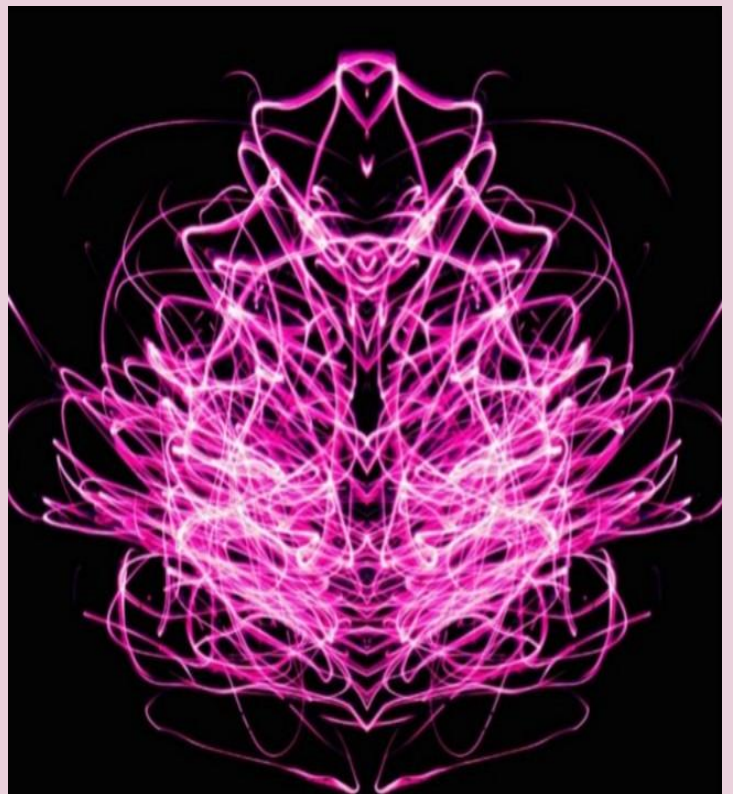
This digitally-produced image of a face melding into a tree is powerfully striking. Perhaps it represents human connection to nature, however there is an ominous and spooky quality to it.

The eye staring directly at us is unsettling, adding to the almost gothic imagery.

Joshua's light work photography has an exceptional and dazzling quality. Here is a symmetrically balanced piece that suggests a pure electrical flow with a transcendent glow radiating as if the anatomical systems of the body have been in some way strangely energised.

This photograph reflects this mysterious inner world and reminds us that life is indeed pure energy.

# Joshua F





# Lyla M



Lyla's photograph is a bubble of natural calm. The composition has an intuitive balance, the eye can rest in the clarity of the sphere. The landscape, with its subtle blur, ensures there are no distractions. The sphere is our sole focus, holding our attention as it holds nature within it. This allows us to have a moment for our own reflection especially with everything else that's going on in the world.

Ami's photograph is a portrait set in an area of landscape. Free from human identity, this reminds us of the Nature within us all. In this remarkable photograph it is clear - to save and sustain our planet we must no longer see ourselves as separate from nature.

Ami B-Y



# Recipe for Hutspot with Gehaktballen and Gravy

## A heartwarming Dutch recipe from the Netherlands

How I came to eat the biggest meatballs I've ever seen - when I was three years old!

When I first tasted this dish, the meatballs were almost the size of my head and I still recall how much I enjoyed it. I was on a journey around Europe with my family and Uithoorn, North Holland, was our first stop. We met a lady called Ilse through Couchsurfing (a social networking site) and she kindly made us this traditional 16th century dish. We have still kept a connection with Ilse to this day; Ilse has visited us a few times in Brighton & Hove since then. From time to time, we fondly make this delicious recipe as a reminder of our foodie adventure all those years ago.

Hutspot is a Dutch winter dish made with carrots, onions, and potatoes. It is traditionally served with Gehaktballen (meatballs) and gravy.

Recipe for 4 - 6 people

### Ingredients for Hutspot

- 500g of onions
- 500g of carrots
- 500g of potatoes
- Salt to taste

### Ingredients for the Meatballs and Gravy

- 1000 g of mince beef
- Salt and pepper to taste
- 3 or 4 pieces of Melba toast
- Tomato ketchup
- 1 big glass of water
- 2 or 3 eggs
- Breadcrumbs



### Making the dish

Peel the carrots, onions and potatoes. Cut them all in pieces. Put the potatoes, carrots and onions in a pan. Add water and a little bit of salt into the pan. Boil for 15 to 20 minutes. While the pan is on the hob you can start making the meatballs. For the meatballs, crumble some slices of Melba toast in a mixing bowl. Add the eggs, salt and pepper and the meat in the bowl. Mix it all with your hands so that it's all evenly mixed (make sure to make the meatballs nice and big). After you mix it you put as many breadcrumbs in a bowl or on a plate so you can roll all the meatballs through it and cover them all with the breadcrumbs. Put as much oil or butter\* in the saucepan so when it's melted it's covered all over the pan, there has to be a layer of oil/butter in the pan (about 0.5 cm). Let the butter turn brown and then slowly put the meatballs in the pan. After a few minutes turn over the meatballs, so that all sides are evenly brown. While the meatballs are cooking, squeeze in some tomato ketchup to create a sauce. When the meatballs are done, serve with the Hutspot and enjoy!

\*Butter is traditionally used.

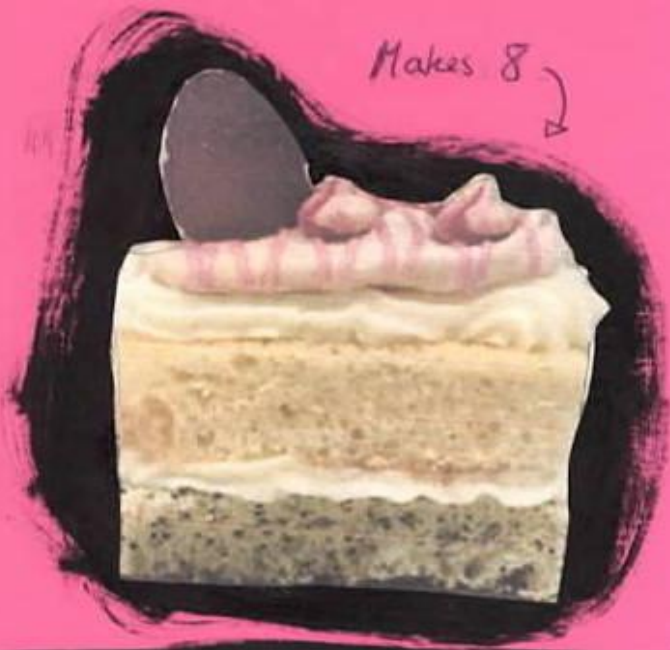
**By Jada S**

# Sandwich Cakes

DIFFICULTY: ★★☆☆

Typo GRAPHIC

Makes 8



## Ingredients:

### Sponges:

- 4 eggs
- 125g self raising flour
- 125g sugar
- 20g butter, melted
- 20g warm milk
- 1/2 tsp vanilla extract
- 15g poppy seeds
- 1/4 tsp vanilla extract
- 1/2 zest of a lemon
  
- 125g raspberries

### Mascarpone cream:

- 125ml double cream
- 125g mascarpone
- 115g icing sugar
- 1/2 tsp vanilla extract

### Meringue:

- 40g egg whites  
(approximately 1 large egg)
- 40g sugar
- 1/4 tsp cream of tartar
- 1/4 tsp pink food colouring
  
- 20g white chocolate
- A few drops pink food colouring

Equipment: Two 16.5x16.5cm square cake tins, mixing bowls, spatula, piping bags, star shaped piping nozzle, 1cm and 0.5 cm rounded piping nozzles, piping bags.

### For the sponges:

1. Grease and line the cake tins and set the oven to 150/170C fan/gas.
2. Whisk the egg whites in a glass bowl until frothy with an electric hand whisk.
3. Incorporate the sugar a tablespoon at a time whilst continuing to whisk, making sure that the sugar is well distributed before you add each tablespoon. Continue doing this until all the sugar is added and soft peaks form when you lift the whisk.
4. Fold in the egg yolks and vanilla extract
5. Sift the flour over the mixture and fold.
6. Fold in the melted butter and milk.
7. Pour half the batter into the first prepared cake tin.
8. Carefully fold the lemon zest and poppy seeds into the other half of the batter, then pour into the second cake tin.
9. Bake for 20 minutes, or until lightly browned on top and an inserted toothpick comes out clean.
10. Remove from the oven and leave to cool for 10 minutes.
11. Once cooled, cut the sponges into eight 4cm by 7cm rectangles (using a set square may be useful).

### For the mascarpone cream:

1. Whisk the double cream until it forms soft peaks.
2. Add the vanilla extract and mix.
3. Sift in the icing sugar and mix, followed by the mascarpone. Put the cream in a piping bag with a star shaped nozzle.

For the meringue:

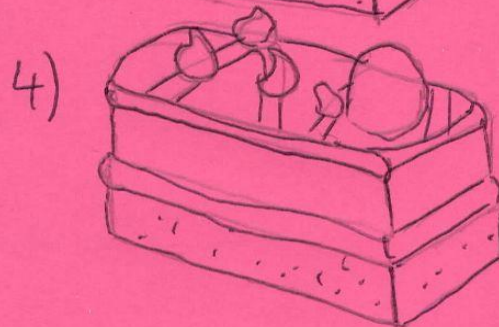
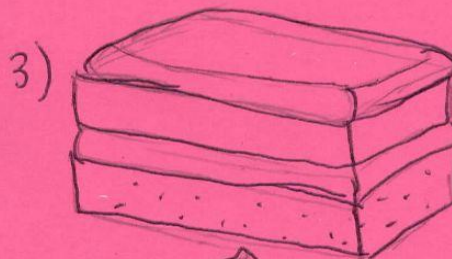
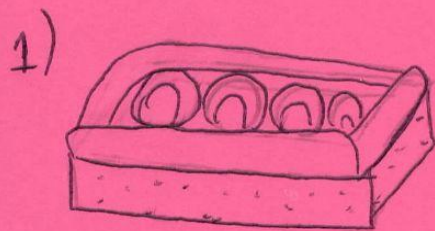
1. Set oven to 120/140C fan/gas, place baking paper over a baking tray.
2. Whisk the egg whites until frothy.
3. Add the sugar 1 tablespoon at a time whilst whisking until all the sugar has been added, then whisk in the cream of tartar. The meringue should hold stiff peaks.
4. Transfer 3/4 of the meringue to a piping bag fitted with a round 1cm diameter nozzle.
5. Add the pink food colouring to the remainder of the meringue and fold a few times, but don't fully incorporate.
6. Put the meringue into a piping bag fitted with a 0.5cm diameter nozzle.
7. Pipe small blobs, around 6mm in diameter.
8. Pipe the white meringue into fat sausage shapes, about 6cm long, then use a wet teaspoon to smooth them down into ovals, these should be able to fit on top of the sponge pieces.
9. Bake until the meringues become slightly coloured, 15-20 minutes for the white meringue and 12-15 for the pink.
10. Leave to cool.

For the white chocolate drizzle:

1. Heat the chocolate in the microwave, stopping every 15 seconds to mix.
2. After the chocolate has melted, mix with the pink food colouring.
3. Put in a piping bag with a 2mm hole cut at the tip, and drizzle over the meringue ovals in a zigzag shape. Place one raspberry and three pink meringue blobs on the oval before the chocolate sets.

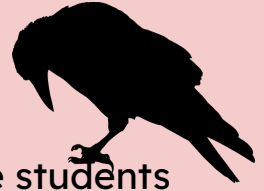
Assembly:

1. Pipe the mascarpone-rose cream around the edges of the pre-cut lemon poppy seed sponges in a rectangle shape. Fill each centre with one and a half raspberries, to fit these you can tear them apart with your fingers.
2. Place the vanilla sponge on top.
3. Pipe a filled rectangle on top of the vanilla sponge.
4. Place the pre-decorated meringue oval on top.



# Gothic Creative Writing!

## After Hours - Lily R



After a long and hard day in the classroom the final bell went. All the students clambered out as fast as they could while the bell still rang. My eyes were heavy and droopy, coffee was going to be my best friend for the next few hours of marking all the hideous, unpunctuated and tiresome stories. I dragged my weary body from behind the desk loaded with books, and wandered down the eerily quiet corridor towards the well trodden route to the canteen.

The canteen was motionless. Not one single person. Nothing. Solitary.

### [Read the Rest Here](#)



## Nah ma g it's a dinosaur - Zachary B-T

I push open the door, excited and relieved. I've been looking forward to today for a long while; I've always wanted to go to the Natural History Museum. Mum notices my exhilarated expression and smiles.

"Where to next?" She asks me. I quickly realise that we could just... stop. We'd been on the go for the past few hours and now there were many doors and paths at our disposal. I pointed at the large slim-looking dinosaur that greets you on your arrival.

I tip up my hat and consider our options.

"This way!" I run over. I start reading the description rapidly.

Just as I'd got to the bit about what its diet was, Mum caught up to me.

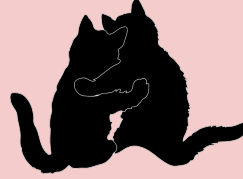
"Wow," she puffs, seemingly amazed, "this is huge! I've never seen so many old things in one place..."

I spot an interesting-looking Egyptian-themed area out of the corner of my eye. I hastily run over, lifting up my hat to take a glance back at Mum... but she isn't there. I look around rapidly - but she's nowhere to be seen. *She must have wondered off somewhere*, I tell myself. I go back to the large centre skeleton and survey my surroundings. I suddenly remember that she was talking about probably needing the toilet after the flight to London. I figure that that is where she must be, although I would have thought she'd have *told* me if she was going instead of just leaving me on my own.



### [Read the Rest Here](#)

## Angela's House - Tessa B



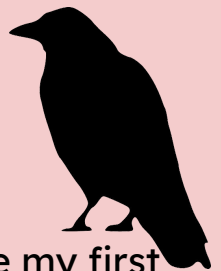
Rachel was sitting at her desk in her room back at Angela's house. She always felt safe there, working on her theory skills of killing a demon. She brought the tip of the end of her pencil and resisted the urge to bring it into her mouth. Her poor pencil had already been badly damaged over the past few weeks because of her stress. It had gotten so bad but after she had started training, she had felt herself. She stared down at the piece of paper and thought about it.

"I don't know this," she muttered. "Matthew, can you please help me?" She heard an irritated sigh as Matthew pulled himself to his feet off the bed and pulled the nightstand, which thankfully had nothing on it, before dragging it to where Rachel was sitting and sitting on it as if it was a chair.

"What do you need help with?" he whispered softly in her ear, leaning in to see the piece of paper.

## Read the Rest Here

## Time to Die - Maya C



Mondays have always been my least favourite. That's probably because my first lesson is English with my awful teacher, Mrs Hubbard. Every lesson with her, I wish the time would just go away.

Like every Monday, we had English and everything seemed dull.

As usual, Mrs Hubbard was wearing her floral, double breasted coat over her long beige skirt and white blouse. Her dark brown hair that she wears in a downward curled bob and a sickly sweet smile that is just a mask for her shallow personality.

"I'm just writing the starter on the board class." Mrs Hubbard announced. She walked away to help another student, revealing the sign on the board, "Time to die!" It stated! I looked around to see the expressions of awe on the others' faces. My own slowly beginning to open. What did she mean?! Suddenly, everybody had disappeared, including Mrs Hubbard.

At that moment, I felt an icy finger send shivers down my spine. I wanted to get up and run, but I was frozen in fear. I gasped as she took me into another world and the place was erratic.

## Read the Rest Here



## Untitled - Eme M

# Poetry

It only takes a spark,  
To turn the whole world grey,  
Burn a forest to the ground,  
Cause devastation and decay,  
It only takes a spark,  
To scar a life,  
Crush a soul,  
Or break a heart,  
It only takes a flame,  
To brighten up a day,  
Spread kindness and joy,  
Make sadness go away,  
It only takes a flame,  
To find a friend,  
Sweeten up a life,  
Have love that never ends,  
It only takes me,  
To do all this,  
I create and destroy,  
I am the Spark.



## Freedom For Me - The Anonymous Puffin

Tomorrow is Friday.

In my household, we like to call it Freedom Friday because it's the end of the working week and you can do anything on the weekend.

The weekend sometimes means you can spend time with family and friends.

The weekend means not wearing the same uniform you've been wearing all week. The weekend means laughing with friends.

The weekend means talking with family.

The weekend means going out on long walks or short strolls.

The weekend means going to the park.

The weekend means playing games.

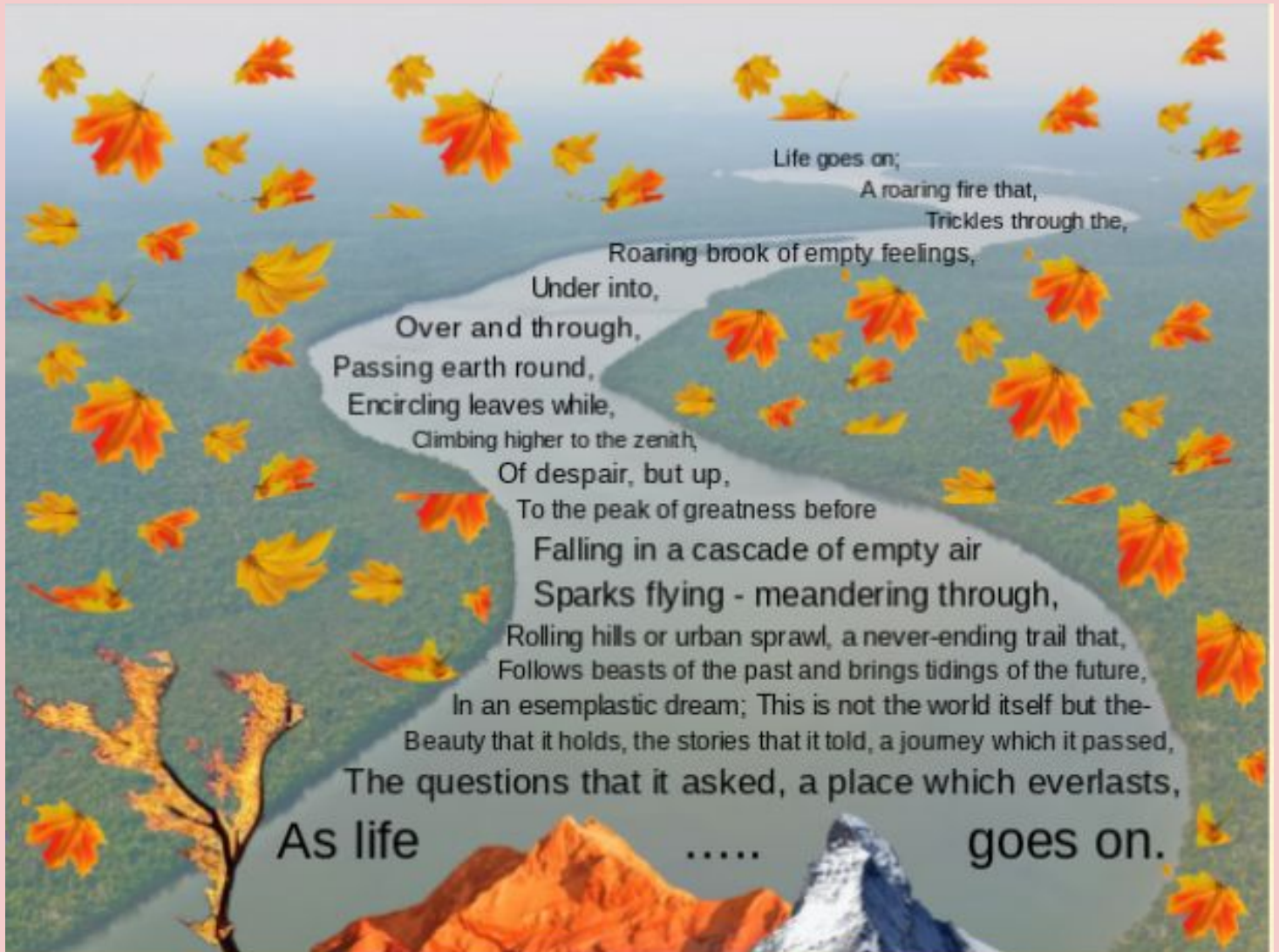
The weekend means playing your favourite sport.

Or maybe the weekend means buying your favourite food.

Or the weekend might mean going to your best friend's house for a sleepover.

The weekend means going to your favourite shop.

## Untitled - Calvin C-R



## The Reason To Write - Edie O

This is what poetry means to me.

In my eyes, poetry is about being free.

To use your words as you see fit.

To write a poem, you don't need a toolkit.

Just a reason to write and a sprinkle of courage.

Because poetry is all about the message.

So please, just because you think your poem isn't good enough,  
don't throw those words away.

Because I guarantee that you and your words have something to say.  
Something to say that might help someone else stand up for themselves.

Something to say that could inspire positive change.

Something to say that could make someone's day.

So speak up, speak out and use your words for good.



# Christmas/ Winter Creative Writing: Competition Winners



## **The Evolution of Christmas** by William W (KS4)

Snow twirled down, blurring in mesmerising matrices as the sun rose above the white-frosted horizon. Ice-encrusted forests blanketed the mountains, and the basin within glistened with pale beauty. Towering pines creaked, festooned with arrays of baubles. A cabin stood, solitary yet somehow bustling in the silence of a young Christmas. Warmth emanated from glazed panes, and shone from beneath the rough-hewn door; the fire roared with flames, fanned by the conviction that *this was Christmas*, and all would be made merry and good for one short day. A figure rose within, stretching silently and delighting in the crispness of this single winter morning. This was Christmas, all happiness and inexplicable, unquenchable spirit; this was someone who could not be tamed, primal and free, loving and generous, bright and cheery. This was Christmas, delighting in the passion of the day. They flung open the door, kicking up arcs of snow and allowing the sun to shine into the fire-warmed cabin. The fireplace flickered merrily, dancing in the sudden gust of cold air, and the unrefined wood of the furniture seemed to radiate a warmth similar to that of the hearth.

[Read the rest](#)

## **The Christmas Beast** by Nosike A (KS3)



10 days until Christmas, and everyone who celebrated it was becoming giddy with excitement, and eagerly opening up their advent calendars each and every day. However, at the North Pole, Santa was busy with billions of presents to deliver within a day! Santa Claus, one of his elves and his reindeer trekked into the glacial plains enjoying the freezing but peaceful air, finding a sense of calm in the burst of commotion up until Christmas.

Half an hour later, when they were just about to venture back home, they stumbled across a shining crimson ball embedded in snow. Santa stepped off his sleigh and stared at it. Slowly, he peered down and noticed scales that covered the ball. His eyes shone with realisation. “Look!” he exclaimed, “It’s a creature!” The beast slowly opened its big, bright, green eyes and snorted smoke out of its snout. The North Pole certainly didn’t have any animals like this one. The elf, which was called Gandalf, opened his massive book of creatures. His nose twitched. “It’s, it’s,... A DRAGON!” “Well, dragon or not, we can’t leave this little guy in the snow all alone,” and with that they huddled the little creature in cloth and flew back to Santa’s quarters.

[Read the Rest](#)

RUN OF THE

MILL



# A trip to Roedean for Black History Month

In recent weeks, other Blatch students and I had the privilege of attending one of Roedean School's exhilarating extra-curricular opportunities, in which students can further enhance their eagerness to learn about all things - from arts, to sciences, to humanities - and it's safe to say this experience was an inspiring one, put lightly.



Baroness Floella  
Benjamin

Thanks to Roedean School for  
sharing their image

This October, and Black History Month 2022, is a month dedicated to the celebration and embracing of Black History in general, inspirational Black People of the past, present, and the future - and most importantly, a deep dive into the lives and experiences that people of colour have faced in their unwavering fight to freedom, justice, and to having a voice in society.

At Roedean School, we were greeted tremendously and escorted to the theatre where we sat, waiting in anticipation for our promised lecture and lecturer to appear from behind the scenes. The wonderful Baroness Floella Benjamin was holding the lecture for the afternoon, and the minute I saw her, I knew we were in for an hour of inspiration and joviality. Her smile never faltered, and when I saw her interacting with the front row of students in the theatre, comfortable and not an ounce of feigned joy in her, I realised instantly we could all take something positive from even that.

[Read More](#)

# ***What is the Youth Council and how can I be involved?***

The Youth Council is a voluntary organisation of young people in Brighton and Hove that advocates for change and represents all young people's views in order to influence councillors' decisions. This is a great way to build confidence, public speaking, negotiation, express issues that concern young people and engage with people from different backgrounds and schools. Recently, we have been involved in many campaigns and held events at the local Brighton Youth Centre. We meet monthly and discuss topical issues and update each other on our progress regarding our campaigns. One of the main priorities for the Youth Council is to be inclusive, so the group ranges from Year 7 - 13 (aged up to 25 for people with SEND).

The Youth Council representative for Blatch is Matilda in yr 11 so please talk to her if any questions have arisen.



# What's going on with extra-curricular?

## Skateboarding Club

The skateboarding club at Blatch took off last year during the summer term. We were fortunate enough to secure funding to set up a beginners group targeting girls.

After collaboration with Brighton Youth Centre skating club they provided us with sound advice and a link with a Brighton based skate shop called Level 1.

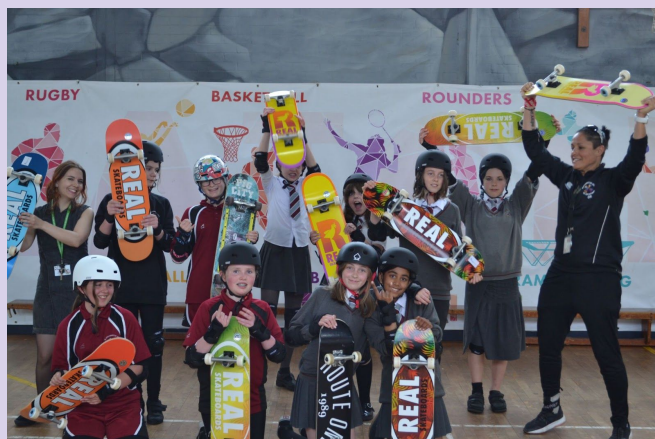
We purchased 10 skateboards, helmets and all the necessary body protection.

The group meets every Wednesday in the East wing gym and practises skating skills and techniques such as stepping/jumping on and off the board, pushing, tic-tac turns, stopping and board flips.

National skateboarder and Blatch student Ruby, helps coach the girls and brings along her expertise and knowledge. She is a great role model to the other students who really look up to her.

Once the group have improved on the basic tricks and turns we are looking to eventually introduce small ramps to enhance the experience and hopefully expand the club further.

Miss Sidhu



## Music Clubs

Lower School Voices have been singing loads of different songs and are starting to work on some pieces for our Winter Concert. Orchestra and Millstones have been going from strength to strength with Millstones impressing families on Open Evening, and our Friday Jam Session is getting more and more popular with students from all year groups coming together to end the week on a musical high, playing songs from Coldplay to the White Stripes! Our Samba group is really coming along, learning the different rhythms and signals and the harmonies coming from Upper Voices are just glorious! So much to enjoy in the Music Department at the moment and so much great music being made!



Image- Unsplash

## Drama Club

Tuesday Drama club is run by Year 8 specialists who play games with Year 7 and set improvisation tasks. Recently they did an advert about a Xmas toy that could do crazy things, like a ray gun that could make annoying siblings disappear. Wednesday is a scripted club where we are learning lines based on A Christmas Carol by Charles Dickens to perform to Year 10 English and to do an evening performance in December to raise money for Crisis at Xmas.



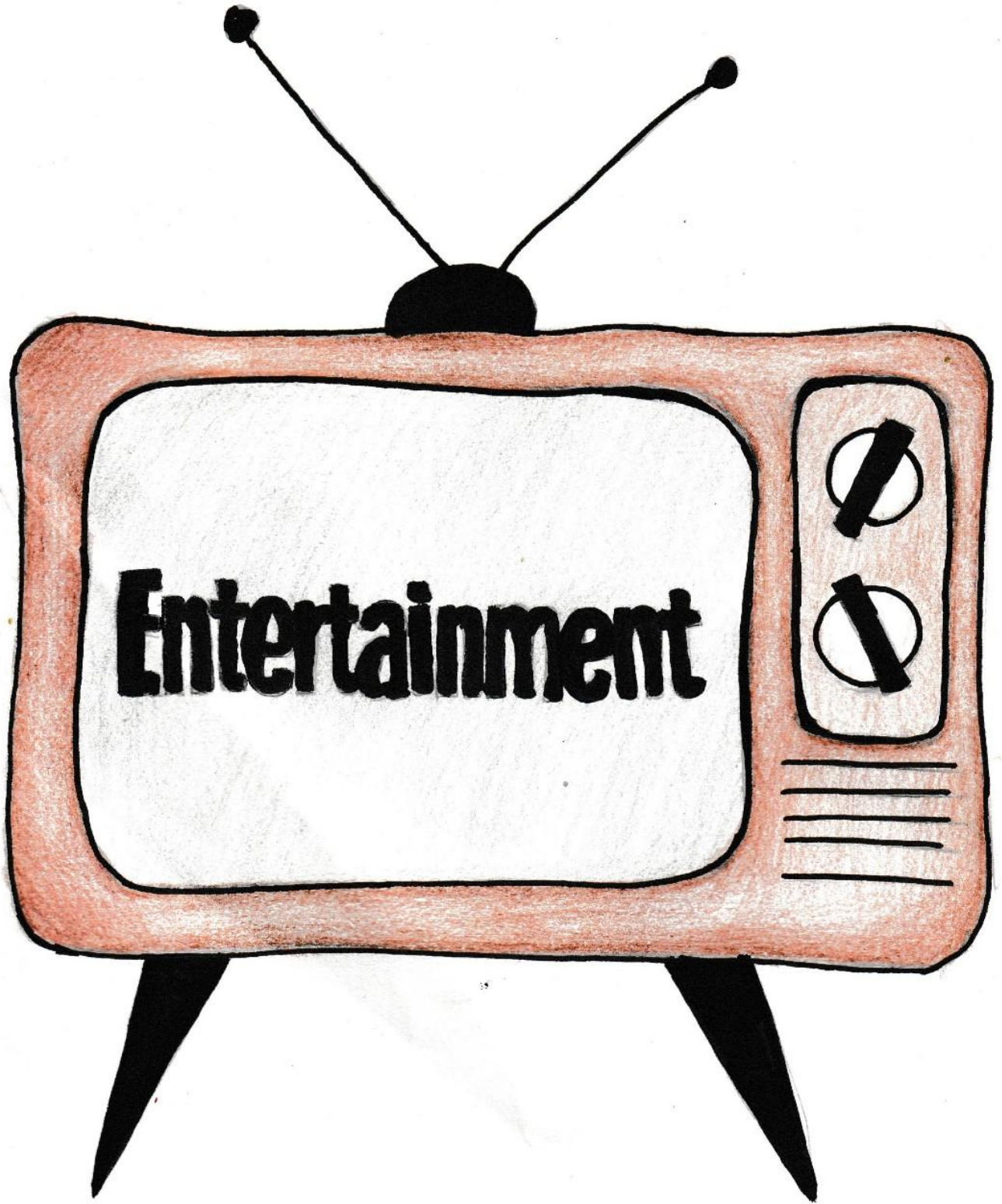
## Italian Club

Over in Italian club we've been learning greetings and numbers every Wednesday lunch time. We have a brilliant range of students from Y7-Y10 who come every week to learn some basic Italian and play some fun games. We've also been mixing it up with music videos, kahoot culture quizzes and even a game of *find the fusilli!* We will continue to explore Italian culture up until our end of term film screening of *Luca*.



All images- Unsplash.

Check out the extra-curricular hub for more [clubs](#)



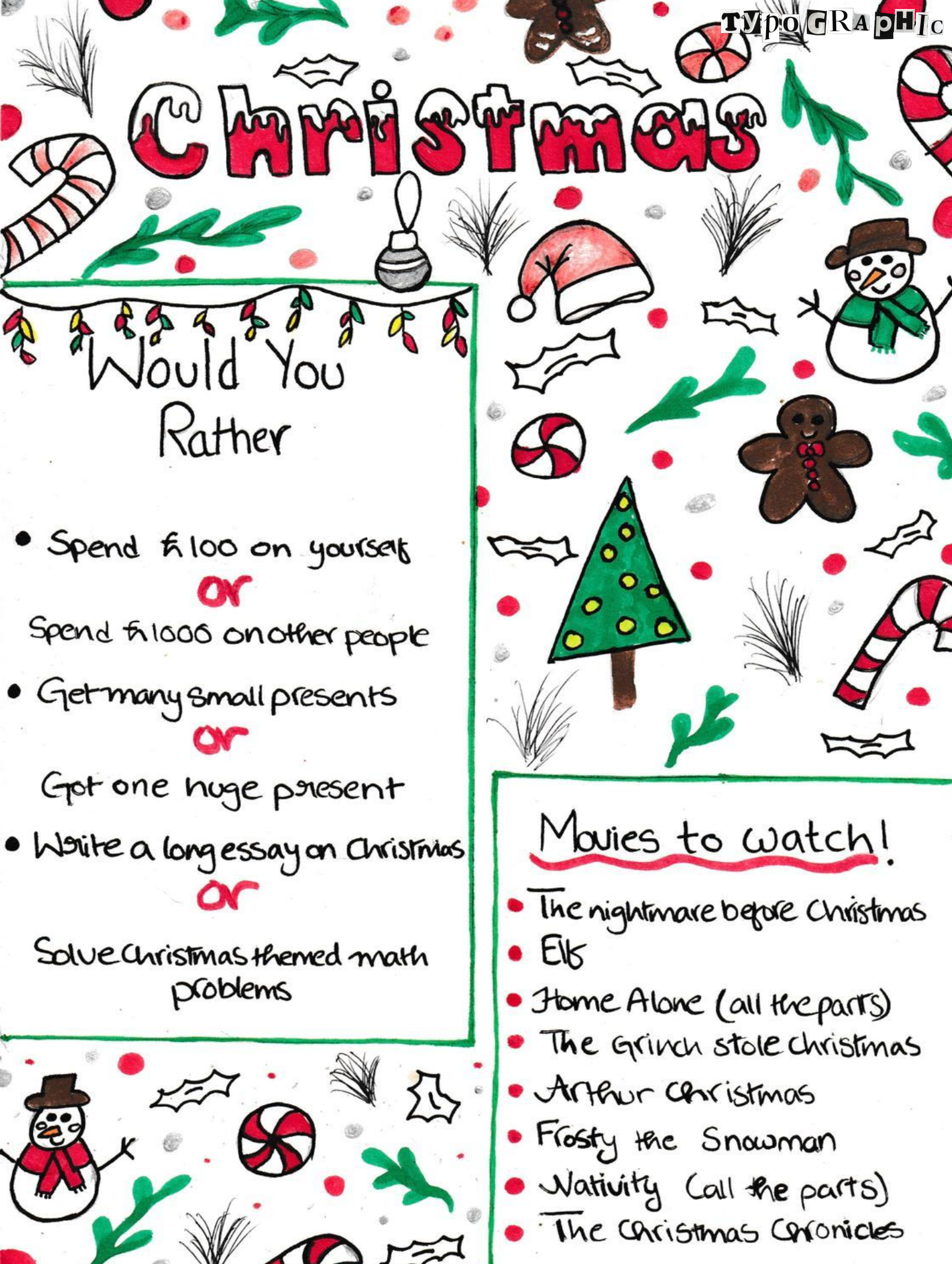
# CHRISTMAS

## Would You Rather

- Spend £100 on yourself  
or  
Spend £1000 on other people
- Get many small presents  
or  
Get one huge present
- Write a long essay on Christmas  
or  
Solve Christmas themed math problems

## Movies to watch!

- The nightmare before Christmas
- Elfs
- Home Alone (all the parts)
- The Grinch stole Christmas
- Arthur Christmas
- Frosty the Snowman
- Nativity (all the parts)
- The Christmas Chronicles





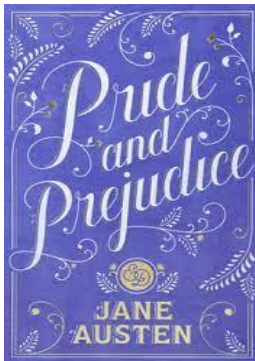
# The RIC

The RIC is located just next to the canteen, and offers a calm environment to focus on work without any distractions. It also has a vast range of books, neatly categorised, so you can find whatever you're looking for efficiently, or discover something new.



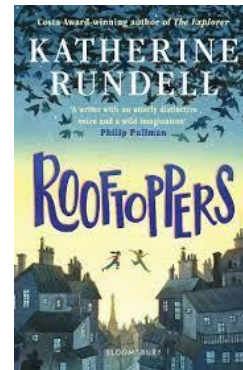
Here are some recommendations from the RIC staff for your next read!

## Classic



Elizabeth Bennet is young, clever and attractive, but her mother is a nightmare and she and her four sisters are in dire need of financial security and escape in the shape of husbands. The arrival of the affable Mr Bingley and arrogant Mr Darcy, both single and in possession of large fortunes, turns all their lives upside down in this witty drama of friendship, rivalry, enmity and love.

## All ages



Everyone thinks that Sophie is an orphan. True, there were no other recorded survivors from the shipwreck which left baby Sophie floating in the sea but Sophie remembers seeing her mother wave for help. She flees to search, meeting a network of rooftoppers - urchins who live in the sky. They scour the city for Sophie's mother before she's caught, and most importantly before she loses hope.

# How to pick a book you'll enjoy

If you find it hard to get into a rhythm of reading or can't find a book to get into, this is Dr Ellery's advice. Start with what interests you. Your film or TV tastes can be a good starting point - many books are made into films, plays or TV series.

## How to pick a good book :

Dr Ellery's steps for picking a great book for you.



**STEP 1** - Choose a book with a cover or blurb that interests you.

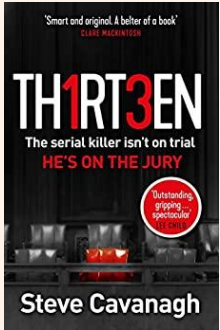
**STEP 2** - Pick a page at random from that book and read it. Do you like how it is written? Does anything immediately jump out at you? Do you want to read on?



**STEP 3** - Are there are strong characters that you like, dislike or can relate to?

This can motivate you to continue reading even if the narrative slows down.

# Book Reviews



Th1rt3en, Steve Cavanagh → 4/5

Th1rt3en is a fast-paced chase set in the midst of the court case to discover a serial killer's identity before it is too late, to save an innocent defendant, and - most importantly - people's lives.

Review:

I found this book to be very captivating and easy to pick up, thanks to its fast pace and constantly developing storyline. Though I didn't previously know anything about how a court case worked, the writer does a good job of describing it in an understandable way. The twists mostly surprised me, though I did find some of the plot to be slightly predictable. Overall, a really good read.

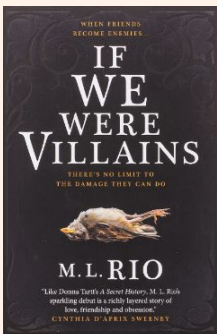
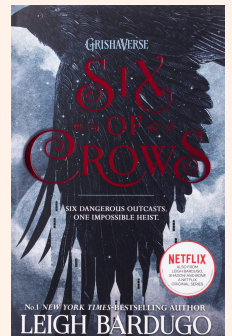
Review:

Six of Crows is one of my all time favourite books. While the context can be initially difficult to wrap your head around, once you get into the story and become attached to the characters, it is very difficult to put down.

Though the plot is highly detailed and well-thought out, it is the characters that carry this story into 5 star territory for me, as they are well developed, and the relationships between them feel incredibly genuine. I recommend it!

Six of Crows, Leigh Bardugo → 5/5

Six of Crows tells the story of a heist, carried out by six ruthless gang members from the fantasy city of Ketterdam, fighting against forces far more powerful than themselves.



If We Were Villains → 5/5

What starts off as a light-hearted text about a quick-witted friend group of actors quickly takes a sinister turn as they find their comfortable lives fall apart. In the aftermath, we see them try to convince the world, and themselves, of their morality.

Review:

I've read this book twice. The first time, I enjoyed it, but found the sophisticated writing style didn't resonate with me. However, when I read it the second time, I found it very difficult to put down, and had to keep coming back to it. It is beautifully written, and the overlap of Shakespeare provides a thought-provoking and ensnaring story. This book isn't for everyone, but if you give it a try it could easily become one of your favourites.

# TV Show and Film Reviews



## Ghosts → 5/5

BBC Ghosts is a comedy sitcom written by the core cast of Horrible Histories about a couple that inherit an old house. When one of them has a near-death experience, she realises she can see a group of ghosts that inhabit the estate, but that her husband can't.

## Review:

This show is very light-hearted and easy to watch, with the perfect blend of comedy and seriousness that makes you really care for the characters. Each episode feels refreshing, and the writers continue to create interest within a theme that could easily become tiring. The only criticism I have is that there aren't more episodes.

## Review:

I found Ted Lasso to be incredibly enjoyable, mostly because of the characters and the way the writing makes you care for them almost from the get-go. The story expands so much more past just football, and I honestly think that someone with zero interest in the sport would still thoroughly enjoy this series. The only downside to it is that it is only available on Apple TV.

## Ted Lasso → 4/5

Ted Lasso is the story of an American football coach who moves to the UK to manage a struggling football club, despite not knowing anything about the sport. He journeys to forge relationships with the staff, the players, and to save the club from relegation.



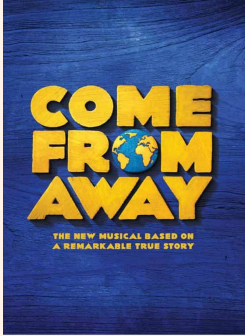
## The Crown → 5/5

Netflix's The Crown is the fictional biography of the British monarchy. An inside perspective on the darker matters of the beloved royal family.

## Review:

I hugely enjoyed The Crown and its way of bringing reality to the world of TV. The incredible casting and characterisation is fascinating, not to mention the thrilling details not known by the general public. It is historically embedded and dramatised just enough for a wide range of people to enjoy. I truly believe this is a series worth watching.

# Theatre Reviews



**Come From Away → 5/5**  
 The relatively new west end musical tells the (true) story of the planes that were diverted to a small airport following 9/11, and the relationships that blossomed between passengers and locals in the days that followed.

**Review:**

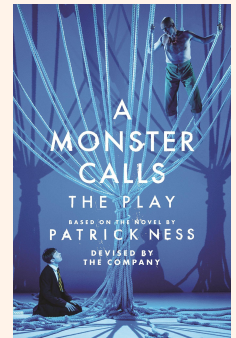
I enjoyed this musical immensely - the songs, especially the ensemble numbers, were very well-crafted, and the whole show had a very realistic and comforting feel. The writers did a fantastic job in converting real stories into a stage production, with hints of witty comedy to tie it all together. It was great!

**Review:**

This play will wrench out your heart and tear it in two, but in the best possible way. The way the story is told on stage is put together so cleverly that I wonder how the book achieved the same effect, as the play was so incredibly visual. The use of minimal props and actors who change from character to chorus only added to this effect, and the writing immediately triggers emotion. Honestly one of the best plays I have seen, and I fully recommend it if you ever get a chance to see it.

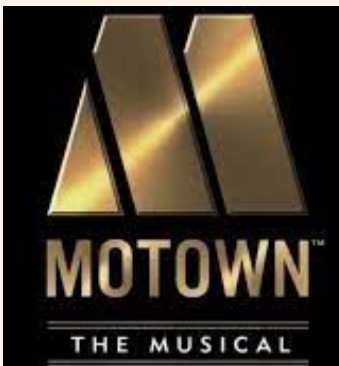
**A Monster Calls → 5/5**

Based on the novel by Patrick Ness, A Monster Calls tells the story of an isolated teenager, struggling to cope with his mother's terminal illness, who is visited by a monster at night that tells him cryptic stories.



**Review:**

This show tells the story behind Motown: the personal relationships, the professional struggles, and the music that made history and influenced future generations. The characterisation and soul behind the characters' performance was truly inspiring.



**Motown: The Musical**

→ 4/5  
 This is a jukebox show telling the thrilling true story of Berry Gordy who broke barriers and fought against all odds to create more than a record label.

# **Review: An Inspector Calls The Theatre Royal, Brighton**

**TYPO GRAPHIC**

With its fabulous aesthetic, the unconventional set defied the rules of space and time. The atmosphere certainly caught me off guard as the smoke oozed into the audience, cold air consumed the theatre and sparks flew across the stage. This morality play is a warning of the perils of selfishness and ignorance.

The Inspector is presented as Priestley's mouthpiece to share his own views on socialist values to give a voice to the voiceless. This rendition clearly gives a new insight into the Inspectors' views- his powerful scottish accent enhanced his presence. In this interpretation Sheila is presented as more of a comedic character who wants to 'lighten the mood' as there is so much bitterness in the air.

This theatrical masterpiece truly sets a sense of claustrophobia and tension as each and every character is trapped. In the background there was a small replica of the house which embodies the idea of the Birlings being trapped in a small doll like house.

At one point to emphasise the drama, the house collapsed and sparks flew. The audience jolted in excitement and confusion as to whether this was a part of the play. This represented the inequality and hierarchy of every character and the shattering of these illusions.

Overall, watching this play in action brought it to life, making me feel engaged and inspired. I walked away with my thoughts provoked.



**Written by Jada S**

Image- Pixabay



## Opinion: My rule when it comes to novels

I don't read 'classic' books by men anymore; I found that all it brought me was disappointment.

'Banning books gives us silence when we need speech' according to the well-known author, Stephen Chbosky. Freedom of speech is one of the most important human attributes. So to say that I have a rule when it comes to books may seem ill-advised or naive but when I give my reasoning maybe it will give you something to think about.

I am a big fan of reading. I have fallen in love with some books and, as I have continued my journey into trying to find the books I enjoy reading, I have created a rule for myself. I don't read 'classic' books written by men. This is simply because I don't like the way women are portrayed in them. If you look at, not all, but a lot of 'classic books' written by men you will find women being viewed as nothing more than objects or something to further a man's life. Books that are celebrated, yet rife with misogyny, include 'For Whom the Bell Tolls' and 'The Sun Also Rises' by Ernest Hemingway, 'The Catcher in the Rye' by J.D Salinger, 'Lolita' by Vladimir Nabokov, '1984' by George Orwell and 'The Prisoner of Sex' by Norman Mailer. In these books women are presented as simple, pretty, mindless machines who follow a man's every command; they are depicted on unrealistic and impossible pedestals that the authors believe every woman in society should uphold..

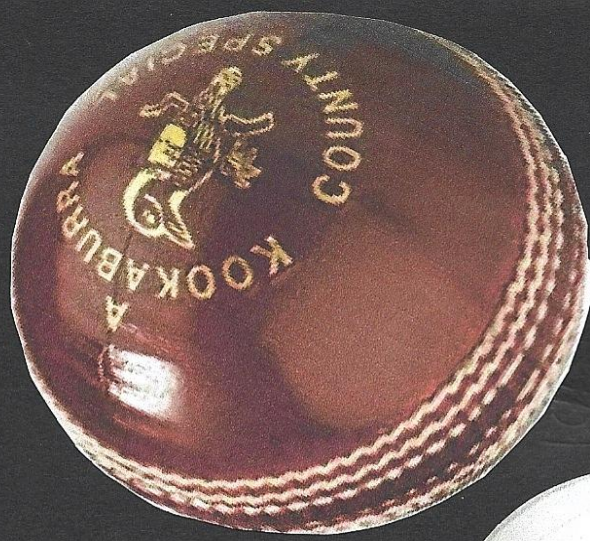


These authors are all celebrated, even though their views are shocking to most modern day audiences. Every book that I have referenced here, and many more like them, present women in this way, the list goes on and on. This is why I decided to stop reading them a while ago, because I loathe having to read the way women were seen using such an old-fashioned, male mindset.

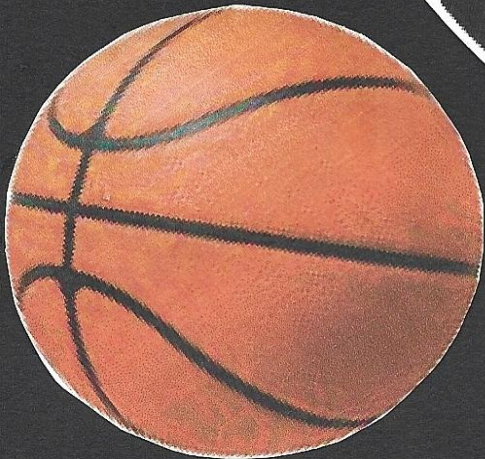
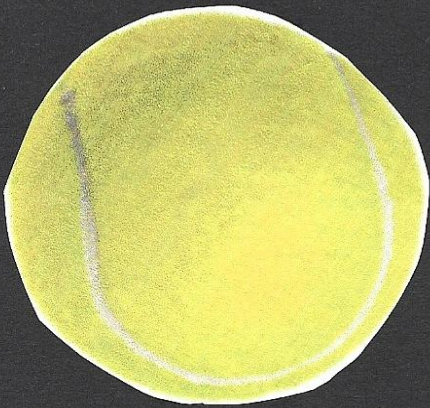
Instead you could read classics written by incredible women- Jane Austen, the Bronte sisters, Mary Shelley, Virginia Woolf, Louisa May Alcott and so many others. Women should be celebrated for all their incredible achievements, so many that have never been seen; it's sad to say that even now they are seen as lesser than men. It's worth noting that many women used pseudonyms in order to publish their books, otherwise they wouldn't have been given the same platform or recognition as men. For example, Anne, Emily and Charlotte Brontë used males names to publish their books (Acton, Ellis and Currer Bell). So, I prefer reading books by those who had to struggle to get their work seen, as a form of celebration.

Of course, one could argue that we need to read books by and about misogynistic men because they are our past. Misogyny is not and never has been a minor player in the cultural history of the world. Women need to know it and feel it in order to understand the internal logic that was set, because then can we start to dismantle it. The 'great works of literature' of the past, whether or not they are worthy of their greatness, present an invaluable opportunity to acquaint oneself with how men have perceived women all throughout history. In other words, 'know thy enemy and know yourself'.





# S P O R T



# Interview with BBC Sport Journalist Johnny Cantor

**We wrote to Brighton and Hove Albion Football Club about our newspaper, and they introduced us to Johnny Cantor, BBC sport journalist for an interview. We got to talk about his career and football of course...**



## **What was your first memory of football growing up?**

My first memory is when I used to play in the playground, every lunchtime, after school, in school teams, and at the weekend. I had a good group of mates I used to play with. I remember playing with a tennis ball which was really good for our skills. I am used to enjoying it, but I wasn't brilliant. I carried on playing until quite late on in my life in South London and I was always playing with people that I got on with. I just wanted to be enjoying whatever I was doing really.

## **How did you first get into journalism?**

I always wanted to be a commentator. I quite like the idea of being a presenter as well as a reporter, but I've always wanted to be a football commentator. When I was about 8 years old I started commentating on Subbuteo, a little football game where you flick a ball around a table. That sort of where it all started for me. I used to listen to games on the radio under my pillow at night.

It never really happened for me for quite a long time. It's quite a difficult industry to break into, but eventually I went back to get a qualification and I got a Masters in multimedia journalism and then went from there. Then I started working for BBC South on television.

## **Who inspired you growing up to get into journalism**

Des Lynam, he was my hero I love his style. I thought he had a little bit of humour and in sport for me it should always be fun. We all have so many things to deal with in life and it's good to bring that little bit of fun. Des, for me was probably my broadcasting hero.

**[Click here to read more](#)**

# Women's Euros: Equality in football

With the women's team winning the Euros it has brought the sport to our attention.

The women's game of football in the UK has increased in popularity and status during the last year, although the men's game is still very dominant. We are moving in the right direction, but there is a long way to go to reach equality in the sport.

The women's super league average player earns £47,000 a year, which seems like a good figure, but for the men's premier league (the equivalent to the women's super league) the average player earns just over £60,000 a week or 3 million a year.

During the Women's Euros 2022 the final had 17.4 million people watching, making it the most watched women's football match ever. Some of the quotes from after the game from England's head coach Sarina Wiegman "England is all behind us. We noticed it getting to the stadium. With 90,000 people behind us. And over the tournament we've had amazing support."

This fantastic achievement of the English women's team may help the sport grow through an injection of revenue with new advertisement and sponsorship deals from around the world.

All children from across England, whatever their gender, would have heard about the success of their national team and be inspired. We are all looking forward to seeing even more progress from our national team and hopefully more equality in the sport going forward.



Image- Unsplash

# Interview with Jason Swift

**How did our England cricket team go from losing the Ashes in just three days in January 2022, to winning both the New Zealand test series in the summer and the T20 World Cup against Pakistan in November?**

I talked with Jason Swift, ex Sussex Coach and top county umpire to ask how we went from woeful to World Cup Winners.

Unsplash

## How did this happen Jason?

If you go back to how the team must have felt travelling back from Australia after the Ashes to London, the morale must have been very low. They must have been wondering what was next and if some of them were going to lose their jobs.

Rob Key, a former England cricketer and Kent captain was made the new Director of Cricket for England in April 2022. Rob made some bold moves which included bringing in Brendon McCullum to the role of Head Coach. Brendon was an outside favourite, a Kiwi and a previous cricket player and commentator.

Fortunately this new hire got on really well with the team. He spoke their language and his positive style of coaching paid off. He also has a special bond with Ben Stokes, the England Test Team Captain, who plays for both the Test Cricket and T20 teams.

When the team is behind the coach and the coach likewise is supporting the team and encouraging them all the way, you have an unstoppable team. It's a winning combination. This goes for any sport and anything else you choose to do. It is all about mindset. Brendon McCullum along with Ben Stokes changed the mindset of the team. They play with the mindset that they cannot be beaten.

Lots of people say it was down to the style of aggressive cricket, 'Bazball'. Brendon does not like this phrase, named after his nickname, and thinks it's a more complicated strategy. But as Jason has said, it's all about the positive mindset of the team.

It's about going out there and saying we are going to win today. It's that simple.



science!

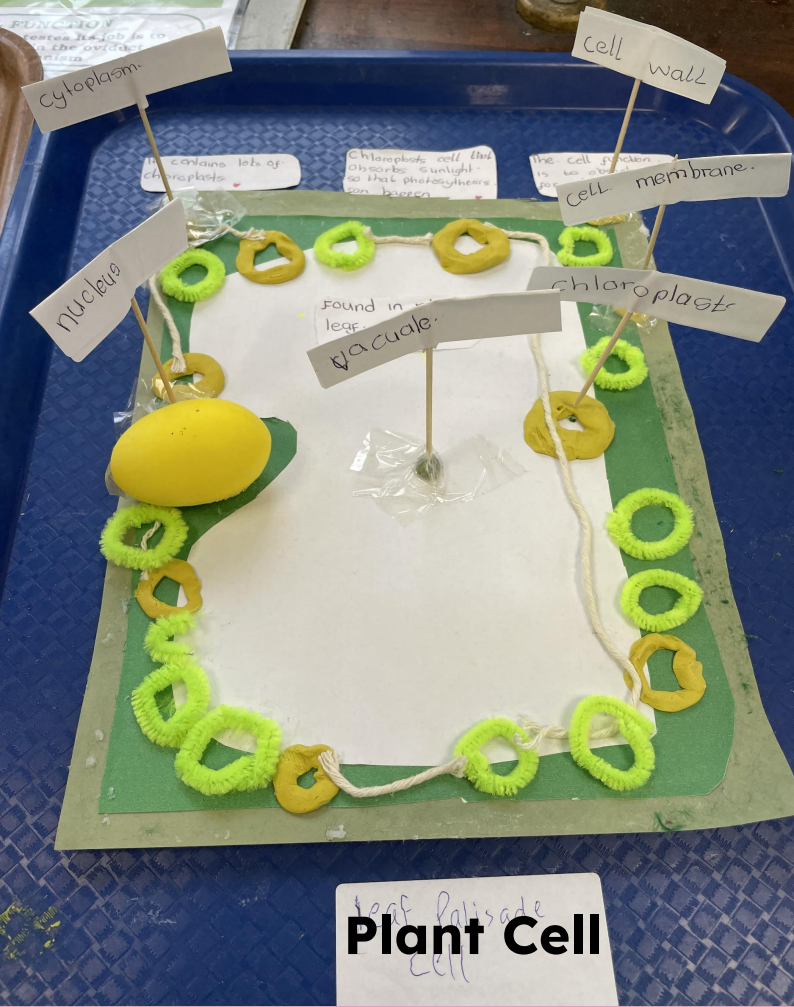
# Science Club - A Bonfire Night Special

At Blatchington Mill, in room CS2, a practical takes place every week. Recently they were celebrating Bonfire Night! They experimented (with the help of Ms Blake) with Bunsen burners and discovered which chemicals are in fireworks and how they create different colours and different effects.

Sodium or Sodium Compound make a flame glow yellow because light is emitted during the reaction.

Copper Compounds glow green or blue because of the chemical reaction known as oxidisation. Heat accelerates the process.

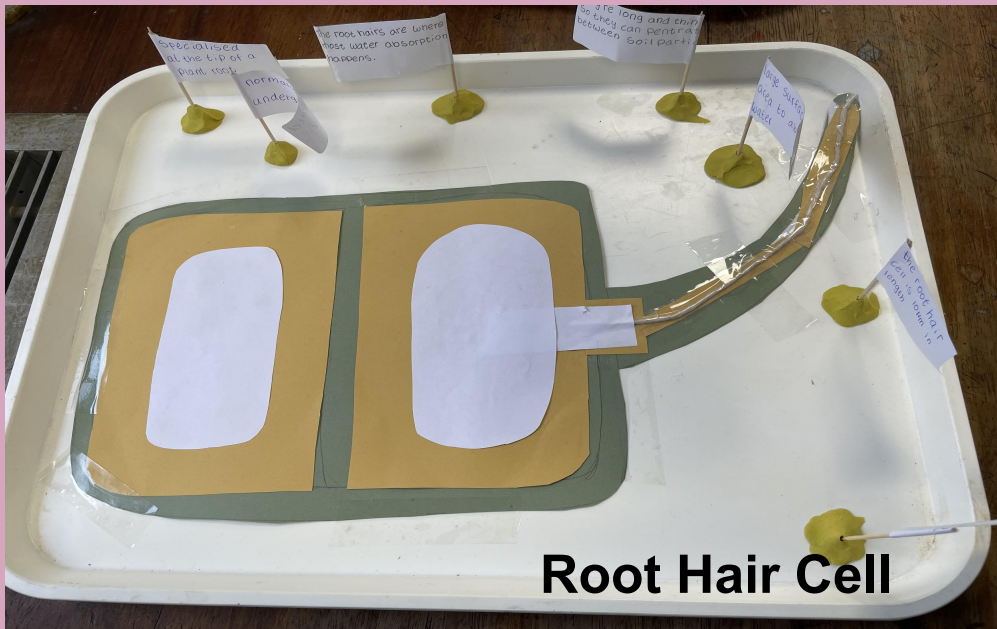
Calcium or calcium Compounds make flames glow orange because the atoms vibrate and change colour.



**Plant Cell**



**Ciliated Hair Cell**



**Root Hair Cell**

**This is a lovely example of some Year 7 work on specialised cells! Students have been working really hard on these very artistic and eye -catching projects that can be found in Mr Haque's classroom!**



Wellbeing.



# Managing Anxiety

Do you find yourself stressed or overwhelmed in certain situations? Can you not stop thinking about the worst case scenario? Here are two techniques for managing anxiety which you may find useful:

## The 5 step technique:

If you're feeling stressed you can try asking these questions to yourself, or if someone else is feeling anxious you can ask them these too:

*What is one thing I'm anxious about?*

*What is one thing I can do about it?*

*What's one reason it might not be as bad as I think?*

*What's one reason I know I can handle it?*

*What's one upside of the situation?*

You can go through these questions verbally or you can write them down.

The 3,4,5 breathing technique is very simple and excellent for when feeling overwhelmed or stressed:

Breathe in for 3, hold for 4, breathe out for 5.



Whenever the breath out is longer than the breath in it deactivates the 'stress' part of your nervous system.

More information on the NHS website:

<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/breathing-exercises-for-stress/>

# Agony Aunt: 'Nobody likes me'

*I keep having this feeling that no one at school likes me. I try to be part of groups but always end up feeling lonely and depressed. Is it just me or is it the people that I'm choosing to hang out with and, if so, how do I make new friends?*



Image- Unsplash

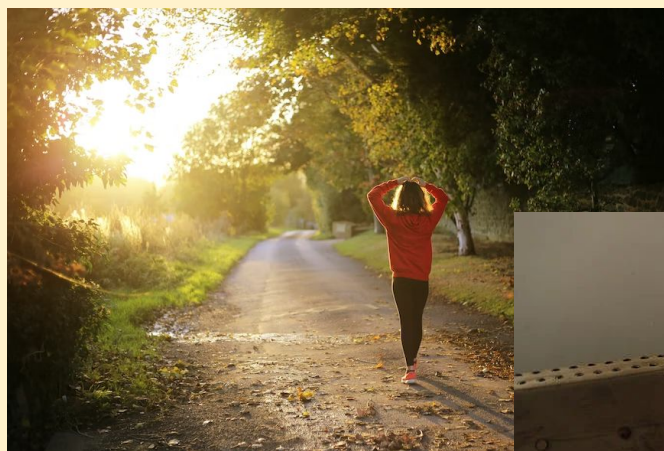
## **The solution:**

I hear this problem from a lot of students so you are definitely not alone. Firstly, I'd like you to think about who you've chosen to be friends with up until now. Quite often those that we gravitate to aren't the ones that actually make the best friends; they might seem popular and that makes them attractive. But it's not unusual for popular people to feel quite insecure, seeking endless connections to make themselves feel better. Do you think that this is the best thing for your own self-esteem?

Now, take a look around and consider who might actually be a better friend; ask yourself who looks kind, trustworthy and like you might actually have something in common with, such as an interest outside of school. Have a good think about this before you do anything else.

Then think about how you come across to others: Are you approachable? Do you smile? Do you show an interest in other people? These are all important qualities when attracting new friendships, along with common sense and a sense of humour. For example, being overly enthusiastic towards someone will put them off, or not being able to smile at yourself if your first attempt doesn't work out. Learn to be measured and practise good listening as much as talking. Then think about ways that you might come into contact with these people, or talk to a teacher about how to make a connection; it may be that they could put you together in a group during a lesson. Lastly, I always recommend students venture out of their comfort zone and try a few new clubs, as doing something together takes the pressure of having to make conversation.

It may also be that you're someone who doesn't fit in with the crowd (at least for now). Perhaps you will make one-off friendships with different people that are even more meaningful than those who go about in large groups. That is perfectly ok and much more in line with how I've formed my own friendships during my life. These days, life can feel chaotic, lonely and overwhelming. But there's lots of opportunity for warmth and joy. The key to feeling content is a mixture of things: a few interests of your own that make you feel self-sufficient, a bit of escapism like reading or films, fresh air and a connection to nature... and a few good friends.



Unsplash



Pexels

# ♥ Thank you! ♥

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♥ Thank you! ♥

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If you are interested in writing for The Typographic or have any suggestions for improvement, please write to us at [magazine@blatchingtonmill.org.uk](mailto:magazine@blatchingtonmill.org.uk)

## Typographic policy

These are some of our basic principles we follow to make great editions.

- No plagiarism
- Avoid conflicts of interest
- No defamation
- Be sensitive and inclusive on all subjects
- No fabrication
- No offensive language/ statements of any kind
- No explicit content

## Style Guide

To make our magazine accessible and easy to read for all, we have these guidelines.

- Lexand font
- At least 12 point in size
- Articles to be mostly printed on pale colours linked to the relevant section of the magazine
- All images to be appropriately sourced and credited
- All opinions to be qualified/ referenced
- All permissions to be sought for contributions including people who features in photographs

[Back to Page](#)

My only hope was tepid, rank and watery coffee from the vending machine. I checked my pockets and all I had was just the right amount of coins. Mindlessly, I fed the machine the coins and waited for the thud of the plastic against the metal tray. Lights went out one by one until there was no light at all. I frantically went to check for my phone but the battery was drained. The fire escape signs flickered frantically.

My heart began to gallop, my palms started the sweat and my head started to fill with dread and unease. A chill trickled down my spine.

Moments later there was an ear splitting scream. A scream that could shatter a wine glass in a thousand fragments. A scream that sounded not far, near, close. Very close.

My eyes widened and my heart sunk.

Suddenly all lights turned on one by one, illuminating the vast room. My heart stopped, there was blood dripping from the walls as if it was stabbed a million times. I turned my head and I was aghast to see crimson, thick blood smeared on the walls. In it the word; RUN!!!!!!!!!!!!!!!!!!!!

Instantly all the dust-covered lights started flickering and the unused, rusty fire alarm rang, rAnG, RANG!

## **Back to Stories**

I spot what looks like a 'toilets this way' sign and follow it to a dark corridor. Surely they would have turned the lights on before opening the museum? I shake off the thought, and start waiting outside. My brain starts coming up with piercing questions: what if she doesn't come out? What if she's been taken? I could go in, but I don't really want to go into the Girls toilets if I don't have to...

Suddenly, I hear a loud BANG and all the lights go out. My heart skips a beat.

I run back into the main hall.

Silence.

I am more than confused - how could everyone possibly have disappeared? Why would the lights have gone out? Was there a power cut and everyone was asked to evacuate? My hands start shaking and I feel a shiver run up my spine. I try to find the door through the low levels of illumination that the scarcely open windows are allowing me to view - there it is!

I turn the handle without a moment's hesitation - but it is locked. Drops of sweat drip down my forehead and I start taking in quick, sharp breaths.

I don't know what to do.

Suddenly, I hear a loud set of footsteps from the other side of the room.

People? Maybe they would know what was going on...

I walk briskly towards the sound. The footsteps start getting louder and louder, and I start to consider whether this was a friend or a foe. I stop. The footsteps are now deafening, and I start to make out something in the gloom... something... long... with ridges on their back... and... a TAIL?! This was no human I'd ever seen.

**Continues on Next Page**

I swiftly turn back, and start sprinting into the opposite direction. I hear the footsteps picking up pace behind me. I don't worry about where I'm going - I just need to get away from this... creature.

I turn down into a corridor, taking quick, rasping breaths, and see a deteriorating sarcophagus in a glass case. I turn around the large display and go to the door on the other side. I turn the handle - but it won't open. My heart beats even faster and I crumple to the floor. I see the swish of a tail on the other side of the display. I can see now the creature's back has seemingly been dipped in blood.

I can't take it anymore. I cover my face with my hat and close my eyes as the footsteps become deafening once again, and a feral, sharp claw closes on my face -

Strange.

I thought I'd be dead by now.

"Hey, wait for me!" I turn around. I'm back in the main lobby. The lights are on, the tourists are here and Mum is walking over to me, looking excited and tired.

I have no idea what just happened.

I look up at the large centre skeleton, with its long body, ridges on its spine and swishing tail.

I walk, speechless, as me and Mum go over to the Egyptian section.

\*\*\*

After a visit around the rest of the museum that seemed to take millennia, me and Mum decided it was going to start getting dark soon, and we should probably go and check in to our hotel. My heart was still pounding from that experience. I couldn't think of any possible explanation to what had happened, and I was thinking of telling Mum, but I can't muster it up into words. I don't think she would believe me, either.

As we walk out the main entrance, pulling up our coat hoods to shield us from the pouring rain, Mum turns to me.

"Woo!" she exclaims, "That was a bit much! Interesting, though. What about you?"

I look at her with a fake smile.

"Brilliant!" I tell her, in my 'make adults think you're really happy so they stop harassing you' voice. "I loved... the... Egyptian bit."

We go over to the nearest bus stop, rain pounding on our heads. I look calm but my brain is full of booming thoughts. As we sit down on the bench to shelter from the downpour, I try to come up with explanations.

It must be some sort of trick of the light - maybe Mum went to the toilet, then there was a power cut, everyone evacuated, but then how could a dinosaur come to life? How was everyone back in the main hall and back to normal so suddenly? Why didn't Mum tell me she was going to the toilet? Why was the dinosaur dipped in blood and how could I have possibly teleported from the Egyptian exhibit to the main hall?

**Continued on next page**



It didn't make any sense. I must be dreaming. Maybe I'm about to wake up, in my bed, after a long nightmare.

I close my eyes and count to three.

*One...*

*Two...*

*Three...*

I open them. I'm still at the bus stop, Mum sitting next to me, and rows and rows of large buildings, houses and skyscrapers spread before me. I start to hear the bus chugging down the street. I lift up my hat to take a look. It's absolutely packed - we probably aren't the only ones running from the rain. Back at home we didn't have buses. I can't really see the point of them, except for people on holiday like us. Why can't the normal civilians all just have their own car?

On the side of the bus is an advert for a movie called '*DEATH VALLEY: LOST IN THE JUNGLE*' and on it is a picture of two terrified looking people with large hats covered in blood being chased by a dinosaur.

Everything always reminds me of bad things that have happened to me - I hate it.

As we clamber onto the bus and grab the last remaining couple of seats I glance back out the window at the busy roads, and once more at the museum. I don't know what could have possibly happened up there, but I don't like it.

A long and tiring bus journey later we stopped next to our hotel. After going through the normal hotel-ly business that I don't really understand, we take a lift up to our room and I clamber onto the bed. It has been a long and stressful day - I don't think I can take anymore. Mum feels the same. She breathes out a long sigh of relief as she lies down and I change into my pyjamas.

"A day of travel can really take it out of you, can't it?" She says, and I nod, finishing brushing my teeth and getting into bed.

"Night-night, sweetheart." She tells me. I close my eyes.

I usually take a long time to get to sleep, but I do it instantly this time.

Suddenly, I regain consciousness. I don't know what's woken me up or what time it is as it is still incredibly dark. I look at my alarm clock. It's midnight. I'm usually in a very deep sleep by now.

I hear a loud bang.

I immediately fix my gaze on the doorway. I can make out some sort of shape by the door.

"Mum?" I say, but to no reply. I slowly get out of bed and reach for the light. I find it in the darkness... and turn it on.

First I see the feet.

Then the back.

Then the swishing tail.

Standing before me is a dinosaur.

**[Back to Stories](#)**

“What’s the answer to this question?” she asked him bitterly, fixing her gaze on it.

“Before I answer that,” he announced. “Question four’s wrong. ‘Where can you locate the weakest bit of a demon?’ I told you this one.”

“Ages ago,” she snapped. “And isn’t it the heart?”

“Mentally it is,” he sighed. “But physically, it’s the abdomen.” She grimaced. “Oh yeah.” He leaned in more, taking the pencil from her fingers, his hand brushing against her skin as he crossed a line over it. Once the pencil met the paper, instead of the grey line came a red liquid. Rachel froze as he finished and dropped it, moving back to the bed.

“Matthew?” she demanded shakily. “Why is there blood on the page?” But Matthew didn’t answer. She turned around to face him, her hair whipping at the back of her head as she did so. “Matthew?” But he was gone. And there was no trace that he had ever been there. Rachel sighed and snapped “Matthew, come out! This *isn’t* funny.” But the room was as silent as the sound of death. Rachel rose from her chair and felt a hand brushing the hair behind her shoulder and a cold hand touch her bare neck. Rachel gasped and spun around, facing the opened window, a freezing breeze blowing as hard as it could into her face. She rushed to her bedroom door and struggled against it, trying her best to force it open but it was locked.

“THIS ISN’T FUNNY!” she screamed out, fear gripping her heart like a parachute. The light bulbs exploded, sending shards of shattered glass raining down onto her. Once the rain had stopped, she gasped out in relief. She felt another hand on her collarbone and traced the muscles all the way down her arm and she froze, eyes closed tightly. She was dreaming. She had to be.

*This isn’t a dream*, she heard a voice whisper in her ear. *This is truly real*. She could hear furious knocking on her bedroom door and she forced her legs to stagger backwards, eyes wide in terror.

*You can’t hide*, chanted the voice. Rachel turned around but saw nothing apart from a moving shadow. The knocks on the door hadn’t left her, instead, they had become louder and rapid. Rachel cried out in distress “SOMEBODY! HELP!” But nobody could hear her miserably screams so she stumbled to a corner of her bedroom, forcing her knees up to her chest and burying her face in her gripping hands, crying in despair. The windows clanked against one another, almost making it look as if they were clapping. What was happening? What on earth was going on?

**Continue on the next slide**

Rachel wiped her tears on the back of her sleeve and stared around in terror, fat tears still rolling down her cheeks. The shadows were moving in a swaying motion and that only made her more uncertain of what was real and what was a dream. The horror paralysed her, sending endless shivers in her blood that seemed to have turned icy cold because her whole face was as white as a sheet, looking oddly weird with her tears. The knocking had stopped, the windows were closed and the light was back on, the visible piece of shattered glass gone from the wooden floor.

“Rachel!”

Rachel looked up through tears as Matthew rushed towards her, gripping his arms tightly. “What the hell happened?” he demanded, staring at her in concerned terror. She opened her mouth to speak but found out she couldn’t. Her throat had crisped up and was now as dry as sand. Rachel stared up at him, unable to speak.

### **Back to Stories**

There was a blood red skyline and nothing in sight for miles. I was stuck floating in the air, unable to move. In the distance there was a quiet ticking sound. I was way beyond scared now! I saw her figure coming towards me. It was almost black in the gloom of the area. Tears streamed down my face. I heard a distant ticking of clocks get louder and louder. “You always liked to know the time, didn’t you?” Mrs Hubbard taunted from afar. “Do you know what the time is now? Time to die!”

### **Back to Stories**

**September 13** - Mahsa Amini, a Kurdish woman on a visit to Tehran, is arrested by the country's morality police for her 'inappropriate attire'. She was wearing her hijab too loosely.

**September 16** - Amini dies after falling into a coma, which the police blame on a heart attack. Her family denies the claims, reporting bruises on her legs and a lack of heart problems. Police later released a video claiming to show the moment of her collapse. Small protests begin, and security forces use pepper spray and arrests to disrupt protesters. An investigation into the incident is ordered by the President, Ebrahim Raisi.

**September 17** - Amini is buried, and protests begin in earnest in her home town of Saqez. Tear gas is used and protests spread to the regional capital, Sanandaj. Reports of women removing their hijab are reported by the BBC and unverified social media posts seem to confirm that there is extensive protest. Security forces fire on protesters, and are responded to with rocks. Chants of 'Death to the Dictator', referencing the Supreme Leader Ayatollah Khamenei are heard and posters with his face are ripped down.

**September 18** - Hundreds gather at the University of Tehran, shouting 'Woman, Life, Freedom'. Protests continue in Sanandaj, and videos with the hashtag #MahsaAmini emerge, showing women cutting their hair and burning hijabs.

**September 19** - Protests intensify, spreading to more cities. A 23 year old man is confirmed dead, allegedly killed by security forces. Mobile internet is cut in central Tehran to curtail the spread of protest.

**September 20** - Unconfirmed social media shows protests in 16 of Iran's 31 regions. The acting UN commissioner for Human Rights expresses 'alarm' at Mahsa Amini's death and says it must be investigated. An aide to the Supreme Leader expresses that he was pained by her death. 'Anti-revolutionary elements' (referring to the 1979 revolution where the Islamic Republic came to power) and 'terrorist groups' are blamed for the protests.

**September 21** - Access to Whatsapp and Instagram is limited. Official sources confirm 8 have died, including 2 security force members. Counter protests are held by the state militia, and solidarity protests against the state are held across the world. Starting on this date, the internet is regularly shut down every day from 4pm to midnight.

**Continues on next slide**

**September 22** - Police stations and cars are attacked by protesters, generally being burned or destroyed. This is condemned by the President. At this point, at least 30 are said to be dead by NGOs and human rights organisations.

**September 23** - State-organised, pro-government rallies march in several cities. Much blame for the protests is put on Israel and the US, with marchers calling out 'Death to America' and 'Death to Israel'. Opinions are expressed that the protesters should be executed. State TV announces a death toll of 35. Elon Musk announces the introduction of Starlink to Iran, which should bypass government internet prohibition.

**September 24** - Attacks by state authorities on militant opposition groups in Kurdistan is seen as a response to the protests. The President promises to 'deal decisively' with the protests, which have now spread to nearly all provinces. 739 people are arrested, with 41 confirmed dead by state media. 11 journalists are announced detained.

**September 27** - The spokesperson for the UN High Commission of Human Rights urged Iranian leadership to respect 'freedom of opinion, expression, peaceful assembly and association'

**September 30** - The deadliest day of protests so far, state media claims that militants in Zahedan fired on police, provoking a response. Other, more credible, reports by NGOs such as Amnesty International claim police fired on worshippers during Friday prayers, seemingly in response to a protest over the raping of a teenage girl by the local police chief. Hundreds are injured, with reports placing the death toll between 63 - 66. The incident has been dubbed 'Bloody Friday'.

### **Back**

**October 3** - In his first public statement on the riots, Ayatollah Khomeini, the Supreme Leader, expresses sorrow over Amini's death but support for the security forces. He blames the recent protests on outside forces and secessionist movements, especially 'America and the Zionist regime (Israel)'. Protests also erupt in schools, especially over the death of Nika Shakarami, a 16 year old schoolgirl who had disappeared 10 days ago. Only briefly able to see her body after finding her in a morgue, her family commented on her broken nose and skull. They were barred from having a funeral, and the body was stolen and buried by security forces.

**Continues on Next Slide**

**October 8** - A coroner's report claims Amini died from total organ failure and not by physical blows. Her family reject the claims. Protests continue, and the President is heckled by students when visiting a university. The day before, authorities had denied murdering Nika Shakarami, claiming suicide was at fault.

**October 10** - Protests spread to the oil and energy sector, Iran's primary source of income. The Norwegian based NGO Hengaw claims at least 5 people were killed and 150 injured since Saturday 8. Other reports claim 400 injured.

**October 12** - Human rights groups claim that hundreds of children are in detention, without access to lawyers or notifying their parents. The next day, Iran Human Rights Watch will claim 201 have been killed, including 23 children. In a major break with the regime, senior conservative politician, Ali Larijani, calls for a 're-examination' of the mandatory hijab and casts doubt on the idea that the protests are an outside plot.

***Please be aware that from this point onwards two important sources are used to compile this timeline end. The main source from now on will be a Wikipedia article, but all claims written here will be fact-checked to see if they have been sourced from a trusted news outlet or organisation.***

**October 15** - Evin Prison is set ablaze by inmates. This is the site used to house many political prisoners of the regime, such as journalists and protesters. Families gather outside the gate for news and chant political slogans. The situation is brought under control.

**October 20** - The teacher's union announces a strike over the brutality faced by students set to take place on the 23 and 24 of October.

**October 22** - Several elite figures make calls for change. Two politicians call for a change, with one suggesting modifying the constitution. Two clerics also condemn the brutality of security forces.

**October 26** - 40 days since the death of Amini, and the end of the traditional mourning period in Iran. State media reports as many as 10,000 people flocking to her grave, although the actual number could be higher. Heavy presence of security forces is used to dissuade mourners from visiting the site.

**October 28** - The two journalists who broke the story of Amini's death, Niloofar Hamedi and Elaheh Mohammadi are accused of being CIA spies, a possible death sentence.

**Continue on next slide**

**October 29** - The head of the IRGC, Iran Revolutionary Guard Corps, warns protesters 'Today is the last day of the riots. Do not come to the streets again.'

**October 30** - Thousands protest in defiance of the warning issued the day before. Several campuses of students join the protests, and find themselves under fire from authorities, who use tear gas and pellet guns. Several find themselves banned from campus.

### **Back**

**November 3** - Mourning ceremonies are held for Iranians killed in the protests, soon turning into large demonstrations. Opposition to the clerics who have large amounts of power in the state seems to turn violent, with one reportedly shot dead. Human Rights Group reports Iranian authorities have increased levels of assault against protesters.

**Use of more sources starts again! I'm using the Wikipedia article, the Guardian, the BBC and the New York Times from now on. Hopefully this should help clarify points and fill in any gaps that other sources have missed.**

**November 4** - Iran celebrates 'National Day of Fighting Global Arrogance, in commemoration of the 1979 storming of the US embassy with large, state-sponsored rallies. Unverified videos show police firing on protestors from rooftops. A senior Sunni cleric, in opposition to the Shi'ite establishment, calls for a referendum on the protests, and the BBC reports the covering up of a protestor's death.

**November 8** - The number of protester deaths is placed at 321 by Human Rights Activists in Iran.

**November 11** - Protesters mark Bloody Friday, or the Zahedan Massacre, where security forces fired on worshippers at Friday prayers. One of the most famous actors in the country, Taraneh Alidoosti, poses without a headscarf to show her support for protesters. In addition, a rapper arrested for protesting the death of Mahsa Amini begins trial, facing a possible death sentence.

**November 13** - The first known death sentence is handed out in relation to the protests.

**November 15** - The anniversary of the Bloody Aban protests in 2019, with the largest wave of protests so far. Several organisations choose to strike, and security forces are reported firing on protesters. In one case, a crowd outside a metro station causes a panicked rush as people attempted to dodge bullets.

**Continue on next slide**

**November 16** - Two boys, aged between 9 and 14 (ages disputed), are confirmed dead by multiple sources. One other is reported dead by the New York Times. The state claims terrorists opened fire into the crowd, but anti-government protesters blame security personnel.

**November 18** - Protesters are confirmed to have set fire to the house, now museum, of the founder of the Islamic Republic. This is highly symbolic, but both regional authorities and the state news agency denied the attack took place.

**November 21** - The Iranian football team, before their match with England, refuses to sing the national anthem in apparent support for the protests. In what seems to be crackdown on celebrities, two highly prominent actresses are also arrested; Hengameh Ghaziani and Katayoun Riahi.

**November 22** - A poll published by the Tony Blair Institute for Global Change shows finding that almost 3/4 of Iranians opposed the mandatory hijab - 71% of men, 74% of women. Of those who want an end to the mandatory hijab, 84% want regime change.

**November 23** - The UN nuclear watchdog finds Iran is planning an increase in nuclear capacity. The finding showed Iran planning to enrich uranium to 60%, one step away from weapon-grade 90%.

**November 24** - One of the most famous footballers in Iran is arrested on charges of tarnishing “the reputation of the national team and spread(ing) propaganda against the state”. This is seen as a warning to the national team in Qatar, who refused to sing the anthem. The UN human rights council also voted to investigate Iran for its handling of the protests and human rights abuses.

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## Problems faced

All disasters have after effects, and so did this. Firstly, the water in the floods was muddy, instigating an enormous lack of clean water. Millions of people drinking dirty water causes water-borne diseases such as diarrhoea, malaria, dengue etc. Survivors are packed into crowded camps, allowing for diseases to spread rapidly - over **90,000** cases of diarrhoea were reported in one day. To make things worse, young children are getting sick in remarkably large numbers.



Image: Pexels

The BBC reporter Rajini Vaidyanathan notes - *“A woman carried her young son in her arms, he’s had a fever for days and she doesn’t know what to do.”* Furthermore, 43% of Pakistan’s population also have to endure food insecurity, as almost half of the agricultural land has been flooded.

**There is hope** - Pakistan is receiving aid from countries such as Turkey, America, Saudi Arabia, China and Qatar. The US has announced donations of \$20 million for the flood victims, and Turkey had aimed to provide relief goods for flood victims. In addition to that, the Disasters Emergency Committee has raised up to £13 million in just two days for those affected by flooding.

**Now** that we have knowledge of the appalling events that Pakistan has faced, I wanted to raise a question. Did you already have knowledge about these events? Probably not as this event wasn’t talked about enough in news channels and social media platforms. I hardly came across any information about this on social media. People seem to think that this isn’t as important as the Queen’s passing. What do **YOU** think?

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On June 29th 1941, the Nazis captured Lviv- a city bordering Poland with a high Jewish population at the time. Some Ukrainian nationalists initially thought that Nazi invaders could free them from the USSR because they were enemies of it, however this illusion was quickly shattered when they realized Germany didn't have Ukraine's interests in mind. For the four years that followed, the Nazis eradicated 60% of the Ukrainian Jewish populace and made the country the largest source of forced labourers in Europe. The mass grave Babin Yar is now a park in Kyiv, commemorating the estimated 100,000 people who were brutally murdered there by Nazi soldiers and Ukrainian volunteers.

By the end of October 1944, the Nazis had retreated and Ukraine was once again under Soviet rule. The few Jews who survived the terror of Nazi occupation left for other countries in the centuries to come. Whilst modern day Ukraine is the fourth largest Jewish community in Europe, the millions who were murdered in the Holocaust should not be forgotten.

### Transfer of Crimea to Ukraine (1964)

*It is important to mention that Crimea under Stalin's rule was ethnically cleansed of Crimean Tatars and other minorities in the 1950s; hundreds of thousands were banished from their homes. It has historically been a popular Russian holiday resort.*

In 1964, the Soviet government transferred Crimea from the Russian SFSR to the UkrSSR- an action pushed for by Nikita Khrushchev, first secretary of the Communist Party of the Soviet Union (1953-64). The main reason given for this was that it was a symbolic gift in commemoration of the 300th anniversary of the Pereyaslav treaty (see page 9) however it is debated among historians. Some believe it was so a canal between Crimea and Ukraine could be built with more administrative ease, whilst others think that it was a way to increase Soviet power in Ukraine. Historian Karl Schlögel reflects that Ukraine had 'no right' to accept Crimea as theirs, because it should have belonged to the Crimean Tatars. Crimea's historical and cultural ties with Russia (as well as high Russian population) make some believe that it should be Russian territory.

Recently, some Russian commentators and government officials have incorrectly declared the transfer as unconstitutional, which could explain why Putin stated that by claiming Crimea in 2014 he was 'returning' it to Russia.



**Ethnic cleansing:** The mass deportation (or killing) of one ethnic group by another.

**Crimean Tatar:** A Turkic person who lived in Crimea.

**RuSFSR:** A republic of the USSR, now known as the Russian Federation.

**Unconstitutional:** Not in agreement with a political constitution or rules.

## Post Soviet Ukraine (1991-present)

*There is a large time skip here because I want to cover only the most relevant information to the topic of this article.*

### Nuclear Weapons (1991-1994)

After the dissolution of the Soviet Union in 1991, Ukraine became an independent state. Whilst this decision was one supported by the majority of Ukrainians, a hyperinflation crisis emerged (at one point to to 10,155 percent). Corruption and crime were rampant.

From 1991 until 1994, Ukraine was the third largest nuclear power worldwide due to past ties to the USSR. Maintaining these weapons was expensive and controversial, so the country signed an agreement along with the UK, US and Russia known as the Budapest Memorandum, guaranteeing the country's security from these forces if they denuclearized. Ever since, Ukraine hasn't owned any nuclear weapons.

### Kuchma (1994-2004)

Under Leonid Kuchma's rule as president of Ukraine many oligarchs emerged within his government. Some suspicious business deals involving his son in law also occurred, allegedly resulting in the loss of billions for the country.

The 'Cassette Scandal' of the year 2000 is a case that remains unexplained: journalist Georgiy Gongadze who was working to expose corruption of the elite was kidnapped, his body found months later. A tape was leaked suggesting that Kuchma ordered the journalist's murder, and many still believe that this was the case. This began the 'Ukraine Without Kuchma' movement (important to the creation of the Orange Revolution).

### Yushchenko and the Orange Revolution (2004)



**The first day of the Orange Revolution**  
-Wikimedia

*The main two people competing in the 2004 presidential election were Viktor Yanukovich and Viktor Yushchenko, the former generally being in favour of creating closer ties with Russia and the latter with Europe.*

Kuchma decided (along with Putin) to support previous Prime Minister Yanukovich in the election, and while campaigning, opposition candidate Viktor Yushchenko became severely ill. It was later discovered that he had been poisoned -allegedly by the Ukrainian State Security Services- which left his face covered in boils. Interference by the Russian government in this event has been suspected by some.

**Hyperinflation:** When prices increase by extremely high amounts.

**Corruption:** Illegal or dishonest activities carried out by those in power.

**Oligarch:** A very rich businessperson (typically Russian, but not in this case) who possesses significant political power.

**Alleged:** Without proof.



**Viktor Yushchenko**  
-Wikimedia



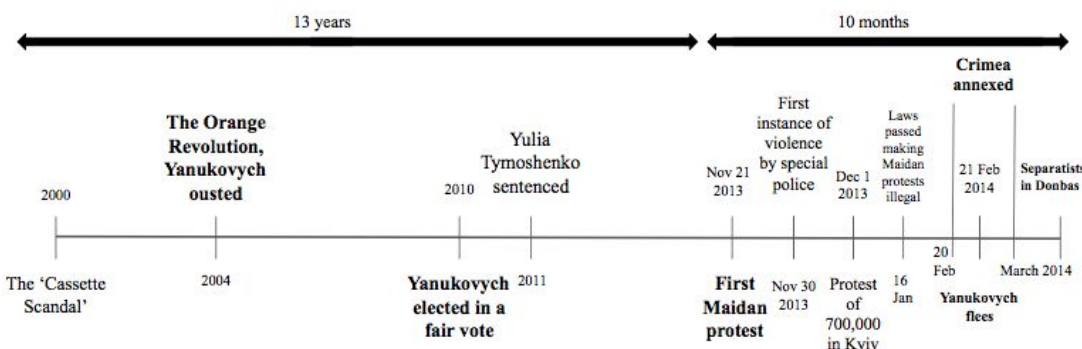
**Viktor Yanukovich**  
-Wikimedia

Yanukovych won the presidency, despite election predictions being in favour of Yushchenko. After his victory demonstrations were arranged based on suspicion that the election was rigged, now known as the Orange revolution protests. The court eventually declared the previous results null and announced a new vote in which Yushchenko won.

After becoming president, Yushchenko was criticised for not making significant systematic changes. Whilst his campaign was mainly about anti-corruption, he befriended oligarchs, allowed corrupt people to get close to him and gifted government positions to family members. On the other hand, he did help raise awareness of Holodomor, facilitating monuments and memorials during his rule.

In his second term Yushchenko formed a coalition with Yulia Tymoshenko's 'Fatherland' party. The two were key figures in the Orange revolution, however (in the view of many) could not collaborate as a government. By the 2010 elections, Yushchenko was extremely unpopular.

Yanukovych and the Maidan Revolution (2010-2014)



**Yulia Tymoshenko**  
- Wikimedia



**The burning Kyiv trade unions building-**  
Wikimedia

In a fair election in 2010, Viktor Yanukovych (the same man ousted in 2004) became president. Under his rule occurred the sentencing of Yulia Tymoshenko, who was his main rival in the 2010 elections, to prison on charges of fraud. This was later ruled by Europe's human rights court as a politically motivated violation of her rights. Yanukovych owned a highly luxurious 350 acre country estate which he rented for \$40 a month.

The Maidan protests that eventually led to Yanukovych fleeing the country began in November 2013. Several thousand students gathered in Independence Square (Maidan) in retaliation to the president postponing an agreement with the EU, mainly due to pressure from Moscow through gas prices (a common Russian political tactic). In the days that followed, larger protests began in the same square and other cities. Ukrainian special police were sent to brutally clear demonstrators on November 30th. The shocking video footage released terrified the nation.



**Maidan protest in Kyiv, February 18th 2014**  
-Wikimedia

Another protest of 700,000 people was organised on December 1st in Kyiv town hall and trade unions building (one of which was reportedly set on fire by policemen). People created barricades and camped there overnight, and when special forces came to clear them they were unsuccessful. Protesters demanded the resignation of the president.

The court passed laws essentially making Maidan protests illegal in January 2014, as well as allowing police to legally harm protestors. This sparked incidents of violence: buildings were set on fire, molotov cocktails thrown and police became more brutal. By the end of the revolution more than 100 people died. Yanukovych fled to Russia, where he resides today.

Critics of Maidan believe that it didn't have a leader or much of a shared ideology beyond removing Yanukovych, meaning that there wasn't a significant change in Ukrainian politics subsequently.

Some also state that Maidan was a neo-Nazi coup, although it doesn't seem likely; whilst there have been extremist groups involved in violence at Maidan, they were a minority in the protests and it would be an unfair generalisation to state that all Maidan demonstrators were like them.

### Annexation of Crimea (2014)

Blatantly violating the Budapest memorandum, Crimea was unexpectedly annexed in February and March of 2014, just at the end of the Maidan revolution. The coup was so precisely and quickly executed that people were only aware it took place after it occurred. The president of Russia justified this attack by stating that it was a way of protecting Russian people and military assets.

Important to mention is the widely disputed referendum that took place as a part of this annexation, results claiming that 97% of Crimeans were in favour of joining the Russian Federation. The process used reflects the way Russia annexed the Donbas region, Kherson and Zaporizhzhia in late September 2022.

### Donbas (2014-present)

The Luhansk and Donetsk oblasts, or the Donbas region, have some of the largest Russian population percentages in Ukraine, which is the Russian Federation's main reason for wanting this territory. Soon after the invasion of Crimea, the city Donetsk was attacked by pro-Russian separatists and has been occupied since.

The Washington Post recently took a survey regarding the people's opinion on the ownership of the Donbas region. In separatist-held areas, it was almost a 50/50 split between wanting to be a part of Russia and a part of Ukraine. In non-separatist held areas 72% held the latter opinion.

### The Official War

As most readers are aware, on February 24, 2022, Russian separatist forces attacked Ukraine in a full scale invasion. The direction in which the war is going is often unpredictable, and new horrors never cease to be revealed, but we can only hope for an end which sees the least destruction.

*This article has focused on the historical background leading up to the war rather than commenting on current events. Millions have fled and thousands have died, and it is paramount to support everyone affected.*



**Vladimir Zelenskyy, President of Ukraine- Wikimedia**

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**Back to beginning By Max F**

## **The For**

*Anonymous Blatch Student*

**You are for the idea that those aged 16 and over should get the vote - Correct?**

Yes

**Why do you feel this way?**

Most people by the age of 16 are politically aware and are able to have opinions without being influenced by their parents. Also people who are 16 when they vote will have that Prime Minister for college, university and probably their first job.

**Are you worried about immaturity or lack of forward thinking if 16 and over get the vote?**

No, while your brain isn't fully developed at 16 you can still think critically and you've still had the majority of your education.

**Do you support other restrictions being lowered, such as all people being able to drive at 16?**

Certain restrictions such as getting a tattoo should be lowered  
Because as I said, most people can think critically at 16.

But driving shouldn't, because a lot of teens die in road accidents already.

**What would you say to people opposed to giving 16 and over the vote?**

I'd listen to their explanation then argue my points

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## **The Not-So-Sure**

*Theo is a 15 year old student at Blatchington Mill School.*

**What is your opinion on suffrage (the right to vote) for those aged 16 and over?**

I'm pro-suffrage

**Can you explain this view?**

In Scotland and Wales the young vote is already established. I also feel that much of the opposition [to the young vote] comes from the right wing of politics, as much of the younger generation is seen to be more politically liberal in mindset.

**What do you think the problems of giving 16 and over the vote are?**

Immaturity and a lack of political knowledge.

**Do you feel that certain referendums should allow younger voters, while others should not? If you do, what kind of referendums would allow young voters?**

I feel that all referendums and elections should involve a young vote.

**If you support lowering the voting age, would you lower other restrictions such as alcohol use? If you are opposed, would you prefer to raise some restrictions?**

I believe that we should lower the driving age to 16, so that we have a definitive age where people 'become adults'.

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### **The Adult**

*Martin is a 56 year old man*

**What is your opinion on voting rights for 16 year-olds?**

I'd have to think about it. I'm not automatically against it. Do I think it would be appropriate in some situations and not others? To be honest, I can't think of a decent reason why not.

**What do you think the main issues of 16 year-olds getting the vote are?**

That they're sufficiently informed about the issues that they're voting for, but that's the case for anybody, of any age. That's one thing. That they would be given opportunities to vote that were suitable, that were accessible to them. Again that's a general problem in terms of voting. I don't know. I think that 16 year olds who are ready to vote would be about as mature in their outlook as any adult who can be bothered to vote.

**Do you feel there will be positive effects from 16 year-olds getting the vote?**

One seriously positive effect might be that it would make politicians concentrate on young people a lot more than they do at the moment, because there is a significant lack of... I think young people had a bad deal over the last, at least last, 10 years.

**Do you feel issues such as climate change will have more focus if the young vote is given?**

I don't know. Possibly.

**If you could've voted when you were 16 or 17, would you have done?**

*Laughs.* Not necessarily. I might have done. It would depend if anyone had actually bothered to engage on any of these topics.

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### The Actually Affected

*Eva is a 17 year old 6th form student. She is doing A-level politics.*

**What is your opinion on 16 and over getting the vote - Yes, No or In between?**

Yes

**Do you see any issues, such as immaturity or pressure from family members to vote a certain way?**

I do think that is a risk but I think that those issues are present throughout later life and don't particularly affect 16-17 year olds.

**What positive or negative political impacts do you think you think you will see from a young vote?**

Positive: Greater representation in government, starting earlier means voting becomes a habit, issues particularly affecting young people will get legitimacy.

Negative: Possible low turnout in the 16-17 age group.

**Will you vote if given the opportunity and do you think many others your age will too?**

I think most of my friends would, and I definitely would. However I think the turnout across the whole age group could be quite low, so schools should have more political education to increase awareness.

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## **What do you enjoy about being a BBC journalist?**

The variety of the job is what I love; you get to do lots of different things. Some are a lot more enjoyable than others, like every job. When you start a new story you might not know a great deal about it. You are learning so it's always good to learn about new things.

I don't know what's going to happen sometimes. If you're a sports reporter and you are going to a game, or you're going to a press conference, or you are doing an interview you don't know what you're going to find out about and I think it's about that that's the excitement for me. It's always something new and especially when I do commentary at 3 o'clock. I literally have no idea what's going to happen so it's exciting.

## **Do you think any Brighton players should be heading to the World Cup?**

In the England squad I think Lewis Dunk has the biggest chance, because Lewis has got a cap for England, just the one in the friendly against the United States. He doesn't seem to be in the reckoning for Gareth Southgate's long-term plans. However, Adam Webster - I think he is close to being called up to the England squad so that you can have a look at him. I understand that Gareth Southgate came to the Lancing training centre to speak to Adam beforehand but then unfortunately for him he was injured and was unavailable. He is good with the ball; he likes to get forward and that's definitely in his favour. He is still quite young as well so I would think those are the two that have an outside chance.

## **As a Brighton fan what are your thoughts on the new manager?**

I've been very impressed by Roberto De Zerbi. I think he's clearly done good work for his previous clubs before. I think it's a big challenge coming to a new country in the Premier League. It can be brutal at times. He needs to be afforded time. He's very passionate and he wants to succeed and you don't always get time in football, but I think Brighton and Hove Albion as a football club will afford him that time, because they believe in him and they trust him. I've had feedback from players about him, they seem to enjoy his training methods and the environment that he's created so far. He's only been there a short while so I hope people support him because he seems like a nice guy, he's passionate which is great because he loves his squad and he has a bit of humour and will have a bit of a joke as well.

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## **What's your end goal for Blatch/ What are your aims for Blatch?**

I am really excited about what the next few years hold for Blatch. Blatch is already a great school but we want to make it exceptional! We have a three year School Improvement Plan (which is on our website if you'd like to read the details) and our aim is to continually look at what we do and try to make every part of the school even better. Essentially, I want every student who comes to Blatch to experience fantastic teaching, have amazing opportunities and experiences through their time with us and to leave Blatch ready for their next steps in the world as a confident, kind and caring individual who is going to have a positive impact on society.

## **If you could describe a good school in just three words what would they be?**

The three words I use to describe what matters to me, and therefore what I would like Blatch to be in every way are: kind, inclusive and excellent. This for me summarises what I want our students to experience on a daily basis; feeling like they really belong, everyone being kind to one another and everything we do being done to a high standard of excellence so that all our students are able to make the most of their experiences at Blatch.

## **What's your favourite aspect of your job?**

My favourite aspect of the job is definitely talking to our students and seeing them do brilliant things. I love visiting lessons and seeing what students are learning, as well as seeing students involved in extra-curricular activities and building relationships during social times. I also really love it when students come and talk to me about themselves and whatever it is that they're interested in.

## **What do most students NOT know about you?**

Most students don't know that the scariest day I ever had was doing a skydive and then, three hours later, a bungee jump! Never again!

## **What are the challenges facing Headteachers in 2022?**

There are a number of different challenges facing headteachers at the moment. We know that post-Covid there are far more students experiencing mental health difficulties so increasing our support for all students' mental health and well-being is really important. We are also very conscious of the impact of the cost of living crisis and how it may affect our students and staff so know that we need to look after everyone as much as we can through this difficult period.

The most challenging issue over the next few years is likely to be the lack of government funding into education, as this will have the biggest impact in limiting what we are able to do for our students. Schools have experienced a cut in real term funding over the last few years. With rising energy bills and pay increases that the government has announced but aren't giving any extra money for, as well as the expected cuts to public services, it is going to mean that many schools have to make cuts to what they can provide.

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Little did we know the absolutely emotion provoking ride we were in for. Over the course of the hour, Baroness Floella Benjamin passionately recited the events of her traumatising, abusive and fearful childhood, her dehumanising experience as a black Caribbean newly moved from Trinidad to the UK, and how people saw her as less than nothing purely because of her roots and uncontrollable elements of her character, such as her strong Caribbean accent, which was routinely mocked and ridiculed by her peers and adults alike. Benjamin talked about some unimaginable things happening to her at such a young age, such as her parents leaving her and her siblings in Trinidad and, 15 years later, beckoning them to join them in their one room flat in the not-so-joyous England.

Despite this emotional torment, that would naturally weaken anyone's character or will to fight on, Benjamin kept pursuing her fight to get a positive name for herself in her community and in the world as a whole. She talked to us about her first steps to inspiring other people and how she has been for over the past 35+ years, her followers from all ages and backgrounds. She has written books of her own, been an actress, on screen and on stage. Given a multitude of inspiring speeches to the people who need it the most, most importantly, is a member of The House of Lords - she is an absolute asset to this world - and as a young person, someone I absolutely learnt from and will undoubtedly be taking her attitude with me wherever I go.

We should all take something positive from her, and something I think is so thought provoking and wonderful is how even her, from such an oppressive, dark background, could climb the ladder of success and is to many people, absolutely at the top. We often hear about successful people who got where they are with the privilege of their background and their character - but how many people of colour are presented in this way? Very few, if any. Benjamin achieved the seemingly impossible because of her pure will to keep going *until* she got to where she wanted in life, with the due respect she deserved.

## On BBC Ghosts:

### **How did you come up with the idea of Ghosts?**

We wanted to do something where we could play very unlike characters and potentially perform multiple roles. We toyed with various ideas, but kept coming back to something about Ghosts, because the different eras made the characters so distinct – there was a sense that putting any of them in a room with any other one would cause a clash, which is ideal for comedy. We struggled for ages to make the story work, but it felt really funny, so we kept chipping away at it. Eventually we hit on the idea of a young couple moving into the house, and one of them can see the ghosts, while the other one can't. Suddenly we had Mike and Alison, with their big important stories about life and death and money worries, and the ghosts with their petty stories about who won at chess or who gets which bedroom. And that combination became the framework for the show that we pitched to the BBC. I'm not sure we ever really thought about 'Ghosts' as a final title – it was just a shorthand to describe what the idea was about – but I guess it must have stuck!



**Cast from Horrible Histories and BBC Ghosts- Wikimedia**

### **What do you like about playing Robin/Humphrey?**

I like how unpredictable Robin is as a character. In some episodes he's like little more than a (slightly bitey) family dog, and then, just when you start to underestimate him, he'll suddenly be the smartest person in the room. I suppose he's a simple soul, with a brain that's not exactly up to 21<sup>st</sup> century standards, but he's just seen so much over the last 10,000 years, that he's amassed a lot of knowledge and experience. If wisdom comes with age, he's always going to be brighter than you might give him credit for.

With Humphrey, it's partly the physical challenge in achieving the 'headless' effect – trying to find different ways to camouflage where my body has been removed from. Though I also love his flashback episodes – after a couple of months covered in dirt and old furs, it's nice to pop on a smart Tudor smock and play a different sort of idiot.

### **What was your favourite episode to write and why?**

I really enjoyed writing the episode where there are burglars in the house and the ghosts are trying to warn Mike. Normally we have Alison to serve as the conduit between the living and the dead, so it was a nice challenge to make an episode work where the other characters have to cohabit the same story, despite Mike being unable to see or hear the ghosts.



Image-  
Laurence  
Rickard

### **How do you shoot the scenes to create Humphrey's headless effect?**

I put on a (hugely unflattering) skin-tight green t-shirt, and then we try to find somewhere to lay my head which doesn't immediately give away where my body must have been. As such, I often ended up contorted into some very strange positions - laying up a flight of stairs, or posted through a hole in a chair. We then lock the camera into place and shoot the scene with me performing the lines. I then move out of shot, and a severed prop head is placed into exactly the same spot, so that we can use the neck wound from this element. Then the head is removed and a shot is taken with no-one in. The visual effects team then combine the neck element with my real head and paint out my body using part of the empty shot. And, hey presto, headless guy!

### **How long does it take to get into the caveman costume?**

I can do the costume in about 10 minutes now, but the make-up is a wholllllllle different matter. It takes about one hour and 45 minutes to transform me into Robin, as there's a prosthetic forehead, a wig, a beard, skin texture, false teeth, nose plugs and a whole lot of 'dirtying down' (where two people basically flick mud at my face). It's time consuming, but I enjoy the process as there's always a fun challenge in trying to do the best version yet. And my make-up artists are tremendous company. Weirdly I prefer wearing Robin's make-up to Humphrey's, as the prosthetics are actually pretty comfortable once they're on, unlike the glued-on goatee that Humphrey sports.

Find out more about Laurence Rickard at <https://laurencerrickard.com>

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## **How has Geography as a subject developed since you started teaching?**

Mostly become increasingly issues led and moved far away from the dry old subject I studied at school. No sketching different rocks in geology! No drawing and labelling soil horizons! I think some people regret this, especially the decline of the old fashioned physical geography. But I really enjoyed the growth of a more social, conscientious geography, and especially the geopolitics.

## **What was the best role you took on during the duration of your career here and why?**

I really enjoyed being a Head of Year. It allowed me to really have direct impact on young people's lives in a (hopefully) positive way. Seeing how much many young people cope with, but still come to school every day, engage in work and maintain really positive relationships was always very humbling and uplifting. I always tried really hard to support the students in my year group, but also support the teachers who were teaching them, and on the whole I felt people were thankful and respected that, and that was very rewarding. I also always enjoyed being a form tutor – I still really miss 9RR (they must be 10 something else now... but they are always 9RR to me)

## **Why is Geography an important subject for students to study now?**

**IT IS LITERALLY THE ONLY THING PEOPLE SHOULD BE STUDYING IF WE DON'T WANT TO DESTROY THE PLANET OR HUMAN SOCIETY AS WE KNOW IT! It's a cliché, but you kids are the future. We are all depending on you not to be as destructively stupid as your elders.**

## **What's the best thing about your move away?**

**OMG, the utter peace, the space, the fresh air, the crystal clear waters of the sea here, the Community Waffle House in Axminster, and the really sloooow pace of life!**



*Mr Radcliffe walking his dog in Devon*

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# **This Blue Earth**

## ***by Mr Sladden***

On December 7th 1972 a photograph was taken. Not long after, an uncle gave his young nephew a cardboard tube. The photograph was taken from 18,000 miles above the surface of the Earth, it was the first taken by someone in space as they looked down at our beautiful, wonderful and remarkable home - the Earth. This image became known as The Blue Marble and, as its fame spread, the environmental movement then in its youth found a picture that was easily worth a thousand words. My uncle Barney had a professional interest in space, which continues today, he thought his young nephew would appreciate a Blue Marble of his own and so he bought me a poster of the photograph, giving it to me rolled up in a cardboard tube. I am so thankful and pleased he did.

Over the years I have painted planet Earth several times and from many different viewpoints. Once, I found a wooden ball and painted the Earth's oceans and continents on it. The image of the Earth continues to fascinate me. Clearly my painting, 'This Blue Earth' does not attempt to represent the world like a photograph. Nevertheless, I have tried to give the painting some veracity and I did plenty of research to find out about wind direction and ocean currents. I also wanted to paint the continents reasonably accurately. I bought a small model globe from Churchill Square, so I could decide the angle and use it for reference.

Our lives are so land based that we tend to forget that the surface of this planet is mostly water. If an alien visited Earth, the likelihood would be that the first visit would be one made to the oceans to meet the planet's residents. The Pacific Ocean is so huge, that from one viewpoint from space, there is very little land visible.

That's a lot of water. I painted this viewpoint in a smaller painting, you can see it displayed in the R.I.C. Anyone who has travelled by plane over an ocean has personally experienced the vastness of these expanses of water. Though I should add that flying is certainly not an environmentally sensible mode of travel. I am considering not traveling by plane again and my sister has already made the decision not to.

Something that began to, and continues to interest me is how water surrounds the Earth. It really does connect us all in a very real way. While I was painting I read about a shipload of plastic toy bath ducks that was lost at sea. Now, I hate the idea of pollution in the oceans, it is a very real challenge today but these ducks floated all over the world and were picked up and recorded on the coasts of many different countries. From this angle it was a remarkable illustration of the oceans' currents.

One of the challenges for me was to attempt to communicate this energetic flow of water around Earth. Eventually I found a diagram of the 'Ocean Conveyor Belt', which is a wonderful illustration of the movement around the globe. It clearly shows how the warmer water rises and the cooler water sinks, and it provided the inspiration for the looping design in the painting, with the strong blue line just above Australia signifying the very powerful current in this region.

The Overview Effect is the name given to the profound shift of perception some astronauts experience on seeing planet Earth from space. They are struck by this truly beautiful sight. Though it may not happen to all astronauts, when it does it is life altering. Seeing the Earth in all its spectacular glory, they truly appreciate what a remarkably precious, vulnerable and beautiful home our planet is. From space there are no artificial borders, no countries, there is only land and sea. Surely we must learn to share it with all life forms and help Earth to thrive.

I didn't want the painting to be about the challenges Earth faces, we only have to check the media to hear and learn about that. I wanted 'This Blue Earth' to be a positive, and hopefully an inspiring painting, one that could be enjoyed as I enjoyed painting it. Another aspect that particularly absorbed my attention was making the landforms look like they curve around the surface of the Earth. I attempted to show the thin layer of the planet's atmosphere with a fine bright line appearing around the 'top' of the Earth. That's another thing, there's no top in space, which reminds me, I've been to Australia and my experience of standing upright was just the same as standing upright in the Northern Hemisphere. I still can't quite get my head around that, even though I know it's something to do with gravity and the relatively huge mass of Planet Earth. Returning to that thin line of atmosphere, it enables life on Earth, so it felt very important to give it a presence in the painting, after all, we owe our lives to it.

In 1969, the musician David Bowie released his song Space Oddity. In Bowie's lyrics, Astronaut Major Tom is 'far above the Earth'. Feeling helpless in his 'tin can', he sings 'planet Earth is blue and there's nothing left to do'. But back down here on Earth, with all its challenges there is, from where I'm standing, so much left to do.

The contents of a cardboard tube inspired many paintings and helped me appreciate planet Earth's beauty. It's my belief that we can all find inspiration in our own individual way.

The Blue Marble, (source Wikipedia) taken by the crew of Apollo 17. It remains unclear who actually was behind the camera.

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Time passed, days flitting by, and Christmas... changed. What had once been a time-worn shack had morphed into a glittering grotto. Reindeer frolicked in the snow swept forest, and the newly-blossoming elven village spread, as the tiny toymakers joyously jingled through the streets. A shimmering sleigh wheeled through the roads, led by a glowing red-nosed reindeer and a cohort of his fellows. Upon it, a jolly figure laughed, a rumbling “Ho! Ho! Ho!” that echoed over the land. But the festivity in the air seemed... hollow - as if it was infected by the symbiote that is commercialism. The insidious demon had even slipped its commercial claws into the spirit of Christmas itself, reducing it from its joyful, free state into the crimson-clad mascot in the ornate sleigh.



 Years once again began to slip away, Christmases disappearing into blurs of increasingly-monetary gift-giving and pointed glares over the dinner table. And once again, Christmas had changed. Towering skyscrapers dominated the landscape, as saw-bladed vehicles methodically cut back the dwindling forest and melted what little snow had dared to fall. The elven village had long since been demolished, paved over in favour of “commercial expansion” and “logistical integrity”, replaced by smoke-belching factories. Each toy that was hauled away was shinier and gaudier than before. And most importantly, more expensive. Sweating, haggard reindeer heaved toy-stuffed carts along, shepherded by blinking lights and mechanical voices. Each cart was methodically dragged into position, contents dumped into a massive machine and filtered by the extensive database into manageable sacks. A bored, listless man stubbed out his cigarette, wiped his hands on his crimson coat, straightened his beard and boarded the overly ornate sleigh. As the last tree was felled, baubles falling to the ground with desolate thuds, there seemed to be a change. And, watching over its world from the tallest spire, It steeped its fingers and smiled.

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Once they were inside, they poured some hot chocolate into a bowl and passed it to the dragon, it didn't drink it but nudged it aside and blew a small column of flame into the drink. Immediately it started to boil. "Wow!" cried Santa, "You're one eager dragon aren't ya." You see, dragons grow much faster than any creature on the planet. So within a few weeks, it could be the size of a golden retriever, within a month maybe the size of a lion, within 5 months the size of a baby blue whale which is over 23 feet! So, when it was five days until Christmas, this dragonling became the size of an adult reindeer!



Santa decided to name the dragon Inferno, and gave it a small collar embroidered with fiery baubles and Inferno started to hover in the air, its crimson wings glittering in the light. "Hmm, this year there have been many more people that have decided to celebrate Christmas, and we could need some help," Santa said as he looked at Inferno, "Inferno, how would you like to be part of my flying Christmas reindeer magical service?" Inferno cocked his head, looking perplexed. "I'll take that as a YES!" So throughout the days until Christmas Eve, Santa, the reindeers and Gandalf, taught him how to fly within the reins, how to be silent on rooftops and more. "Inferno, meet Dasher, Dancer, Prancer, Vixen, Comet, Cupid, Donner, Blitzen and Rudolph." The reindeer bellowed in unison, Rudolph's bright red nose pulsated in light. On Christmas Eve, Santa put the reins on Inferno and the reindeer, and they shot off into the sky in their red and golden sleigh. Inferno's shining wings flapped in the air and it breathed a huge spiral of fire in glee. If you look up in the sky on Christmas Eve, keep a look out for Inferno's wings and its furious flames.

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