

# Heckler

Week 8 Published 6 November 2020



**HECKMONDWIKE**  
GRAMMAR SCHOOL

## Lest We Forget

In light of this weekend's Remembrance Day Service, we thought that we would share some information received from one of year 8's regarding his great grandfather's active service during World War II.

Mackenzie Stevenson's Great Grandad Ronald Stephen Brown was an Army Driving Instructor in the 10th Battalion Highland Infantry City of Glasgow Regiment, however whilst on active duty Ron was responsible for the movement and deployment of anti-tank guns.

Ronald (Ron) landed in Normandy a few days after the D-Day landings and the 10th Battalion as part of the 15th (Scottish)

Division and saw fighting Crossing the Odon, the advance into Belgium, the attempt to reach Arnhem, the Siegfried Line where he was injured and returned back to the UK.



**Mackenzie wearing a scarf in the regimental tartan**

Over the years of reorganisation and unit amalgamation, his regiment became part of what is now known as the Royal Regiment of Scotland, and to this day, they still retain the original Highland Infantry tartan.

We would like to thank the Stevenson family for sharing this important part of their family history. If anyone else has any stories they wish to share regarding family members and their contribution to the war effort please email a brief description together with any photo's to [office@heckgrammar.co.uk](mailto:office@heckgrammar.co.uk) and we will share them in next week's edition of the Heckler.



**the Highland Infantry Cap Badge that was worn at the time of World**



*Remembrance Day*  
**POPPIES**

ON SALE IN SCHOOL

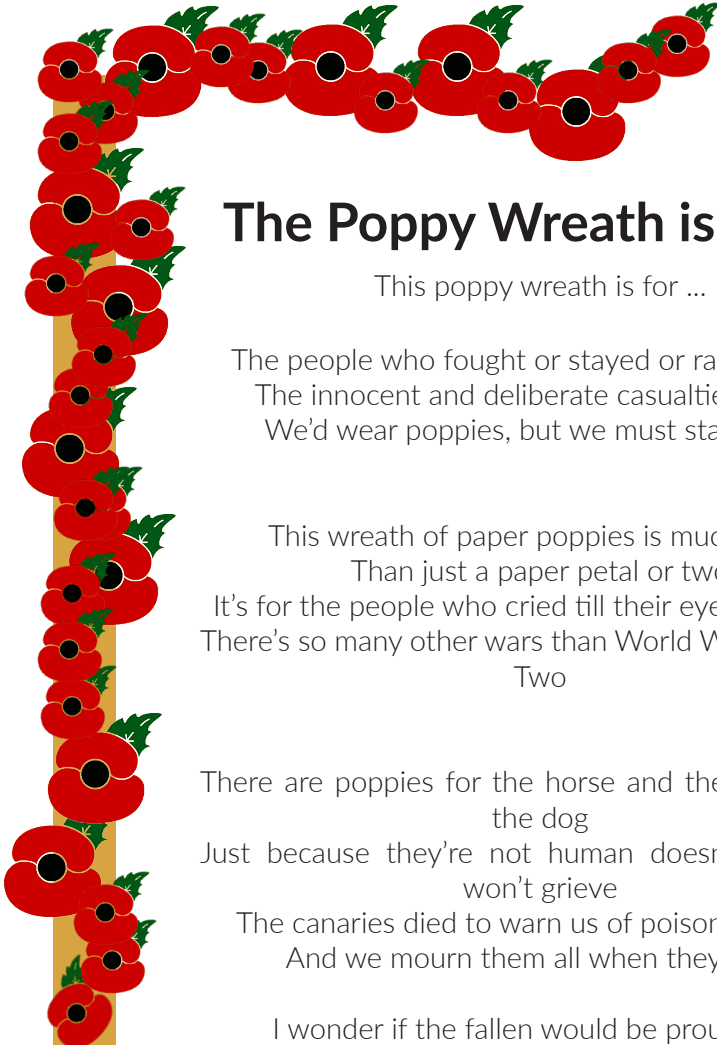
from

Wednesday 4 November 2020

*Please show your support and give generously*

ROYAL BRITISH LEGION POPPY APPEAL





# The Poppy Wreath is for...

This poppy wreath is for ...

The people who fought or stayed or ran and died  
The innocent and deliberate casualties of war  
We'd wear poppies, but we must stay inside

This wreath of paper poppies is much more  
Than just a paper petal or two  
It's for the people who cried till their eyes were sore  
There's so many other wars than World Wars One and  
Two

There are poppies for the horse and the pigeon and  
the dog  
Just because they're not human doesn't mean we  
won't grieve

The canaries died to warn us of poisonous smog  
And we mourn them all when they leave

I wonder if the fallen would be proud of us,  
We're fighting a different kind of war,  
But this war can be won with peace and not fuss,  
Would that please the people who this wreath is for?

Written by Aiza Hashmi 8P2



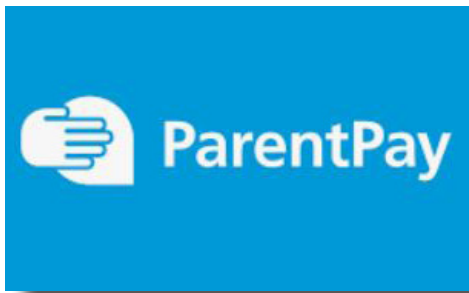
Following this week's assembly Miss Bannister's form (8P2) really wanted to put some Poppy's in our window to show their respect for Remembrance Day.

Due to the current covid pandemic, wreaths can't be laid this year, so the students decided to make their own for the classroom window. It is double sided so it can be seen from outside too.

What a fab idea! This is amazing well done

## Changes to Parent Pay

As we move forward to try to limit the amount cash coming in to school we now have the facility to accept charity donations via ParentPay. This currently has both the Poppy appeal and Children in Need, so any donations that you would like to make towards these two important charities can now be made without students having to bring cash in to school



## DIARY DATES

- 11-20 NOVEMBER - YEAR 11 MOCK EXAMS**
- 13 NOVEMBER - CHILDREN IN NEED- NON UNIFORM YEAR 7-11, WEAR SPOTS - SIXTH FORM**
- 16 NOVEMBER - LAUNCH WEEK FOR REVERSE ADVENT CALENDAR**
- 2 DECEMBER - YEAR 7 COMMUNITY DAY - MORE INFORMATION TO FOLLOW**

# Department Focus: EPQ

Despite the tumultuous times and changed working patterns, it looks like it is going to be a successful year for students taking the Extended Project Qualification.

Year 13

There are 57 year 13 students completing their projects ready to hand in this week. Students have been working on their projects since November 2019 and, whilst it is by nature an independent study project, this year has taken 'independent study' to a new level. They have been supported throughout the year by a supervisor and had lessons, either in school or remotely, but they have had to be resilient to keep themselves engaged and organised in order to manage their project alongside their other studies.

The projects cover a wide range of topics; they include written research projects about sustainability, anti-vaccination trends and issues surrounding organ donation but we have also had a good range of artefacts. These include a game to promote oral health that includes a set of teeth made using a 3D printer and a student who has designed and built a drone.

Megan Taylor was the first person this year to hand in her project, below she talks about her experience.

*"Upon choosing my A levels, I decided that I wanted to take EPQ as one of my options as, after deciding that I wanted to pursue environmental sciences at university, I found out that if I were to achieve an A in the subject, I would be eligible for reduced offers from a range of universities. Not only this, I also wanted to gain more knowledge on my course of choice, this also allowed me to prove both my interest and ability for the course when writing my personal statement from the knowledge and research/referencing skills that I have obtained over the past year."*



*My Topic of choice for my EPQ was an exploration into how climate change affects extreme weather and the elements that make it up in which I looked at how sea surface temperatures (SST), precipitation levels and movements of hurricanes are affected by changes in our climate and at the end of my report I chose to also explore the overall worst case scenarios if we, as the human race, choose not to change our ways and reduce our carbon footprint. The knowledge that I learnt from both my research and my future learn course on 'learn about weather' have only made me more passionate about my university course and ultimately solidified my choice for higher education. As a whole I would certainly recommend the subject for someone who has no experience in essay writing or a student who is eligible to receive reduced offers from the completion of the subject."*

Year 12

To allow students to make use of their confinement, we decided to give the opportunity for enthusiastic students to start the EPQ at the end of year 11. We have 30 students on the Fast Track programme and they are all on target to complete by Christmas this year. They had remote lessons during May and June and then worked on their project over the summer with regular contact with their supervisor. Students have been reviewing their progress and sharing this with their peers. We are very impressed with their commitment to the project, and the progress they are making.

# Department Focus: EPQ cont

Below **Eireann Nicholl, Leo Beevers and Devan Simon-McBride** are seen making their presentations.

Here Eireann explains how she arrived at her idea to create a model of a Roman Temple.



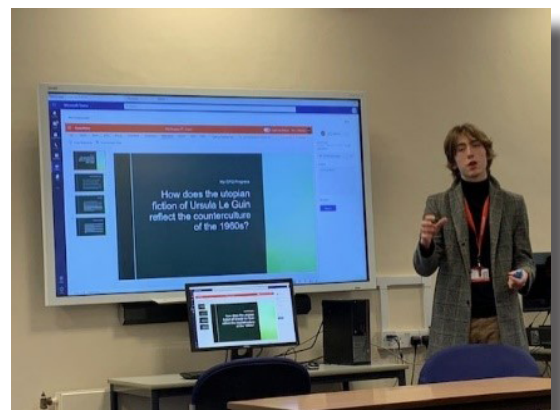
"I've always been really curious about information and records, and so had a natural fascination with History. My interest went through phases, first the Titanic, to the Tudors, on to the French revolution and a long list of many others. Due to my parents' lack of detailed knowledge on these subjects and the availability of the internet, I fell in love with research and spent most of my time answering my own questions.

When I was given the opportunity to do an EPQ, I immediately knew I must accept, as what was required was something I had already been doing in my free time. I first began with an idea to create a model of a portion of Ancient Rome, an idea that was locked away

after my discovery of an existing one, along with the fact that this took decades to complete. My plan was therefore to condense instead reconstruct the Roman Forum, a series of temples and government buildings comparable to the Tower of London in Early modern England. Once again, I had set my eyes on an unachievable yet monumental task, and almost lost hope altogether. However, in the background of a sketch I found my final idea, one that I have selected for my EPQ, The Temple of Jupiter Optimus Maximus Capitolinus.

This temple was once perched on a narrow hill in central Rome overlooking the Forum. It was first built by a Tuscan King, who laid its gargantuan 60x55m foundation, using volcanic rock from local dormant volcanoes. After its first construction, of heavily decorated and ornate wood in the classical Tuscan style, the king was ousted from Rome. A Roman republic was formed and the temple was enshrined in ancient Roman culture as a monument to the independence of Rome.

After a series of destructions and restorations, the temple took its final form with monolithic Greek columns installed by Emperor Domitian. The ornate roof was gilt and the gold used would be worth 60 billion pounds today. The temple fell into disrepair and in the sixteenth century Michelangelo dismantled the ruin and converted it into a palace which still stands today, but as a museum.



For my EPQ, I aim replicate the temple in detail, using the materials used, researching the techniques employed and most challengingly, attempt to replicate its iconic look, as it no longer exists in its original form.

This will help me develop my research skills and improve my planning and crafts skills."



The standard EPQ started in September for current year 12 students, they are just at the beginning of their EPQ journey and are currently investigating their topics and developing their titles. So far students have aspirations to write a screenplay, to create a collection of artwork based on Islamic Art and to write a dissertation investigating the feminist movement of the 60's in the UK. We hope to offer another

standard course for year 12 starting in January 2021 and another Fast Track for year 11 students that will start at the end of the Summer term.



# Children in Need at HGS Friday 13 November



**Duck Race for staff and  
Sixth Form Students. £2.00  
Per entry**



## What's happening ...

- Bobbing Ducks
- Jogging Deputy headteacher
- Flogging Tickets
- Swapping Clothes



To raise money for this fantastic cause Mr Tipler, Deputy Headteacher, will be running from his home in Holmfirth to school on Friday 13 November. The Holmfirth to Heckmondwike route

is roughly 14 miles - further than a half marathon. Students are staff and invited to take a guess at how long it will take him and



the person closest to actual time wins the giant Pudsey Bear. His route will take him via the A62 if you see him give him a wave.

**Years 7 - 11  
Pay £1.00  
to come to  
school out  
of uniform**



**Sixth Former  
wear Spots  
for £1.00**

# House Sports News

## Boys Football

Throughout the first half term, Boys House Football has taken place on lunchtimes, with the Year 8 final taking place this week. Houldsworth took on Clarke, where great defending on both sides ended in a nil nil draw. On the other pitch, Bronte battled Priestley to score a 4 – 0 victory.

Unfortunately, due to government guidance it is likely that House events will have to be postponed for the near future, however we hope to be back soon. A massive well done and thank you to all students that have taken part in House activities, and also a massive thank you to all the staff that have supported the events and enabled them to take place safely.

Mr D Peacock  
Head of House System

Full results:

Year 11

- 1 – Clarke – 4 points
- 2 – Priestley – 3 points
- 3 – Bronte – 2 points
- 4 – Houldsworth – 1 point
- 

Year 10

- 1 – Priestley – 4 points
- 2 – Houldsworth – 3 points
- 3 – Clarke – 2 points
- 4 – Bronte – 1 point

Year 9

- 1 – Houldsworth – 4 points
- 2 – Priestley – 3 points
- 3 – Bronte – 2 points
- 4 – Clarke – 1 point

Year 8

- 1 – Bronte – 4 points
- 2 – Houldsworth – 3 points
- 3 – Priestley – 2 points
- 4 – Clarke – 1 point

