

Eden Boys

## Principal's Newsletter

# Eden Explorers!

Summer 2022

Throughout this academic year, a selection of our Year 10 students have been working towards the achievement of the Duke of Edinburgh Bronze Award/Certificate. The bronze award requires the completion of 4 sections – The Physical, skill, volunteering and expedition components. Students have to dedicate time to each activity and provide evidence and written logs to pass each section.

Recently, after completing the physical, skill and voluntary sections of the award, seven of our students prepared for and completed a two day walking expedition across Angelzarke and Rivington Pike. The expedition required the students to hike two different routes, navigating each journey with maps and compasses.

On the Saturday, the boys hiked over 22km, which required both physical and mental resilience. Congratulations to all of the students who have achieved this incredible award, we look forward to hearing about their plans to complete the Silver award!

Particular congratulations are awarded to Yaseen Patel, who displayed outstanding leadership characteristics, exceptional map reading skills, and was a crucial member of the team!

Well done boys!



# Principal's Introduction

## Foreword:

**"Only those who will risk going too far can possibly find out how far one can go."**

**- TS Eliot**

As I write to you for the last time this academic year in our newsletter, I look back with fondness at how much we have achieved as the EBP family of pupils, parents, staff, governors and the wider school community.

Despite challenges, our commitment, enthusiasm and passion for improving the life chances of young people continues to motivate us.

Our faith continues to guide and reassure us.

Our loved ones continue to keep us positive and protect us.

The GCSE exam season marked a return to 'normality'. These external and independent assessments provide validation, clarity in expectations and attainment standards, offer a form of quality assurance of education and support fair admission for next steps. We reflect on the importance of this after two years without it and ponder that the season does offer much more than external validation of attainment.

GCSE exams help motivate young people to take greater ownership of their own learning, to focus, to manage their time and develop resilience, to really push themselves and to keep "practising till they can't get it wrong."

It is at this time, that a lot of young people realise that they can achieve anything they put their mind to, as long as they keep pushing themselves and, had they put more work in earlier in the year, the less they would have to worry as they come closer to the end- all of course being important life lessons for our young people.

I would like to thank our wonderful staff, parents, governors and most importantly, our year 11 pupils; I would like to commend them on the absolute determination, commitment and solidarity they have shown to their studies and to each other. May they be rewarded with a fantastic set of results and may the Almighty fulfil all their dreams and ambitions and they may they continue to shine bright.

Ameen.



The end of term is always a slightly sad time as we say goodbye to the staff who are leaving us. I would like to thank them wholeheartedly for the contribution they have made to the school and wish them all immense success in their new endeavours. May the Almighty accept all their efforts and reward them abundantly. Ameen.

We reflect on this year with a lot of gratitude to each other and pride in our star and EBP family.

Finally, I would like to wish you all a safe and happy summer holiday! I look forward to welcoming your son back to school on Thursday 1<sup>st</sup> September.

Mrs N. Patel

## Nurturing Today's Young People, Inspiring Tomorrow's Leaders



Eden Boys

# Art and Design



Year 7 artists have just completed their own personal response to the artist Syed Haider Raza. Widely recognised as one of the undisputed masters of modern Indian art, Syed Haider Raza is an artist whose art fuses sensuous colours with luminous spiritual grace. Raza often used concentric circles and geometric patterns which referenced the ideologies of Hinduism and Buddhism. Raza sought to turn away from the influences of European Realism—which dominated much of the academic art of India—and embrace *Antar gyan*, a uniquely Indian vision. Our pupils enjoyed mastering his geometric designs and the painstaking accuracy needed for his designs.



Back in December, our Year 9 pupils had an introductory day of studying Design & Technology. During the day, students worked towards a design brief to design a new bridge to replace the old tram bridge at Avenham Park. This was a real life brief set by Studio John Bridge and our pupils' entries came runners up in the competition. This could mean that one of our designs could be turned into reality in the coming years. Well done boys!

## Introducing: D&T and Nasheed

Next academic year our curriculum is growing to include a variety of new subjects including Design & Technology and a specialised Nasheed/Music programme; these subjects are a requirement of the National Curriculum and we are thrilled to be offering these exciting opportunities to our pupils.

Design and Technology is probably the most interesting and useful subject you will study. It can lead to a wide range of careers, courses at university and further education. Most of all, it will provide you with the skills required by employers, as well as those, that prepare you for life in a rapidly changing world.



Are you interested in solving problems? Are you interested in designing, sketching, drawing and being creative? Have you got an enquiring mind? Can you be innovative and use your imagination? Do you like working with others and even working in teams? Do you appreciate good design?

You will learn to use Computer Aided Design, alongside developing your drawing and sketching skills. You will take on the role of a designer, solving problems through research, sketching, model making and team work.



You will use a variety of technical skills, working on hi-tech machines and equipment including 3D Printers and Laser Cutters. You will also develop workshop skills, through the use of hand tools and machines, producing accurate, finished products.



You will develop knowledge of a range materials including, polymers, metals, woods, textiles, card/paper and use many of these in your projects. Your knowledge of electronics and programming will grow, as well as your working knowledge of technical systems including mechanical and electronic systems.



You will learn about the way products are manufactured by large companies and the production systems they utilise. Remote Manufacture, Just in Time, Batch Production, Continuous Production and Flexible Manufacturing, are some of the systems you will study. This will prepare you for work in the commercial world of business and industry.

Are you interested in environmental issues? As a designer, you will learn about and discuss major issues, such as sustainability and the use of sustainable materials, recycling and renewable energy sources. You will need to consider many of the ethical issues faced by professional designers and companies, as they design, develop and manufacture products.



You will be able to work closely with potential customers, designing a product to suit their unique needs. Your designs will be tested and evaluated by potential customers and focus groups, as they would be in the real world of product design.



Come and join us. If you like what you have read in this leaflet, select Design and Technology for your GCSE / A Level. Ask your Design and Technology Teacher for more information.

### DEFINITION OF A SKILLED PERSON



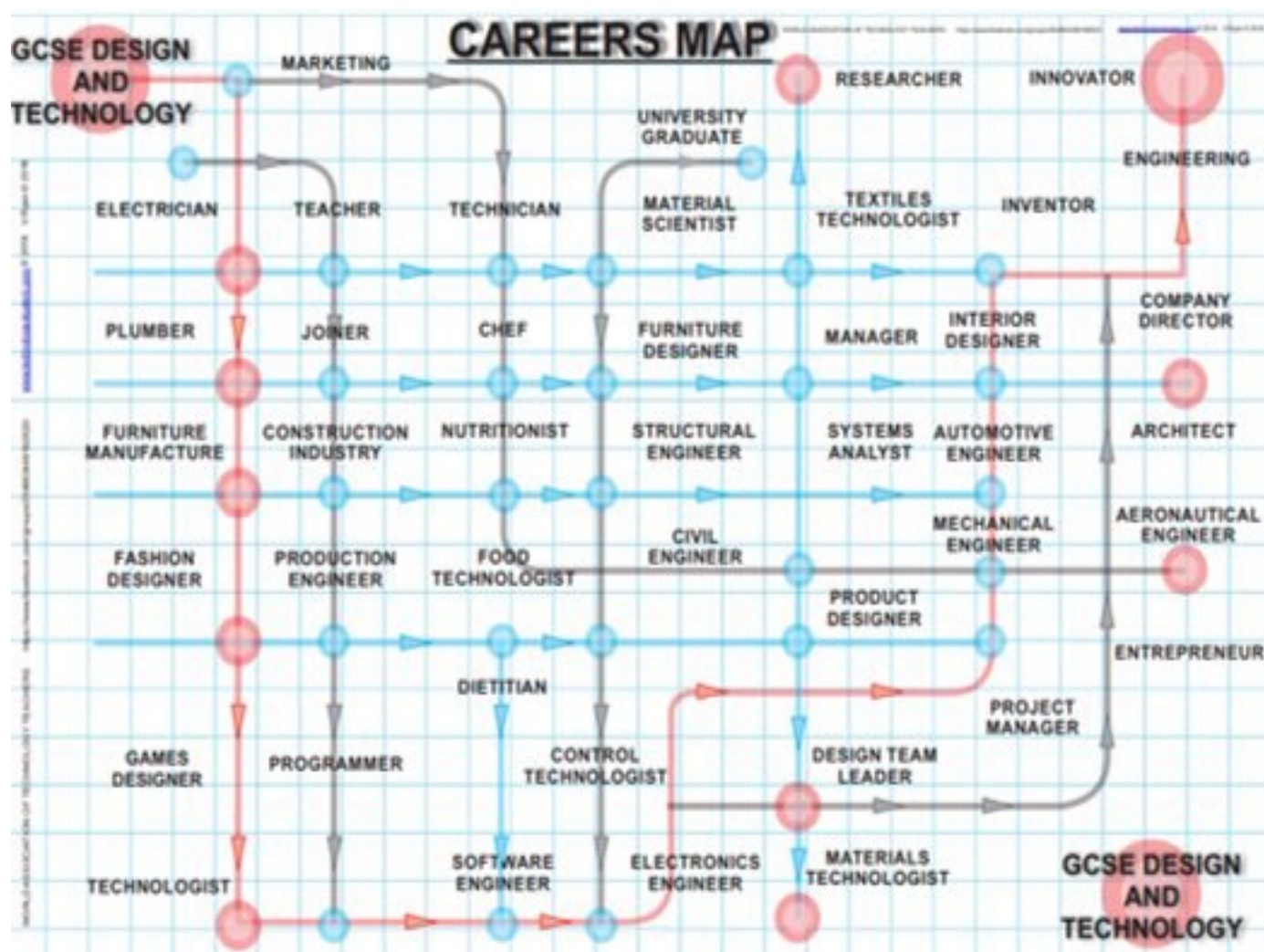
**"A practical and academic person. He / she exhibits a unique mix of expertise and creativity. The ability to successfully complete high level tasks, as an individual or as a team member, due to training, experience, talent, perseverance, motivation and practice. Has overwhelming competence in performance, as evidenced by quality outcomes. Has a craft, trade, career, profession or job, requiring theoretical, manual and intellectual dexterity. A person prepared by specialised training. He / she has developed particular, valued aptitudes. A 'gifted' person. Someone to be admired and respected."**



### TOP TEN REASONS TO STUDY DESIGN & TECHNOLOGY

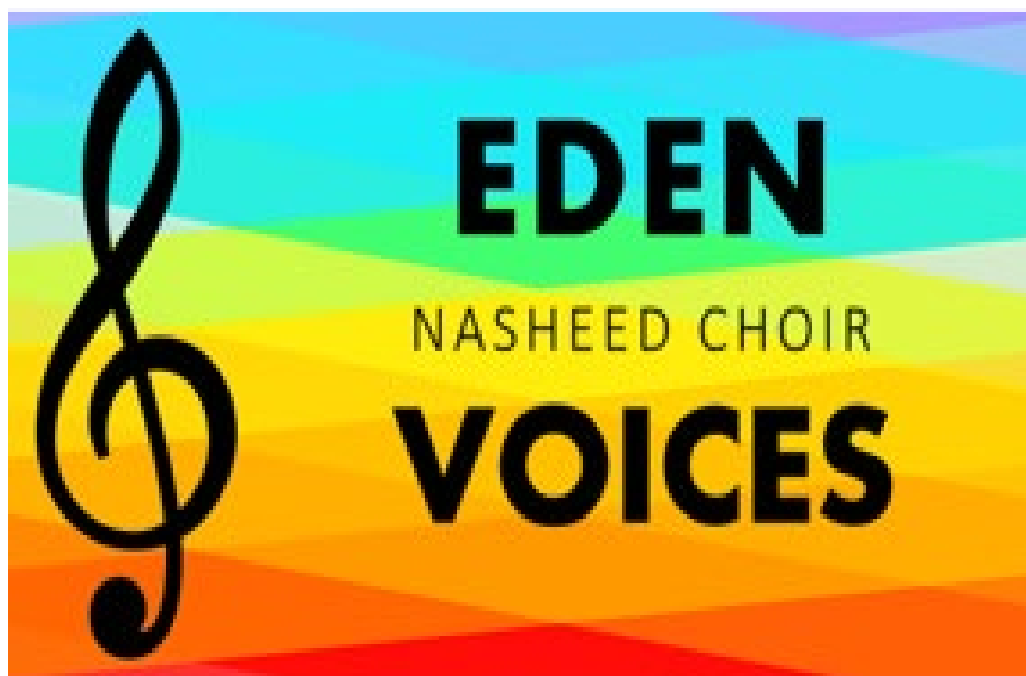
- D&T involves academic, skilled practical work.
- It encourages innovative thinking and the creative use of your imagination.
- It promotes the development of mathematical reasoning.
- D&T applies specialist knowledge, from Graphics and Electronics to Engineering.
- It is fun, especially lessons in a workshop.
- It can lead to a university course or skilled employment and often leads to a lifelong career.
- D&T develops communication and thinking skills.
- Businesses and Industry need qualified, skilled people. There are career opportunities waiting for you, if you study Design & Technology.
- Design and Technology making skills are respected and cherished in countries across the world. Being a skilled worker, means that you will be wanted in many countries, which could give you the opportunity to travel the world of work.
- Designing and especially making, is good for your personal well-being and health.

## Where Can D&T Take Me?



## Join the Eden Voices Nasheed Choir!

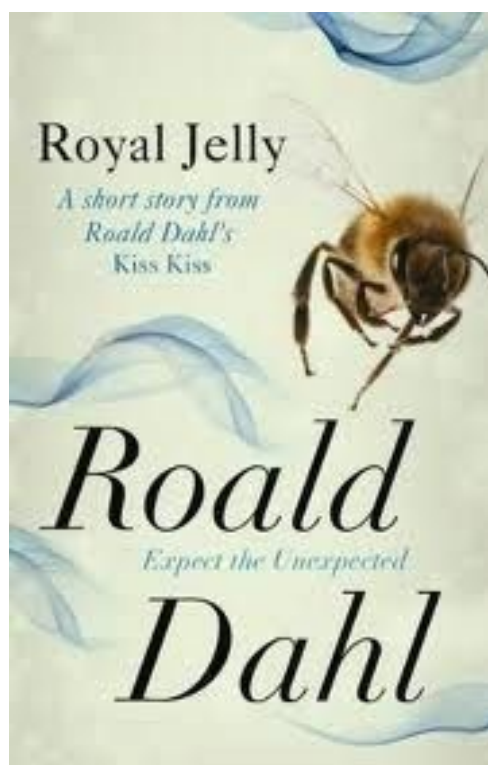
Open auditions to our new Eden Voices Nasheed Choir will be held in September 2022.  
Please prepare a nasheed to sing.



**C** OOPERATION  
**H** ARMONY  
**O** PPORTUNITY  
**R** NVOLVEMENT  
ESPONSIBILITY

## Year 8 – Tales of the Unexpected

Year 8 are currently studying *Tales of the Unexpected*, by Roald Dahl, as part of their detective fiction studies. This famous collection of short stories explores the stranger side of human nature, and the boys are excited to find the *TWIST* that is often lurking just around the corner.



Roald Dahl is famous for writing a plethora of stories which are enjoyed across the globe. Several of his works have been made into Hollywood blockbusters and I certainly remember reading some of his classics like *The Twits* and *Danny, the Champion of the World*.

Year 8 have been inspired by a particular story, entitled *Royal Jelly*, about a beekeeper who decides to feed his baby a honeybee secretion, with catastrophic results. Students have been creating their very own endings to this famous tale, and we have enjoyed reading each other's unexpected twists.

Kasim Nawaz suggested that the royal jelly was part of a government conspiracy where the future is now ruled by human bees! Hassnain Malik created a mysterious room where nobody was allowed, except the transforming baby!



Well done, boys!

Fun fact: Roald Dahl was a spy, an ace fighter pilot, a chocolate historian and a medical inventor.

## Year 10 - Presentations

Year 10 have been working hard, since the half term holiday, preparing for their GCSE English Speaking Assessment. They are tasked with a challenging brief of researching a topic of significance to them – and the wider community and preparing a presentation to be delivered to their peers and teacher.

Students are expected to speak, with brief notes, for almost six minutes – and to take questions from the audience. Speaking in front of peers can be a daunting prospect – and many of our students have impressively risen to the challenge.

Topics that have been presented have ranged from the future of electric cars to crypto-currency and geo-political challenges in the world today. It has been an illuminating term for staff and students as they have learned about a range of new topics.



# Year 11 - Poetry

Muhammad Patel, an incredibly talented young man who has just left Eden Boys' School has been composing Protest Poetry. His poetry is heartfelt and gives voice to many in the world who feel that they are not truly heard. Muhammad wanted to share his poems and this newsletter is the first step towards achieving that. Here is a selection of his poetry.

## Tears

Rain falls on her face,  
Masking her tears,  
She is yearning for peace,  
For this war has only amplified her fears.

A war where they can't fight,  
Yet they are presented as rebels,  
They pray and believe,  
God is their therapist.

Anxiety builds up in her chest,  
Numb to the pain  
Physically and mentally.  
She has watched families insensitively slain,

Try take away their happiness  
At the expense of your own,  
Whilst you tyrants stand alone.

## Enough

No more.  
How have we made peace a dream?  
Time to let my heart pour,  
How much longer will I let my people scream?

Their eyes turn,  
They look at me menacingly,  
Their stares burn,  
Their souls filled with enmity.

Just know one thing,  
My God is testing me,  
Your excuses are quite interesting,  
But how long will people let it be?

They call out solemnly,  
We turn away from their cries callously.

Terrorists and oppressors,  
Or terrorised and oppressed?



## Listen to the cries

He sat down with a heavy heart,  
He left his heart write with his pen,  
Hope in his life played a major part,  
For he was being oppressed by "superior" men.

The Ink in the pen was dying out,  
But his heart was not done,  
Relief was suicide but he'd never take that route,  
From fellow prisoners he would never run.

The ink was coming to an end,  
Time was no longer his best friends,  
His body could no longer cope,  
On the paper lay his heart and hope.

Outside the window it flew,  
A stranger picks it up, he doesn't know what to do,  
A message to you: We're all the same,  
Stop treating people's lives as a game.

# Jubilee Short Story Competition



## STAR Jubilee short story competition winners:

In honour of the Queen's Jubilee, students from across the STAR Academy Trust took part in a short story writing competition. We are so proud of Adam Patel in Year 7 and Muhammad Ameen Ibrahim in Year 8, who, out of hundreds of applicants, achieved Runners-Up prizes in their age category, and a £15 Amazon gift card each.

## The Queen's little heroes

**BREAKING NEWS: THE QUEEN'S CROWN HAS BEEN STOLEN. A £100,000 REWARD TO WHOEVER FINDS THE CROWN AND THE VICIOUS BANDITS WHO TOOK IT.**

"Oh my fluff, how could this happen?!" shouted a corgi, who was playing with his tennis ball in the corner, now running around the room in panic. Another corgi, who was sitting on the sofa, then replied, "Calm down Brush, I'm sure we can sort this out. I'll go call mother so she can-," she was interrupted by a bark, which was then followed by a cough. The two looked across the room and saw a dog, standing tall and proud like a celebrity. Then the dog said, in a very dedicated voice, "There's no time Susan, we need to do this ourselves."

Susan then saw the Queen desperately looking for something important. She couldn't bear to see her like this. Susan then looked back at Candy and said, "Fine Candy, but make it quick."

Candy, satisfied with the fact that all the attention was on her, then explained, "Ok so, here's the plan-," she stopped. Something had caught her eye. "I think I just saw something shine-," she took a pause then gasped. "It's mother's crown!"

Without a word, all three dogs as fast as lightning bolted out of the palace. They then saw two men. They had masks and thick clothes, trying to hide their identity. "That's them! The criminals who took mother's crown!" exclaimed Candy. One of the men had a fine piece of headwear in their hand, both looking pleased with what evil they had just done. Susan then said, "Brush, there's a shiny ball in that man's hand." But Brush was already off, running with his little legs what seemed like the speed of light. He then jumped and bit the man's hand, forcing a big "YOUCH". Brush had caught the crown and was running back to Buckingham Palace, with the criminals scrambling after him. The chase was on.

Susan, who was good at thinking quickly in situations like these, started running too. She pushed herself so hard that her little lungs couldn't handle it any longer. She was then neck and neck with the bandits. She rolled herself towards them, knocking them both to the ground. Susan was exasperated. Candy started barking loudly, trying to grab everyone's attention (she was very good at this). In a matter of seconds, all attention was drawn to them.

Police came rushing to the scene and arrested these vicious criminals. Due to nobody knowing who had stopped the bandits, the reward money was given to charity. The crown was then given back to her majesty, who looked relieved to see her prized possession back again.

Although Candy, Susan and Brush didn't get any credit for stopping the bandits, they were still full of joy to see their mother (Queen Elizabeth II) full of delight and happy again. These weren't just any pets, these were heroes.

Adam Patel - Year 7

### The Palace Gate

The palace gate was left open by mistake. A free tour? Why not? The rational part of me told me to stop and imagine how much trouble I would be in with dad. What if the guards arrested me for trespassing? The risk was too high. But still ...

'No, stop acting like a child,' I told myself sternly.

As I prepared to walk away from the opportunity of a lifetime, something caught my eye. Towards the left behind the bushes, I saw a distinct figure lurking around the leaves, and its eyes locked into mine. Within a split second, I told myself all the harms that could possibly happen to me if I stayed there and continued staring at the mysterious figure. And then I realised the safest place to go was to return to the palace. I turned my gaze and then saw an elaborate carriage, with a tall man, smartly dressed, beckoning me to jump in. My mum had always told me never to trust strangers, and with that being said, I made a quick decision that could've ruined my life.

I slid under the carriage and out the other side; my ear just skimming the carriage wheels and my head a centimetre away from the stairs of the carriage. As I jumped up from under the carriage, I began to praise myself for doing such a heroic action as I ran towards safety behind the palace doors, wishing I had never come here in the first place. I rushed in, slamming the door behind me, and sprinted towards the first room I saw, which was the parlour. I began peering through the large windows as discreetly as I could, wishing to see the carriage and the man gone. They were out of sight, or so I thought. I scanned the perimeter anxiously, as though a detective, when suddenly, as I looked towards the rose trees, I saw a bearskin hat, nailing someone on the floor. I went as furthest to the right of the window, trying to get a full spectrum of the scene, and realised the same man was being captivated by the life-saving guard. As I was admiring the beauty of the room, the door slammed. My heart stopped as I saw the consequences of being here flicker in my brain like a flashback. I did not know what to do, so I leaped behind the leather couch, admiring the alluring shade of dark blue, also hoping that I wouldn't make a sound to alert the guard. The guard entered the room, and headed straight towards the telephone, turning the little wheel that made an annoying creaking sound. The guard was ringing the police, explaining the incident that had happened earlier. I sneezed. I thought it was all over. My life replayed through my eyes. I revealed myself, wishing things wouldn't escalate further. Surprisingly, he asked me for a cup of tea.

I responded, 'Yes please' and that is how my adventures began...

Muhammad Ameen Ibrahim – Year 8

# UKMT Maths Challenges

Mr Harwood, Director of Learning, Mathematics says a big well done to all pupils in Year 10 and Year 11 who took part in the UKMT Intermediate Mathematics Challenge and to all pupils from Year 7 and Year 8 who took part in the UKMT Junior Mathematics Challenge.

The Junior and Intermediate Mathematical Challenges are 60-minute mathematics competition aimed at students across the UK.

The competitions encourage mathematical reasoning, precision of thought and fluency in using basic mathematical techniques to solve interesting problems.

For the Intermediate Maths Challenge pupils are awarded a bronze award for scoring 50 marks and above (out of 100), silver award for 65 and above and a gold award for scores of 81 and above. Four pupils achieved a gold award, ten pupils achieved a silver award and twenty-five pupils achieved a bronze award.

For the Junior Maths Challenge pupils are awarded a bronze award for scoring 52 marks and above (out of 100), silver award for 66 and above and a gold award for scores of 84 and above. Nine pupils achieved a silver award and eighteen pupils achieved a bronze award.



**United Kingdom  
Mathematics Trust**

## Intermediate Challenge Awards

### Gold:

Hamza Haji  
Amaan Kauji  
Abdullah Munshi  
Yusuf Patel

### Silver:

Zakariyya Ahmed  
Ibrahim Gurjee  
Yusuf Hanif  
Muaaz Isat  
Abdurrahman Kazee  
Yusef Mohamed  
Muhammad Patel  
Muhammad-Ameen Saleh  
Muhammad-Shakeel Gurjee  
Muhammed Unais Bapu

### Bronze:

Mohammed Bux  
Aadil Dalal  
Mahmood Desai  
Ma'az Haji  
Raihan Hoque  
Abdurrahman Kazee  
Ahyaan Khan  
Hamad Khan  
Affan Lashari  
Irfan Mamsa  
Hariss Mamsa  
Ariful Manaana  
Bilal Maravia  
Naa'il Mirza  
Humza Nadeem Yaseen  
Amaan Patel  
Yaseen Patel  
Ismail Shazad  
Zaeem Sheth  
Mohammed Sufyan Adnan  
Umar Talha Patel  
Musab Ukadia  
Khalid Vaid  
Ismail Vaja  
Umar Wadi

## Junior Challenge Awards

### Silver:

Samee Chowdhury  
Abdurrahman Desai  
Ahmed Desai  
Muhammad Yousuf Kantharia  
Muhammad Khan  
Ashfaq Natha  
Mohammed Owais Patel  
Muhammad Abdullah Patel  
Muhammed Siddique

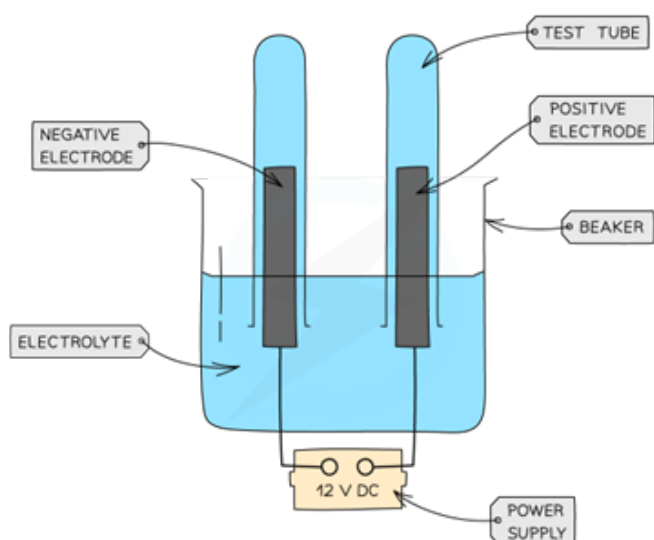
### Bronze:

Husain Adam  
Ahmad Akhoon  
Muhammad Siraj Azzam  
Mohammed Zohaib Ali  
Zayn Assenjee  
Muhammad Hasan Hussain  
Ibrahim Hussain  
Dayyan Isap  
Husnain Malik  
Khuzaimah Mehmood  
Talha Mohtat  
Muhammad Umar Mubashir  
Ibraheem Patel  
Muhammed Ayaan Patel  
Mohammed Patel  
Ammar Patel  
Mohammad Qasim Raj  
Yusuf Saeed

# What is Electrolysis?

During this term, students in science were involved in separating ionic compounds using industrial methods such as Electrolysis. Ionic compounds are obtained once metal ores have been mined and processed.

Electrolysis involves using electricity to break down ionic compounds in order to form pure metal elements. Copper can be purified using electrolysis.



*Apparatus for the electrolysis of copper (II) sulfate using inert electrodes*



## Applications of Electrolysis

Since the invention of electricity, electrolytic processes have been widely used in various industrial applications. The major applications of the electrolysis are given below:

### Extraction of Metal from their Ores

The electrolytic process is used for extracting out the pure metal from their ores, this process is known as **electro-extraction**. In the electro-extraction, the metal ore is treated with strong acid or is melted and then a Direct Current (DC) is passed through the resulting solution, the solution is decomposed, and pure metal is deposited.

### Electroplating

An electrolytic process in which a metal is deposited over any metallic or non-metallic surface is called the **electroplating**. Electroplating is usually used to protect the metals from corrosion by atmospheric air and moisture.

### Electro-Facing

An electrolytic process in which a metallic surface is coated with a harder metal by electro-deposition in order to increase its durability is known as **electro-facing**.

### Electro-Forming

Electrolysis is also used for electro-forming; it is the reproduction of an object by electro-deposition to increase its durability.

In the electro-forming, i.e. reproduction of medals, coins, etc., a mould is made by impressing the object in wax. The wax surface having exact impression of the object is coated by powdered graphite to make it conducting. This mould is then dipped in an electro-forming cell as cathode. After obtaining a coating of desired thickness, the article is removed, and the wax core is melted out of the metal shell.

# Indoor Farming – The Future

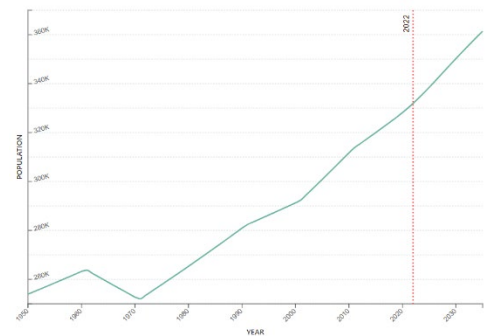
Sunlight, water, carbon dioxide, the three ingredients needed to grow the food we eat. Simple enough right? It's not as easy as we may think.

If growing food is simple, why is it such a major problem that scientists are trying to solve. Some of the more obvious answers would be its not always sunny, however, it's not only about what we need to grow food it's about how many people need to be given food. Human population growth is a huge threat to global food security as it increases the number of people that need feeding. The population of Preston continues to increase at a steady rate and the latest figure shows there are 331, 928 people living in Preston.

How do we keep up with the demand? Are there enough agricultural lands to grow the crops we need? We cannot change the amount of land we have but can we change how and where we grow our crops? These exact questions were posed to pupils in year 7 and 8. They were given the task of finding the answers.

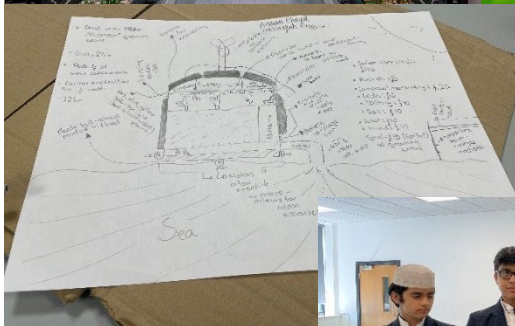
Preston Population 2022

331,928



Pupils were given some ideas about how to tackle this issue such as the use of vertical farming. Vertical farming is the practice of producing food on vertically inclined surfaces. Instead of farming vegetables and other foods on a single level, such as in a field or a greenhouse, this method produces foods in vertically stacked layers commonly integrated into other structures like a skyscraper, shipping container or repurposed warehouse. This modern idea uses indoor farming techniques. The artificial control of temperature, light, humidity, and gases makes producing foods and medicine indoors possible. In many ways, vertical farming is like greenhouses, where metal reflectors and artificial lighting are used. The primary goal of vertical farming is maximizing crops output in a limited space.

Pupils got fully invested into this and started thinking like scientists. They were eager to tackle this problem and got brainstorming. One of the main areas pupils tried to tackle was keeping up with the housing demands, population growth and food demands. Some pupils tied the two issues into one and tried to create farmland on top of skyscraper buildings. Others tried to replicate the conditions for photosynthesis to be indoors and began to find ways to provide sunlight, carbon dioxide and water. Some tried to think outside the box and turn farming vertical, quite literally!

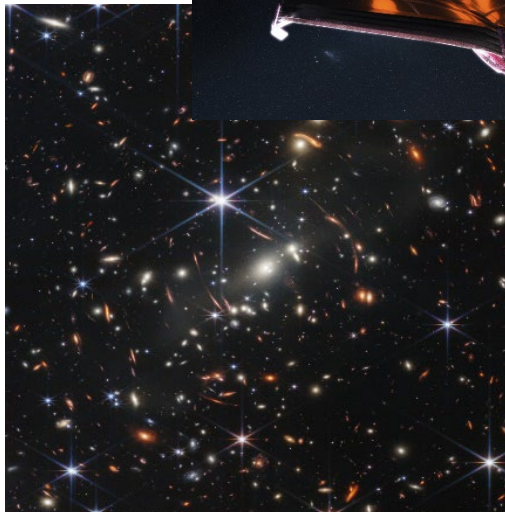
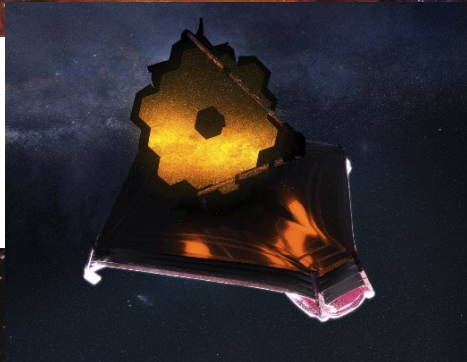


# James Webb: World's Biggest Space Telescope

The dawn of a new era in astronomy has begun as the world gets its first look at the full capabilities of the NASA/ESA/CSA James Webb Space Telescope. The telescope's first full-colour images and spectroscopic data, which uncover a spectacular collection of cosmic features that have remained elusive until now.

Webb's first observations tell the story of the hidden universe through every phase of cosmic history – from neighbouring exoplanets to the most distant observable galaxies in the early universe, to everything in between. The images and spectra reveal the capabilities of all four of Webb's state-of-the-art scientific instruments and confirm that the observations ahead will revolutionise our understanding of the cosmos and our own origins.

Webb's first observations were selected by a group of representatives from NASA, ESA, CSA, and the Space Telescope Science Institute:



- **SMACS 0723:** Webb has delivered the deepest and sharpest infrared image of the distant Universe so far – and in only 12.5 hours. This new image, a colour composite of multiple exposures each about two hours long, is approximately the size of a grain of sand held at arm's length. This deep field uses a lensing galaxy cluster to find some of the most distant galaxies ever detected. This image only scratches the surface of Webb's capabilities in studying deep fields and tracing galaxies back to the beginning of cosmic time.
- **Southern Ring:** This planetary nebula, an expanding cloud of gas that surrounds a dying star, is approximately 2,000 light years away. Here, Webb's powerful infrared eyes bring a second dying star into full view for the first time. From birth to death as a planetary nebula, Webb can explore the expelling shells of dust and gas of aging stars that may one day become a new star or planet.
- **Stephan's Quintet:** Webb's view of this compact group of galaxies, located in the constellation Pegasus, pierced through the shroud of dust surrounding the centre of one galaxy, to reveal the velocity and composition of the gas near its supermassive black hole. Now, scientists can get a rare look, in unprecedented detail, at how interacting galaxies are triggering star formation in each other and how the gas in these galaxies is being disturbed.
- **Carina Nebula:** Webb's look at the 'Cosmic Cliffs' in the Carina Nebula unveils the earliest, rapid phases of star formation that were previously hidden. Looking at this star-forming region in the southern constellation Carina, as well as others like it, Webb can see newly forming stars and study the gas and dust that made them.



# Miss Henry's Star of the Week

Over in room 113, each week, a 'star' is chosen. A boy is selected from each year group, as an example of what an Eden 'star pupil' looks like.

Let's take a look at our winners for the Spring term who **won a £10 gift card.**

### Miss Henry's 'Spring term' Gift Card winners:

Year 7 – **Hamza Riaz** – improved attitude to learning

Year 8 – **Ibraheem Patel** – excellent classroom role model

Year 9 – **Haidar Abdul Rehman** – improved attitude to learning

Year 10 – **Farhaan Mamuji** – excellent classroom role model

Is your name in for the summer term draw?

**If not, there is always next year**

Well done to all the super 'stars' so far.

"May the odds be ever in your favour" to win star of the week!

# Year 10 Fieldwork

Year 10 pupils have been busy preparing for their fieldwork this term. In the last week of term students are heading to a local business park to undertake their human investigation looking at the environmental impact on the local area. They have completed a risk assessment which is an essential part of preparing for heading out in the field.

On the trip, students will be collecting data on the traffic in the area and creating a land use map. They will also be surveying the environmental quality of the area looking at the amount of greenery and litter amongst other factors. They will practice completing field sketches.

When we return to the classroom in September, students will compare old maps to further support their investigation, then will present their data and come to a conclusion. Students have been learning about the limitations of fieldwork and how this impacts the reliability and validity of their conclusions, and they will be able to evaluate their own work.

In Autumn, the students will use all they have learnt in their human fieldwork to complete their physical fieldwork investigating how a river valley changes downstream in the Trough of Bowland.



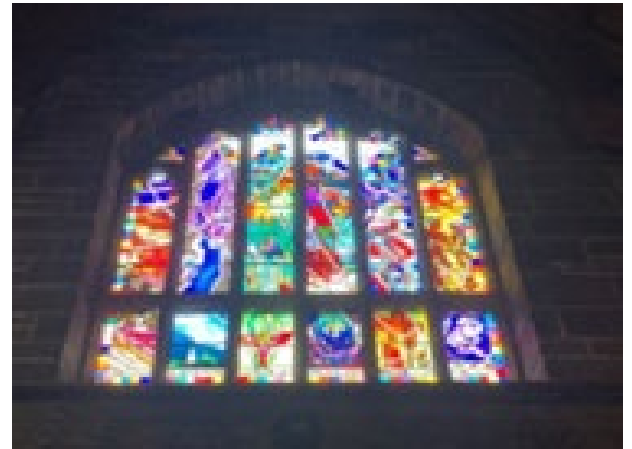
# Year 9 Trip to Chester Cathedral

Do you know one of the key differences between a Cathedral and a Church? Interestingly, a Cathedral has a seat which a Church does not have known as the 'Bishop's Chair'! The name 'cathedral' comes from the Greek and Latin word 'cathedra' meaning 'chair', as bishops like other authorities in the ancient world sat down on a chair to teach.

To support the Year 9 GCSE Curriculum in RS, we organised a visit to Chester Cathedral, part of a heritage site of medieval architecture. What a fascinating place, originally founded as a Benedictine abbey in 1092. Now that is old!

The boys had a guided tour of the magnificent church and its surroundings which cost £5000 a day to run! We followed the journey from the footsteps of the entrance of the Cathedral's font, where the boys learnt about the rite of Christian Baptism to a fascinating view of the Cathedral's Grand Organ containing nearly 5000 pipes! If that's not enough, then surely the wooden engravings in the nave choir seating is just as interesting. Carefully sculptured engravings in Gothic style with one of an elephant with feet of a horse! (Well, I think they had to take a wild guess what elephants' feet looked like, since there probably weren't any in Chester Zoo at the time!).

The boys also participated in a workshop in the Consistory Court where they learnt how the Cathedral was used as a local court in the 1600s. Pupils took part in court cases with Ibraheem Saeed as the mace bearer who gave out the sentences to the accused. Muhammad Randeri and Ziyaad Manjra were the left and right hand Chancellors. Unfortunately, some of the pupils were found guilty of their crime with their punishment being excommunication and a walk of shame!



*(Chester Cathedral stained glass representing the Christian 6 days of Creation story)*



One of the highlights of the tour was viewing the beautiful gardens of the Cathedral and enjoying some tea and muffins at the Cathedral refectory. One pupil was overly protective of his muffin which he guarded until the end of the trip! We also had a view of Chester Cathedral in lego. Approximately 330,000 Lego pieces in total transformed into an accurate scale model of the Cathedral. The Year 9 boys had a great visit overall, learning about the rich history of Chester Cathedral and building their knowledge and understanding for their learning journey.

# Physical Education and Sport

It has been another fantastic term of sport for our students at Eden Boys' Preston, with teams and individual students competing in a Athletics, Football and Cricket competitions across the district of Preston and the Star Academy trust! The PE department would like to congratulate all of the students who have attended our extra-curricular clubs and represented school teams throughout the academic year. We look forward to your continued progress and achievements in sport and Physical Education from September.

## Year 10 STAR Football Tournament:

A selection of our Year 10 students recently attended a STAR 7-a-side Football tournament at Eden Boys' School, Manchester. We attended the competition with 2 teams who competed to an exceptional standard throughout the day. In the group stages, both teams competed against Eden Boys' Manchester and Eden Boys' Bolton. The games were extremely tight, with all teams defending well and difficult to break down. After winning their group, one of our teams progressed to the final which was decided by a penalty shoot-out. In the shoot-out, our goalkeeper (Uzair) saved 3 penalties to ensure the trophy returned to Eden Preston!

Fantastic work lads!



## Summer Cricket:

As always, we looked forward to our summer cricket schedule and the return of fixtures in the sunshine. During this term, all year groups have had the opportunity to compete in cricket matches .

In June, our Year 10 cricket team travelled to Bradford for a STAR Cricket tournament. Throughout the competition, our boys displayed outstanding teamwork and organisation and were a joy to watch! Nazhat Orikhail had a great period of batting with five consecutive 6s. In addition, team captain Kashif Jamil displayed impressive leadership and tactical input. At the end of the competition, our students had won all three games and were crowned STAR Cricket Champions!

Superb work boys!



In addition to the success of our Year 10 team, our Year 8 cricketers also won all three of their district games at Preston Cricket Club and were crowned champions of their respective competition. Particular congratulations are awarded to Hassan Moosa and Zaeem Tailor who performed consistently well across all 3 games. Congratulations to all of the students involved!

Our Year 7 and 9 teams have also competed in their respective district competitions, performing extremely well across a range of games. The year 9 team finished in third place in their competition, winning a very tightly contested play-off against Christ the King High School.

# PE and Sport Continued



## Preston District Athletics!

In June, a selection of our Year 8 and 10 students represented the school at the Preston district athletics competition at the Witton Park Sports Arena in Blackburn.

Students competed in a range of track and field events including the 100m, 200, 800m, 1500m, 4 x 100m relay, Shot-Put and Long Jump events. All students (pictured) performed exceptionally well in their respective events and were excellent ambassadors for the school.

Particular congratulations go to the following students for success in their respective events:

- Ahmed Akubat (Y10), who finished 3<sup>rd</sup> overall in the long jump event
- Muhammad Eesah Miah (Y8), who finished 3<sup>rd</sup> in the Shot-Put event.
- Our Y8, 4 x 100m relay team who finished 2<sup>nd</sup> in the relay final.

## Year 7 STAR Athletics:

A selection of our Year 7 students recently competed in a STAR athletics competition at Oulder Hill Leadership Academy in Rochdale.

Throughout the day, our students competed in a range of track and field events and performed to a very good standard.

Special congratulations are awarded to Muhammad Patel (pictured) who finished 3<sup>rd</sup> in the Shot-Put event, earning himself the bronze medal.

Well done boys!



We now look forward to September and our continued participation in multiple sporting events across the district. We also look forward to the return of Champions League and Europa League football and potential trips to Manchester City and Manchester United.

Have a great summer holiday!

# First Aid

Volunteers from Garstang's Community First Responder Team came into school on Wednesday 6<sup>th</sup> July to deliver CPR training to over 90 year 9 pupils. Pupils were taught the mnemonic DR ABC and by the end of their session could check for Danger, check for a Response from the casualty, open an Airway, check for Breathing, and then commence CPR if required.

## DR ABC

### **D: Danger**

Before approaching the casualty, always make sure the area is safe.

### **R: Response**

Check if the casualty is responsive or unresponsive. Kneel next to them and gently shake their shoulders and speak to them loudly.

### **A: Airway**

Next, you need to check that the airway is open and clear. Open the airway by placing one hand on the forehead to tilt the head back and use two fingers from the other hand to lift the chin.

If they are unresponsive, move on to breathing as quickly as possible.

### **B: Breathing**

You now need to check if the casualty is breathing normally. Place your ear above their mouth, looking down their body. Listen for sounds of breathing and see if you can feel their breath on your cheek. Watch to see if their chest moves. Do this for 10 seconds.

If they are unresponsive and not breathing, you need to call 999/112 for emergency help and start CPR straight away. Ask a helper to find and bring a defibrillator.

If they are responsive and breathing move on to circulation.

### **C: Circulation**

Once you have established they are breathing, look and check for any signs of severe bleeding.

If they are bleeding severely you will need to control and treat the bleeding by applying direct pressure to the wound. Call 999/112 for emergency help.

If they are unresponsive and breathing but with no bleeding, put them in the recovery position and call 999/112 for emergency help.

Performing CPR on someone who is in cardiac arrest can be lifesaving, so these skills which pupils learnt are vitally important. Community First Responders are volunteers from North West Ambulance Service who go to the most serious 999 ambulance calls before ambulance crews arrive, to give treatment where appropriate and to find out important patient information.

The volunteer role is particularly important in more rural areas, where it may take longer for an ambulance to arrive. For more information, please visit:

<https://www.nwas.nhs.uk/get-involved/volunteering/community-first-responder/>



# Y11 Leavers' Assembly - You will be missed!



24<sup>th</sup> June!

Through the help of the Almighty, staff at Eden Boys' Preston came together to bid farewell to our Y11 pupils- Class of 2022. Our Art teacher, Miss Pilling along with the Estates Team beautifully decorated the hall to welcome our superheroes.

The joyous, yet emotional scene was set by Hafiz Mahmood Desai who beautifully recited a portion of the Qur'an. Our Principal, Mrs Patel blessed the gathering, with a heartfelt appreciation and advice for our boys. Head of Year, Moulana Safvan, shared some sentimental images and videos from their time at Eden Boys' Preston. Head Boy, Hafiz Aadil Dalal and his deputy, Hafiz Yahya Patel thanked the staff for all their support and offered some advice to their fellow peers moving forward.



Our Pupil Leadership Team handed out some humorous awards to their teachers to outline how they will always remember them, Classic! Moulana Ashraf ended the gathering by advising our superheroes on how they can become future influential leaders within their community and beyond. We even had time at the end to enjoy a scrumptious BBQ as one big Family!

A short message from the Head of Year:

A genuinely remarkable group of youngsters to work with. I remember most of you from your first day in Year 7, and to see you leave as mature, well-mannered adults brought a tear to my eye. I will miss the chaos, chasing to interventions and most importantly your presence. You certainly left as the 'Best Version of Yourselves'.

We would like to take this opportunity to whole-heartedly thank all our pupils, and parents for all their support. We all hope and pray that they have a successful future and become inspirational leaders for their respective communities. Please remain safe and we pray the Almighty grants you all success in the next step of your career.



I entrust to Allah ﷻ your Deen, your belongings and the final outcome of your deeds. (Abu Dawood, Vol. 1, Pg. 357)