

A Message from the Headmaster

This term, a group of staff members at Heritage have joined me to read and discuss Charlotte Mason's *School Education*, written in 1904, a book whose purpose is described in the preface, with typical modesty, as offering 'some suggestions towards a curriculum for boys and girls under twelve.'

Miss Mason, a devout Anglican, reflected deeply about education over decades and concluded that the first dozen or so years of life are the most critical. She saw that children come into the world 'with a capacity for many relations.' She saw too that children have an inherent vitality, a bubbling curiosity. She compares a child to a 'spiritual octopus', reaching out tentacles in all sorts of directions. In these early years, the rate of human development is extraordinary and patterns established can last a lifetime. It is, therefore, essential that each child is 'put in the way of relations proper to him,' by offering 'the inspiring idea which commonly initiates a relation.' This is, she says, the work of education: 'to consider what relations are proper to a human being, and in what ways these several relations can best be established.'

This might be more understandable to our modern ears if we replace the word 'relation' with 'connection.' Children learn by making connections with the world around them through their experiences. They make connections with other people, and they also learn to communicate with others, who share their ideas about the world. This interaction feeds the curious mind of a child and helps them make deeper and stronger connections.

In these ways children grow, and come to know things personally, that is, to establish their own relations. Miss Mason writes, 'there is a difference between "knowing about things" and "knowing them personally".'

How do we enable children to make these connections? According to Miss Mason, 'We, for our part, have two chief concerns—first, to put him in the way of forming these relations by presenting the right idea at the right time,' and, 'secondly, by not getting in the way and so preventing the establishment of the very relations we seek to form.' So the purpose of education is to initiate children to as many wholesome things, ideas, people, and experiences as possible, and then—here's the challenging part for well-meaning parents and teachers—to stand aside. Real growth will only come as a child forms his or her own connections.

To make this more concrete, Miss Mason gives some examples: help a child to recognise as many living things as possible by look, name, and habitat. Have them paint what they see. Have them make things with their hands out of clay, wood, and other materials. Allow them to become intimate with the living beings around them (both creatures and people in their community). Enable them to experience 'the great human relationships' by reading living books about history, literature, archaeology, art, languages, and travel. 'The limit to human intelligence', she writes, 'arises largely from the limit to human interests, that is, from the failure to establish personal relations on a wide scale with the persons who make up humanity.'



This should all be done, intentionally and consistently, until the age of twelve or fourteen. Then, she writes, 'Given this period for the establishing of relations, we may undertake to prepare for the world a young people, vital and vigorous, full of living interests, available, and serviceable. I think we may warrant them even to pass examinations, because they will know how to put living interest into the dullest tasks.'

This is our goal at Heritage: to sustain the natural curiosity of children and help them become well-rounded young people who care about many things, who are interested—not bored—and who are able to 'get in touch' and make connections wherever they go and whatever they see. Young people like this, who are creatively engaged and thinking for themselves, will be on their way to a lifetime of learning; in short, to a fuller life.

To be sure, there are plenty of contemporary challenges to an educational philosophy oriented toward initiating as many real-world relations as possible — including with the natural world and with God, 'the highest relation'. It places proactive personal engagement by the child at the centre, which is one reason why we prioritise books over screens. I hope you will enjoy the pages of this newsletter to see some of the ways the ideas of Charlotte Mason, an educator who died 100 years ago next year, continue to inspire the education that Heritage School is seeking to provide.

Jason Fletcher, Headmaster

Book Review: *Make It Stick*

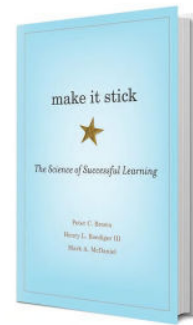
At Heritage, we talk a lot about the importance of habits in learning. *Make it Stick: The Science of Successful Learning* is a book about powerful habits that can help knowledge 'stick' in the memory. As the authors state, 'It's not just what you know, but how you practice what you know that determines how well the learning serves you later.'

The book was written by two US cognitive scientists, Henry L. Roediger III and Mark A. McDaniel, along with Peter C. Brown, a writer and former management consultant. Roediger and McDaniel, together with a team of cognitive scientists, collaborated over a ten-year period on research to translate cognitive science into educational science. Their findings help expose the common misconception that learning is better when teachers can make it easier. On the contrary, the book claims, 'when learning is harder, it's stronger and lasts longer.'

Note that this is far from learning as drudgery, though, because the result of this effort comes in the form of mastery over a skill or set of knowledge, which can be deeply satisfying. 'Many people believe that their intellectual ability is hardwired from birth,' the authors

write, 'and that failure to meet a learning challenge is an indictment of their native ability. But every time you learn something new, you change the brain—the residue of your experiences is stored. It's true that we start life with the gift of our genes, but it's also true that we become capable through the learning and development of mental models that enable us to reason, solve, and create. In other words, the elements that shape your intellectual abilities lie to a surprising extent within your own control.'

According to the authors, the key to gaining mastery is through 'retrieval practice', which is the process of pulling information out of your memory as a way of stopping the forgetting process. The authors elaborate on a number of methods in order to achieve this; some not commonly used in classes at Heritage (flashcards, quizzes) and others that are (expressing new knowledge in your own words, putting knowledge into a larger context). Also, it is notable that this new cognitive science is very much in line with the Charlotte Mason practices of Narration and Picture Study, where pupils are asked to retell in their own words a text that was just read aloud—or to recall



from memory the details of a painting after looking at it with concentrated attention.

The bottom line with retrieval practice, according to the authors of *Make it Stick*, is that 'recalling facts or concepts or events from memory is a more effective learning strategy than review by rereading.... Retrieval strengthens the memory and interrupts forgetting.'

The book provides a convincing and thought-provoking account of how knowledge becomes securely anchored in memory, and many of the approaches suggested by the authors can build on the existent powers of attention and verbal strengths that we see among the pupils in our school. Whether you want to help your children learn, or you are yourself a lifelong learner, it is certainly worth a read.

Infants Filming Day

This term, our youngest pupils experienced an exciting day of filming when cameraman Nick Saffell visited the classrooms to document a day in the life of our Infant School. Mr Saffell was able to capture lovely images of happy, busy children engaged in interesting lessons, focussed work sessions, nature walks and more. 'It was fascinating to get a window seat view of the Infant School day,' he says, 'Seeing so many smiles, so much excitement and how much the little things matter, whether that was discovering a woodlouse, going on a nature walk, or painting a Chinese dragon, the joy was right there in front of you.' Watch for the video, which will be available for viewing in the new year.



A buzz with Bee Learning

Our Enrichment Programme gives our pupils the opportunity to experience new knowledge in different ways, in a manner that is distinct from typical classroom learning. A great example of this is this opportunity Year 6 had this term to dig deep into the world of bees. Here, we hear from one of our Year 6 pupils along with Mr Ralph Bayley, our minibus driver who is also an avid beekeeper.

Charlotte, Year 6

Earlier this term, Year 6 had an enrichment on bees that ran over two sessions. In the first session, we went to The Botanic Gardens where we spotted different flowers that bees went to for nectar, then sketched those flowers and labelled them.



On the second enrichment we heard from Mr Bayley. Year 7 joined us for the talk. Mr Bayley talked about the different parts in a wooden beehive and how it was more efficient than some other designs of beehive, because it would not destroy the colony of bees in the taking of the honey. He also told us about how some countries had decided that they would be better off without bees and insects so they brought in pesticides and from then on they had to pollinate the flowers themselves. After that he showed us pictures of some of our favourite foods and then pictures of what those foods would be like without bees. The pictures of a life without bees looked much worse than the

pictures of a life with bees. He passed round the wire bases filled with wax that the bees would put honey in. He also passed around a smoker, which you would use when taking honey from the hive because it would make the bees think the hive was burning. Therefore, the bees would immediately eat all of the honey they could, to stop their work from being wasted. This would mean, potentially, that the bees' stomachs would be full, and they could not bend their body in the right position to sting people.

Mr Bayley showed us how much bigger the queen bee was from worker bees and the size of a bee sting compared to a needle. Then he showed us the tool that you would use to take the honey from the comb and what you would use to get bits such as bee larvae from the honey. At the end of the enrichment we tasted samples of honey.



Sketch by Max, Y6

Mr Ralph Bayley

Mr Bayley's interest in beekeeping began first with his grandfather who kept bees for a short time after WWII, and became more personal at the age of 7 or 8 when his family discovered that a colony of bees had made a home in their packing boxes as they prepared to return to the UK from Malaysia.

During his session with Year 6 and 7, Mr Bayley shared a number of fascinating facts (in addition to those mentioned by Charlotte).

- Insect pollinators are not limited to bees, but also include ants, beetles, wasps, hornets, and flies
- A bee's stinger developed from the ovipositor, or an egg laying tube, so only female bees can sting.
- Although both queens and workers are female and can lay eggs, only the queen can lay fertile eggs.
- Hives come in all shapes and sizes, ranging from a hole in a tree to a fully managed man-made beehive.
- Some honey is cheaper than others; if you pay less you may not be buying pure honey! (Editor's note: I can confirm that Mr Bayley's bees make some delicious honey.)

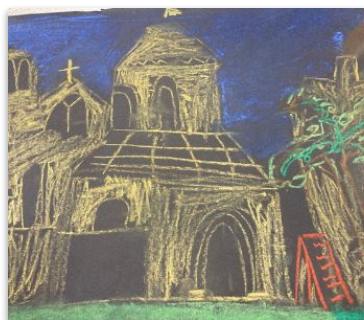
The children were also asked to think about the environmental impact of a world without pollinators, as Mr Bayley described areas in China where insects had been eradicated due to the extensive use of insecticide. He talked about the decline of pollinators and insects in general, not only through insecticides but also certain mass farming methods.

Finally, the pupils were eager to get hands-on with some beeswax frames, a smoker, hive tools and bee suits. Many thanks to Mr Bayley for a truly memorable session.

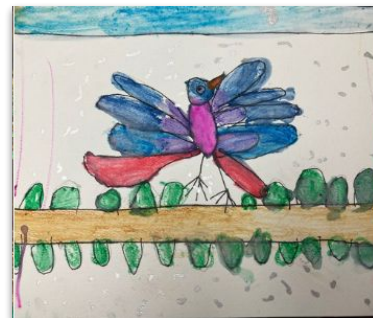
New Clubs for Infants and Juniors

Art Club

The new Junior Art Club is open to pupils in Years 2-6, and meets after school on Wednesday and Friday afternoons. The club is run by Mary Saldanha, an experienced teacher who runs art workshops at local schools and from her central Cambridge home. The sessions allow pupils to learn and experiment with a variety of art projects and styles. Projects have included working in the style of well-known artists, using different media and colour theory. The art clubs will continue next term.



Chalk Pastels/ Round Church



Watercolour Pencils/ Quentin Blake



Felt-Tipped Pens/
Complementary Colours



Collage/Beatriz Milhazes

What do the children think?

'It's really fun because you can do anything you want with your art. You can do lots of anything in your imagination.'

'Art club is amazing because me and everyone else do so many different things. From forest to birds, to tourist attractions in oil pastels, watercolour, water coloured pencils and many more.'

Music Clubs

Davina Shore is passionate about enabling children to experience music in an inspirational, fun and creative environment, and she has been helping our pupils to do just that. Mrs Shore, owner of Davina Shore Music and former Deputy Director of Music and Head of Pre Prep Music at King's College School Cambridge, launched two new musical clubs for Infants and Juniors this term. The Sparklers music club for pupils in Upper Prep and Year 2, which meets on Mondays after school, helps children enjoy the benefits of making music through songs, rhymes, story, actions, movement and exploring a range of classroom percussion. This is followed by the Junior Recorder Club for Years 2 through 6, offering a brilliant opportunity for pupils to



develop music reading skills and playing in a group. In the Spring term, this will be replaced by Razzamajazz Recorders, which will enable children to explore the fingerings and mellow tones of the slightly bigger and lower-pitched treble recorder.

What do the children think?

Year 2 pupil Charlotta, who participates in both clubs, loves the chance to make music with her friends. She especially enjoys learning to play the recorder and making rhythms together on different percussion instruments.

New Clubs for Infants and Juniors, continued

Sports Clubs

During a recent Infants and Juniors Assembly, Mr Callum Kearns from Premier Education came along to talk about two after-school sports clubs that will be offered next term for pupils in Upper Prep through Year 6. The Multi-Sports Club, a continuation of the club held on Thursdays after school this term, is an opportunity for pupils in Upper Prep through Year 3 to try out a different sport every week, play warm-up games, and experience some personal best and team challenges. Also, new for next term, a Targets Club will be offered on Tuesdays for pupils in Years 4-6. Dodgeball

and archery will be the featured sports, offering opportunities for pupils to stay active and energetic, to work on their skills of aim, accuracy and agility, and to build their concentration. Mr Kearns explained that the values of Fun, Learning, Safety and Respect are of utmost importance in each session, and pupils have opportunities each week to be recognised not just for learning a new skill but also how well they represent these values. To book a spot, visit premier-education.com/parents and search by school name for Heritage School.



School Outings This Term

Whether it's a local visit in Cambridge, a nearby ramble, a Forest School session or a trip to a more far-flung destination, we like to get our pupils out of the classroom and experiencing the wider world beyond. This term, our pupils completed more than 58 of these trips, including the Senior School adventure in Spain that you'll read about on the following pages. (Note that this number doesn't include the weekly nature walks for Infants and Juniors, which would bring the count to over 120). We do so many trips because it is fun and interesting, which keeps fanning the flame of curiosity, and also to connect learning with life outside the classroom.



Seniors Travel to Spain

During the half-term break, 36 Senior School pupils traveled to Spain to practise their Spanish language skills, see the sights, taste the food and experience the culture. Some of our pupils wrote about their experiences.

Liberty, Year 9

Last half term, I went to Spain on the school trip together with 35 students from Years 8 through 11. The trip itself was very interesting. My vocabulary improved and I learnt a lot about Spanish culture. My favorite part, however, was definitely the games we played, usually before dinner.

When we first arrived, the teachers had us get into a line. They explained the rules in Spanish, then asked for a volunteer. Even though I did not fully understand what they had said, I put my hand up. They had me pick two things, such as cats and dogs, then I would pick my preferred one. The other people playing had to guess which one I preferred. It was a lot of fun to hear people reasoning their answer.



The second day they split us up into four teams: the red team, the blue team, the black team and the green team. I was part of the blue team. In these teams, they assembled us into a plus symbol and explained the rules. The team would have one runner and everyone else would hold hands in a line and spread out. The runner would then run around all the teams. When the runner was close to their team, their team would contract in and spread their legs. The runner would then have to go through the legs of each team members and grab the flag that was in the middle. I am not much of a runner, but I was the only one that was ok with being the runner. This resulted in me running it twice.



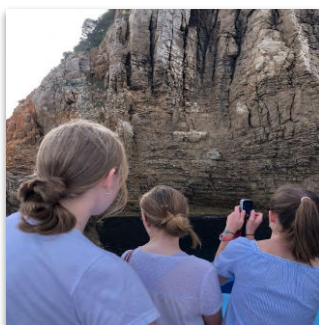
The first time I did not really know what to do, so it ended in a tangle of legs. But the second time was one of the best parts of the trip. I was ready this time. I was up against some of the fastest kids so I was a bit terrified, but the adrenaline helped with the running. The teachers shouted "VAMOS" and I ran. I ran as fast as I could. The red team runner slipped on the wet grass, but I didn't stop. I reached my team and jumped through the line of legs. I reached my arm toward the flag. I had won for my team!

My favorite game was one of the vocabulary games. We were split into two teams and put onto different ends of a football pitch. One of the teachers would hold out the flag and ask a question or say a category. If you knew the answer to the question, you would run and grab the flag. If you fit into the category, you would run and grab the flag. Most of the time, the kids running did not understand what had been said but ran anyway. My friend and I figured out a method of winning this game; he was really fast so he would run and grab the flag, then I would go over and join him and together we would answer the questions. Overall, the games definitely improved my vocabulary and I'm sure the same was true of the other students.

We also had a day out in Barcelona, where we saw an overview of the city which was incredible, toured La Sagrada Familia and shopped on Las Ramblas! On the Sunday we saw the ruins of a Greek and Roman city and went on a glass bottomed boat cruise. It was a brilliant week.



Many thanks to Mrs Cubitt, Mrs Fleck, Mrs Austin and Mr Burden for leading the trip and making sure we had such a great time!



Seniors Travel to Spain, continued

Betsy and Isabella, Year 10

At approximately five o'clock in the afternoon, Barcelona time, we arrived at Mas Pagès, the masilla (farmhouse) which would be our home for the next few days. The building had a gorgeous sandstone patio only matched by the lovely purple flowers which adorned the varnished wood door.



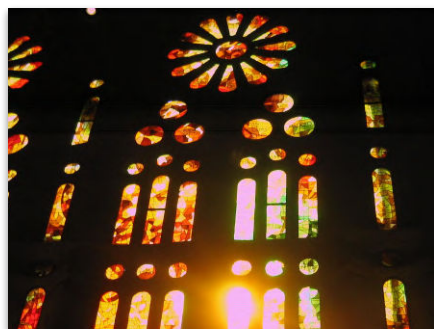
After dropping off our luggage, we met the four monitors who would be guiding us through the activities during our stay- all in Spanish, of course. We launched straight into some Spanish games, with an intermission for our afternoon snack of bread, cheese, and chocolate. Then we went to unpack. Each group of seven to eleven people was put in a dormitory. Next, we had supper. Which was a fast and sure way to improve our vocabulary, since you don't ever need to ask 'can I have another fork?' in Spanish at school. Finally, we played a last game (reconstruct a scene from a film in Spanish), before heading upstairs to establish what would become our familiar bedtime routine.

The next day, we walked to the high ropes course set up in the treetops. After checking our harnesses were secure and we knew what to do, we ziplined down to the start of the circuit. And while the heights were a bit scary, the ziplines (which are known as 'tirolinas' in Spanish) were exhilarating.

The second activity we did was orienteering. It was a race to hole-punch our cards in the right places. I greatly appreciated the landscape and fresh air, with a faint scent of pine needles. Just after lunch we tried as a group to cook the Catalunian delicacy known as 'Coca de Recapte'.

By far the most memorable thing to happen on Friday was the flamenco show. For me, who had previously thought that flamenco was a ballet-esque slow dance, it was a major realisation that the real thing is fast, rhythmic, fiery and daring. We next got to try dancing flamenco ourselves, with a class led by the same professional dancer. It was fun to do the moves to the rapidly plucked guitar- it was something I'd never done before.

On the Saturday, we set off for Barcelona. The first stop was an administrative building with a fabulous panoramic view of the city. The afternoon sun glittered on the sandy buildings of the city... too low in the sky, in fact, because due to some delays we were almost late for our tour of La Sagrada Familia.



Awestruck. That's the only word for how I felt when my gaze fell on the basilica's carefully designed interior with spectacular lighting. Since I'd never been before, I asked our guide if the colours were artificial, but no. The beauty came from ingeniously placed stained-glass windows and the rays of sunlight.

As the sun dipped closer to the horizon, we drove to the avenue known as 'Las Ramblas'. The bustling street stretched on as far as the eye could see, lined with stalls selling everything from caps to jewellery to churros. Which, I found, are called 'Xurros' in Catalan (the local dialect in Cataluna). I bought some. They were absolutely divine. We weren't allowed to enter the brightly-lit department stores lining the street like mountains, but we wouldn't have been able to afford the luxurious clothes and accessories they were selling anyway. Then we strolled through the darkened streets (which reminded me of London) to get to the coach that took us back to Mas Pagès.

The day after that- our last full day in Spain- we went to the ruins of a Greek and Roman city. The tour was entirely in Spanish, but we understood most of it. The last place we went in the coach was the nearby harbour town of l'Escala. We bought trinkets in the market and ate lunch on the beach. Some of us took a dip in the cool crystal Mediterranean, myself included.



A few minutes later we were sailing that same sea on a boat with a glass bottom. It stopped over a marine reserve and we piled into the viewing deck to look at the fish. As we stepped back onto the clay earth of the mainland again, I knew I would never forget the incredible experiences I'd had on the Spanish trip with my friends.

Other News from Around the School

In case you missed it on our News page, here are some of the other events that have happened over the Autumn term. Go to www.heritageschool.org.uk/news for more.

Upper Prep Class Assembly

In their November class assembly, Upper Prep shared what they have been learning this term in History, Art, and Literature. Most notably, they acted out several of Aesop's Fables including 'The Hare and the Tortoise,' 'The Lion and the Mouse,' and 'The Boy Who Cried Wolf.'



Year 5 Class Assembly

In their October class assembly, Year 5 reflected on the qualities of determination and perseverance. Disproving the idea that famous figures are all 'super geniuses or really talented' people who don't have to work hard for success, the class shared inspirational stories of individuals who worked hard and overcame hardship to achieve great things.



Recital Assembly

In November, Infants and Juniors enjoyed some excellent musical performances by their classmates during the end of term Recital Assembly. Fourteen pupils played and sang the pieces they have been practicing on strings, woodwinds, voice and piano. The young musicians who participated represent just a fraction of the many at Heritage who are learning to play a musical instrument, either with our peripatetic music teachers or with outside lessons.



Poetry Recitations

At Heritage, classes in Lower Prep through Year 6 learn a poem to perform at the end of each half-term; over time, the pupils will commit more than 40 poems to memory. The Poetry Recitation Assemblies in October and December gave the classes a chance to show off the hard work they put into learning their poems, and we hope that the verses will stay with them for a lifetime.



Christmas Concert and Nativity

The annual Nativity Play and Christmas Concert is always a delightful and festive occasion for the Heritage community and this year, the event at St Andrew's church was no different. Thanks to Mrs Zurcher and all of the parents and staff who made it happen. Be sure to check out the photo gallery on our website.



Year 8 Drama: The Tempest

This term, Year 8 pupils delivered an enchanting and highly entertaining performance of William Shakespeare's *The Tempest*. The pupil-designed set and costumes created a delightfully dreamy ambience, and the plot was moved along by Year 8's excellent acting, and energized by plenty of fun characters. Mrs Burden praised the pupils for their talent, ideas and enthusiasm throughout the production.



Hearing from our Head Girl and Head Boy

The Head Boy and Head Girl at Heritage act as ambassadors for the school and are important role models for our younger pupils. In a typical year, they will speak at Open Mornings, our Year 6 Information Evening and at the Leavers' Service. They are also part of the Senior Council, support the practical functioning of the school through various duties, and lead or support clubs or other initiatives.



Head Boy Calum

I feel incredibly lucky to have been appointed Head Boy, and I've really enjoyed the opportunities it has given me, like speaking at Open Morning and running student council with Livia. The highlight of my week is running the after-school Board Games Club with Ilias, as it gives us the chance to relax and enjoy ourselves, and have some light-hearted fun with other year groups. It creates a sense of inclusivity, which is really nice for people who are newer to Heritage, as it makes them feel so welcome. I've benefited from this warm welcome so often in my time here. Since I arrived in Year 7, I've especially loved house matches and sports days, and I feel much more confident about sport than the day I arrived. After Heritage, I would love to go on to study Law, to try and make a difference in the world.

Head Girl Livia

I joined Heritage School 5 years ago when I started senior school. Since then, my time at Heritage has been marked with a love for learning and lifelong friendships. Therefore, being appointed as Head Girl is an honour and an enriching experience to work alongside the Prefect Team and the School Council and liaise with the School Senior Leadership Team. I have been inspired by the teachers in all subjects, which has led me to greatly value the enthusiastic learning environment they facilitate. During this year, I plan to work with the music department and Mrs. Zurcher by creating a small orchestra that could perform at the end of the academic year. I am also assisting with conducting the junior wind ensemble, as it is helping me grow as a musician because music is a passion of mine. I ran a chess club with Jon this past term which has been an interesting and new experience. In Student Council, I love to listen to the concerns that other years have brought up and then as a team work together to come up with a solution.

Dressing for a Good Cause



At the end of November, Junior and Senior Councils both held their non-uniform days to raise money for their chosen charities. Junior Council opted for an animal-themed day for Infants and Juniors, which raised £188.54 for BBC Children in Need. The Senior Council chose to support the charity Save the Children, and raised £212.76 by collecting £2 donations for those who left their uniforms at home.

Celebrating the Joy of the Season

There have been so many festive projects under way during the final weeks of term— Christmas cookies, holiday cards, advent giving calendars, ornaments, natural centrepieces, Christmas crowns, oil pastel snowmen, Santa puppets and more. We think even Ebenezer Scrooge would have a hard time resisting the Christmas Spirit! These projects and more are viewable on the Media section of our website.



Introducing New Staff



Mrs Phillipa Smith, Finance Officer and Uniform Shop Manager

Hello, my name is Phillipa Smith, and I recently started working at Heritage School as the Finance Officer and Uniform Shop Manager. I have a science background, having studied Natural Sciences at Cambridge University, followed by a PhD in physiology at King's College London, but I have also worked as a church administrator, and most recently, as a stay-at-home mum. I am married to Mark, and we have two daughters, Phoebe in Year 3, and Sophie in Upper Prep. In my spare time, I love all sorts of creative activities, including a variety of crafts, baking and photography. I also enjoy helping to lead a weekly women's Bible study group at our church.

Mr Sam Tunnicliffe, Senior School Religious Studies Teacher/Joint Year 7 English Teacher

Hello, my name is Sam Tunnicliffe. I recently started teaching Religious Studies here at Heritage as well as English literature to Year 7. I previously taught RS and History at a large school in York before taking a break to study for a PhD in Church History (Later Stuart Puritanism) at Magdalene College. I am married to Naomi and we have two young boys, Barnabas (2 years old) and Isaac (1 month old). Before having children I enjoyed reading, playing guitar and going to the pub. Now I enjoy trips to the park and building train sets. I have always loved my local church family and Tottenham Hotspur, but most assuredly in that order!



Alumni News

Laura Wins the Bronze in Rowing

This past summer, Heritage Alumnae Laura Burton earned a bronze for Great Britain at the World Rowing U19 Championships in Italy. During the women's quadruple sculls final, she and her crew finished in an impressive 6 minutes 33.54 seconds, closely following behind first place Romania and second place Germany. This most recent victory for Laura comes after a busy 2021, during which she won in the girls' singles sculls title at the National Schools Regatta in May and was selected for the British Rowing U19 squad winter training camp in December. Laura, a 2020 Heritage Leaver, attended sixth form at The Perse and is currently spending her gap year with the Leander Club's prestigious rowing programme in Henley.



Fencing Silver for William

Earlier this year William Lauga, a 2021 Heritage Leaver, was selected to compete in the Cadet (under-17) squads for the Commonwealth Fencing Championships 2022, which was held in London this past August. William, who currently trains with the London-based Newham Swords Fencing Club and previously with local club Cambridge Sword, took silver for England in the Cadet Junior Men's Foil Team and 11th in the under-17 individual competition during the event. William, who began fencing at age 8, says 'I have always been a fan of individual sports since its only up to you to win (and lose), but the main reason I like fencing is for the competitive side. By nature I am very competitive so I love regularly being able to compete nationally and internationally.'



Literary Award for Mara

2022 Heritage Leaver Mara Pintece was recently recognised in this year's Cambridge Classical Association Reading Competition, where she prepared and performed a passage, in the original Latin, from 'The Metamorphoses' – a narrative poem written by Roman poet Ovid over 2,000 years ago. Mara, who is currently studying A-Level Latin at King's Ely, entered the 'Senior Verse' category of the competition, which was held at the Cambridge University Faculty of Classics. She earned a 'Highly Commended' award for her performance, based on her pronunciation, scansion, and how well she performed and reflected the content of the poem.



Catherine's First Place in Greek Verse Competition

In another classical languages achievement, Catherine Rudge, also a 2022 Heritage Leaver, has been awarded first place in the Senior Greek Verse category of this year's CAS Reading Competition at the University of Cambridge. Catherine is currently a Sixth Form pupil at the Leys, studying Maths, Further Maths, Physics and Greek. Mr Burden has clearly been preparing his pupils well for studying the classics!

Career Assembly for Seniors

Our Career Assemblies provide a chance for Seniors to hear from people in a wide variety of professions, often from within the Heritage community. These inspiring talks help pupils to think about the occupations that they might be interested in pursuing, in addition to gaining a greater appreciation for the contributions made by others. This term, the Senior School classes heard from a Heritage parent and former parent in two very different fields.

Robert Forrest, Automotive Design

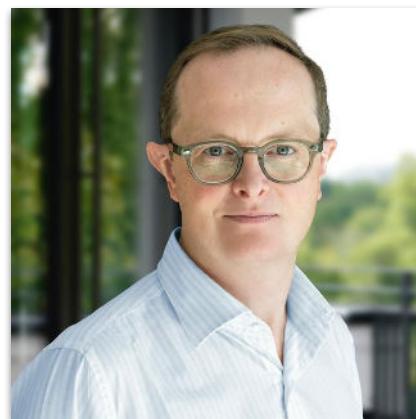
Current Heritage parent Robert Forrest knew that he wanted to design cars from a very young age. After completing A levels in Maths, Physics and Design, he chose to study Design at Coventry University because of the opportunity it provided to spend time overseas; an important feature of a career in automotive design. He finished his schooling with a Master of Arts at the Royal College of Art.

After a brief time designing boats for a small company on the Isle of Wight, Mr Forrest went on to design cars for Lotus, BMW, Rolls Royce and Honda, creating beautiful and innovative designs including the BMW i8 Roadster. He is now a consultant at Konzepthaus, which helps other companies with their design operations.

During the assembly, Mr Forrest provided Seniors with some valuable advice based on his own career experiences. First, he spoke about the importance of teams and encouraged the pupils to always reach out, have conversations, and listen to the opinions of others.

He also told pupils to ‘think with a pen in your hand’, describing his love of doodling how he has found the act of writing things down to help with memory and thinking.

Finally, he urged pupils to ‘tell your story’. In the car industry, he noted, design is moving away from thinking just about the body of the car and is now also focusing on more intangible qualities like light, sensations, and experiences; using stories to describe a moment. He



encouraged Seniors to, in the same way, tell their own stories; think about what they want their future to look like, and make their choices based on that vision.

‘When you find something that really resonates,’ he said, ‘you won’t make the wrong decision.’



Katy Wigdahl, Voice Technology

Katy Wigdahl grew up outside of Oxford, with a father who was in the field of maths and physics, and a mother who studied art and design.

After studying English and French at university, Mrs Wigdahl trained as an accountant at Unilever. Her career journey eventually brought her to Speechmatics, where she initially joined as Chief Financial Officer and eventually became CEO.

Mrs Wigdahl explained to the pupils that, as voice recognition becomes much more commonly used in everyday applications, Speechmatics is particularly focused on the problem of breaking down barriers, working toward the goal of understanding every voice. This means not just comprehending different languages but also coping with difficult background noise

(like in space stations), and excluding bias for disability, accent, and cultural differences.

She explained that, even in such a machine-driven field, human values are of the utmost importance to her and her team; everything they do has to be for a purpose and must be inclusive.

She noted that in some ways she didn’t have a traditional path to her current role but feels that her ability to run a technology company—despite the challenges of being a woman in a male-dominated field—is due not just to her love of science and language but, even more importantly, to her passion for making change.

An HCA Photo Album

Our dedicated Heritage Community Association (HCA) have been busy this term, creating opportunities for parents and other members of the community to connect with the school and one another, and supporting the work of the school through fundraising.



Have you thanked your Class Rep today? From welcoming new families to scheduling class socials to arranging gifts to passing on important reminders, these generous folks provide an invaluable service for each year group. And we can't forget about the wonderful committee members who keep the HCA running smoothly.



During the September Meet the Teacher Event, the HCA hosted a reception where parents and staff could mingle over some wine and nibbles.



The coffee mornings in Panton Hall offered a lovely opportunity start the day with a boost of caffeine and plenty of friendly faces.



Last year the HCA raised £3,256 for, and supported the purchase of, this beautiful new piano in Panton Hall, which will be sure to provide our pupils and parents with music for many years to come.



Cake sales, second hand uniform sales, and a stocking filler sale are just some of the ways that the HCA has been fundraising to support the work of the school—as well as Amazing Grace School in Uganda, with whom we have a longstanding relationship.