

## Lessons From Auschwitz

Last half term, Martha, Charlotte, George and I had the incredible opportunity to take part in a project geared around the commemoration of the Holocaust through survivor testimonies and the humanising of statistics, which are often quoted to show the extent of the suffering, but don't



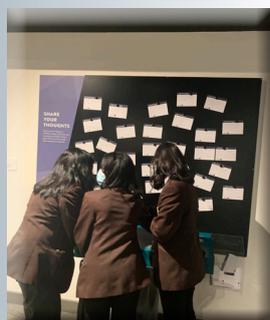
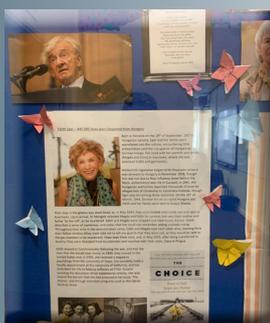
give us any insight into how the Holocaust impacted the lives of individual Jews. It was an enlightening experience, and our final project will help to share what we have taken from the live sessions with others, so that the Holocaust is not forgotten, even when survivors can no longer share their own testimonies.

The opportunity to hear survivors deliver their personal stories was invaluable – this included a recording of Kitty Hart-Moxon being interviewed and a Zoom meeting with Manfred Goldberg, in which we could ask him questions about his experience. Going forward, this will allow us to share these stories to

those who may not have the opportunity to hear from Manfred or Kitty, in order to bring a wider understanding of the implications of the persecution, torture and murder of Europe's Jewish population. In addition, the tracing of Jewish persecution to its origins provided an eye-opening view on some of the early methods of cruelty that have persisted, even up until the 21st century; methods such as scapegoating, blasphemy and banishment have been recurring anti-Jewish actions – with scapegoating, for example, Jews were accused of causing the Black Death and, in terms of the Holocaust, were blamed for the issues facing Germany following the Great Depression.

Lessons From Auschwitz has been an incredibly valuable experience in that it has broadened my knowledge of the Holocaust and the way that the murder of 6 million Jews can be 'rehumanised' to show the individual families ripped apart and the lives changed through the murder of their relatives and friends. It also reinforced for me the continued prevalence of antisemitism (the Community Security Trust recorded 1668 antisemitic incidents across the United Kingdom in 2020), highlighting that the events of the Holocaust should not be forgotten and must continue to be learned from.

Freya Thornton



## Subject Focus - History

It has been another busy term for the History department.

Year 7 completed their study unit of Conquest and Control, by comparing the Roman conquest of Britain, to the Norman Conquest, learning about '1066 and all that'. The unit culminated in the students producing their own 'scaled down' model of a motte and bailey castle. They were given a strict brief - no larger than a shoe box, with instructions of what to include and some suggested methods. The results were fantastic - students had obviously spent a considerable amount of time at home on their models, many of which are on display in F108 -stapled to the wall! Year 7 are now studying religious changes, from medieval times to the reformation, including the very gruesome murder of Thomas Becket in Canterbury Cathedral. They will complete Year 7 by looking at experiences of economic change, in particular how the industrial revolution impacted on Britain and our local area in particular.



Year 8 completed their study of 'Development of Democracy' and were then given the opportunity to study the Holocaust. This coincided with Holocaust Memorial day in January and the department took the opportunity to present whole year assemblies as well as providing form tutor activities on this challenging yet important topic. As a school we learnt about the experiences of local Holocaust survivor, Arek Hersh, who survived numerous concentration camps, ghettos and persecution to share his experiences - a true story of survival and resilience. As well as studying the Holocaust

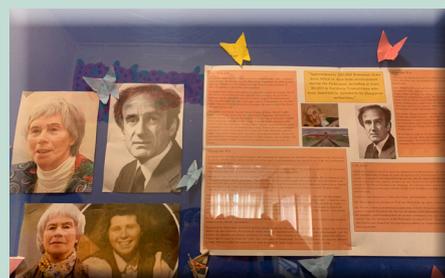
in lessons, Year 8 had the opportunity to participate in our first post-lockdown school trip to the Holocaust Exhibition and Learning centre at Huddersfield University. The students engaged in question and answer sessions, workshops, a tour of the exhibition and group work. The centre is open to the public and currently has an exhibition 'Through Our Eyes' which focuses on the stories of 16 children and young people, who survived Nazi persecution across Europe in the 1930s and 1940s. They came to the north of England as refugees or survivors of the Holocaust, settled and made new lives here.



The centre is open to the public and well worth a visit:

<https://holocaustlearning.org.uk/visit-us/>.

Year 8 have since just completed their next study unit on the 'Effects of Empire', studying the nature of the British empire, reasons for its collapse, migration and the impact on Britain today, once again with a local focus on Bradford.



As I write, Year 9 are just completing their history exam for this year. They have completed the first unit of their GCSE course: 'Conflict and Tension 1918-1939'. Hopefully, the exam results will reflect the hard work and effort they have put in thus far. They will soon be starting their next Modern World topic 'German: From Democracy to Dictatorship 1890-1945', which complements and links with their first unit well.

## Subject Focus - History continued

Year 10 are now well into their GCSE course and have completed Paper 1 – the modern world elements and have just started to study the ‘Shaping the Nation’ unit – starting with an in depth study of Norman England. Part of this course involves a study of a related ‘Historic environment’ - this year it is Yorkshire! So once again, a local flavour to our studies. Mrs Lawrence has also planned a trip for Year 10 to the Holocaust Exhibition and Learning centre, as this is an integral part of the Year 10 curriculum when studying Germany – so watch out for information regarding this.



Year 12 students are also in the middle of exam season having completed 2/3 of their Year 12 studies. The exams should be a good opportunity to test what they know and the skills they have developed thus far. Four of our Year 12 students – Charlotte Alcock, Martha Currie, George Hall and Freya Thornton have taken part in the ‘Lessons from Auschwitz’ programme – this year an online programme where they had the opportunity to discuss the issues surrounding the Holocaust with experts and students across the country, meet a

Holocaust survivor, engage in question and answer sessions and participate in a ‘virtual’ tour of Auschwitz. They are now completing their ‘Next steps’ element of the course where they feedback to the wider school community about what they have learnt. Please see the account written by Freya below.

Year 11 have now completed all their course content and their second set of ‘Mock exams’ They are now engaged in revision activities and past paper questions and hopefully will take advantage of the all the related opportunities provided for them. We look forward to seeing many of them again next year studying A level history.

Similarly, Year 13 have all but finished the course and are now able to appreciate the synoptic nature of our course, drawing links between the various different factors. Coursework has been completed and the students are now preparing for their final exams.

We wish all our students the best of luck in their forthcoming exams and are sure that they will make the best of every opportunity whilst they are still here. For those students leaving us this summer, we wish them well – please keep in touch!

We have some very keen historians in Year 12 – two of which, Martha Currie and George Hall are intending to ‘re-boot’ the History society after their mocks. The intention is to help to research the contribution of Heckmondwike Grammar School students to the First and Second World Wars. If you are interested in this and want to help them, please look out for notices regarding the History Society. George has gained a lot of experience of genealogy and has even published his own book! See the article below for more details.

Finally, Mr Tuck leaves us in a few weeks time to take up a new challenge as Assistant Head at another school. We would like to take this opportunity to thank him for all his work in and for the History department and wish him the best of luck in all his future endeavours. He will be missed, by staff and students alike!



# Going for Gold - Gold DofE Expedition

On Bank Holiday Monday afternoon we arrived in the village of Buttermere to stay in the Youth Hostel before the group started walking on the Tuesday morning. After a cooked breakfast in the hostel to set them up for the day and possibly the rest of the week, they set off and were heading to Borrowdale. They did well getting to the first checkpoint exactly on time. After this it was a long walk that took them over the summit of Catbells before descending into the valley. However, spirits remained high and they were happy to reach the campsite and to have completed the first day. The weather was kind for most of the day but they did get caught in a large downpour as they were coming off Catbells.



On Day 2 they set off to ascend up over Grasmere Common to drop down into Grasmere village. It was much warmer today and so shorts were on! This route proved a difficult challenge for them as they were up high for a long time with some tricky navigation required at key points, but they set off early and arrived on time and they were rewarded with an ice cream before continuing on their route to the campsite. They were treated at the end of the day to a night at Rydal Hall campsite with hot showers and a great little camping field.



On Day 3 they left the campsite and went through Ambleside and went over Wansfell Pike to come down into Troutbeck. Despite setting off an hour later than initially planned they made fantastic time and got to the checkpoint ahead of schedule. The next part of the route saw them climb over to Kentmere before dropping over into Longsleddale. This night was a wild camp night so they carried on up towards Mosedale Cottage where they wild camped at the bothy. The group were on top form today. They worked well as a group and they were excited about their wild camp.



By Day 4 they were happy to get going after the night in the bothy and complete their journey. Their route took them over to the finish in Shap. This was downhill most of the way but still a slog across with some boggy moorland to cross. They were certainly delighted to reach the end and had stories to tell and photos to show from their evening, including some amazing sunrise photos.



This was an extremely strong group who worked well together throughout. They were organised and had obviously learnt a lot from the practice and had packed appropriately both in terms of clothing and food. They were blessed with fantastic weather for April which made the experience far more pleasurable. This has been catalogued by the hundreds of photos they took throughout. A successful expedition and thank you for the lovely comments at the end. Well done, a fantastic achievement and it was an absolute pleasure to work with you all.

## The Group

Oskar Bowen, Ty Chatterton, Eden Haycock, Nathan Jones, Amelia Kellett, Marcus Rezaei, Jordan Tyrell

## George Hall – Genealogy Project

I have always been interested in family history to an extent and just before we were locked down all the way back in March 2020, I began my family history journey. I initially wanted to find out about the life of my grandfather Richard Hall, but this soon spiralled out of control!

After about a year or so of solo research across mostly Northern England in a variety of time periods, I began to connect with others in the genealogy and local history fields. I joined The Hidden Branch, a youth-based genealogy organisation, and then also joined the Local Huddersfield and District Family History Society.

I also joined the Friends of Liversedge Cemetery, ran by the wonderful Tina Hardy, and I became interested in researching the history of the cemetery more generally. From this I began to undertake some more detailed research on the servicemen buried or commemorated on family graves at the cemetery who served during the First World War.

Soon after, I began my EPQ project over the summer and decided to write a book on the servicemen. I uncovered a true range of stories of immense bravery and sacrifice ranging from the Somme to the North Sea to Alexandria. I published the book in early 2021 and have sold out my first printing and was able to raise over £100 for the Commonwealth War Graves Commission. I am very grateful of the help of the History Department and Mrs. Whitelaw, our school librarian and my EPQ project supervisor, in helping me throughout the entire process.

A photo of Ambrose Brook, who came to the school and is on the war memorial:



HECKMONDWIKE GRAMMAR SCHOOL

*Presents a*

# Spring Concert

Featuring our bands, choirs and ensembles

🎵 **THURSDAY 12 MAY - 7pm** 🎵

Tickets £5



# Parent Notices

**Monday 2 May**  
Bank Holiday School Closed

**Friday 6 May**  
Year 9 & Year 12 Exams Final day

**Thursday 12 May**  
Year 9 HPV Vaccination (2nd dose)  
Spring Concert – tickets available at a  
cost of £5.00  
Book your tickets [here](#)

**Friday 13 May**  
Year 11 Geek Day

**Thursday 19 May**  
Year 12 Virtual Parents Evening  
Details to be issued w/c 9 May

**Friday 20 - Saturday 21 May**  
Bronze DofE Expedition



# Be Exam Ready

Studying and preparing is vital to success in exam

It is difficult to know how best to manage your preparation until you have some experience. There is no right or wrong formula to prepare it is down to the individual to work out which strategies, processes and techniques best suits their learning ethos. By trying different methods and by monitoring yourself it will be easy to find out which techniques are useful and will help to identify where there are still difficulties, doubts or motivation problems.

Over the coming weeks we will be sharing coping and revision strategies, links to revision techniques and tools, resources that will be useful to students in preparation for the summer exams.

## Phrontifugic Webinar

1 - The link below allows parents/students to register for a phrontifugic webinar from eedi family all about reducing anxiety and exam stress.

[https://us02web.zoom.us/webinar/register/WN\\_2IAGm\\_ALRxKGMcxnM7cQLQ](https://us02web.zoom.us/webinar/register/WN_2IAGm_ALRxKGMcxnM7cQLQ)

2 - Challenge - can you help get the word phrontifugic accepted as a word in collins dictionary?! Visit the link and use the word whenever you get a chance!

<https://www.collinsdictionary.com/submission/24530/Phrontifugic+>

## Subject Help



### Geography

#### GCSE

- Tutor2U GCSE Geography Revision Blast - <https://tinyurl.com/bd3setyj>
- Tutor2U Daily Revision Question on Instagram - <https://tinyurl.com/mustv6j7>
- Internet Geography Quizzes - <https://tinyurl.com/3hva52tb>

#### A Level

- Tutor2U A'Level Geography Revision Blast - <https://tinyurl.com/yckhxc7e>
- Coventry University Webinar Revision Series - <https://tinyurl.com/ycy5hn68>



### Business

#### GCSE - Edexcel

- Attempt past papers <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/business->
- Seneca learning
- GCSE Bitesize
- Course companion (in teams)
- Assessment mats - knowledge questions that you can practice over time
- Create revision resources to test yourself and share with friends e.g. create a cross word to test definitions

#### A Level Business - AQA

- Attempt past papers <https://tinyurl.com/2p84exax>
- Seneca Learning
- Use the course companion (in teams)
- Use tutor2u
- Create revision resources you can test yourself with repeatedly over time
- Remember you need to have real world knowledge of businesses to apply

# Be Exam Ready



## Mathematics

KS3 - Use your exercise book to make a revision list of topics you have covered and new formulae that you have come across.

Part of your revision should be learning those new formulae by heart.

Most of your revision should be practising techniques and doing questions where you have access to the answers/worked solutions so that you can check them.

Good sources of materials are:

- your exercise book - the examples from class and your classwork where you have marked/annotated in green pen
- Hegarty <https://hegartymaths.com/login/learner>
- Drfrost maths <https://www.drfrostmaths.com/login.php>
- Corbett Maths <https://corbettmaths.com/>

KS4/5 - In addition to the above you need to make sure that you do further work practising exam style questions. We do AQA and you can find past exam paper questions here as well as model solutions.

- GCSE - <https://mathsmadeeasy.co.uk/gcse-maths-revision/aqa-gcse-maths-past-papers/>
- A level: <https://mathsmadeeasy.co.uk/a-level-maths-revision/aqa-past-papers/>

Past paper questions broken down by topic:

GCSE: <https://www.mathsgenie.co.uk/gcse.html>

A level: <https://www.mathsgenie.co.uk/newalevel.html>

Note these are Edexcel rather than Aqa but the model solutions and videos are particularly useful



## Economics

Here are some links to new resources designed to support A-Level Economists from Tutor2u.net

[Update on the UK Economy | Five Short Videos on the Key Stats](#)

This series of five short videos provides an overview of many of the key stats on the UK economy to help students add contextual application into their 2022 exam paper answers!

[Labour market economics - topical issues explained with diagrams](#)

In this new series of six short videos, we look at building labour demand and supply analysis to support answers on a range of topical labour market issues.

[Daily Economics revision on Instagram](#)

Revision Link for GCSE Physics

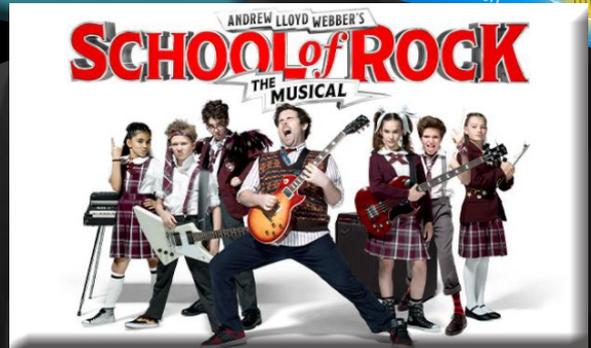
<https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/>



## Physics

# HGS

trips



Yr 12 - London Business  
Trip February 2023

