

A Message from the Headmaster



Children should have the joy of living in far lands, in other persons, at other times — a delightful double existence; and this joy they will find, for the most part, in their storybooks.

-Charlotte Mason

This month, we had an opportunity to celebrate one of our favourite things at Heritage—books. World Book Day is more than an occasion to dress up as a book character. It is also a chance to remind our pupils that books, in addition to being a wellspring of knowledge, are also a great source of pleasure.

During their World Book Day assembly, we encouraged our Seniors to build books into their daily lives, listing the many practical benefits of reading—mental stimulation, stress reduction, knowledge, inspiration, and insight, vocabulary expansion,

memory improvement, stronger analytical thinking skills, improved focus and concentration, better writing skills, and improved exam results. But, we also pointed out that one of the greatest reasons to read is for the simple joy that it brings; books are entertaining!

In *Raising Kids Who Read*, cognitive psychologist Daniel Willingham writes, 'An altogether different sort of pleasure comes from being carried to distant times and places when I read. I maintain that these joys cannot be experienced through television or other media. Only reading elicits your

contribution to the experience by demanding that you mentally create the world described. Only fiction demands that you live with the characters as long or as deeply. And with few exceptions, prose stylists show greater love of language than artists in other media.'

If you would like to know more about how to help your child enjoy reading at home, we have included some helpful resources in this issue. I wish you all a happy Easter break, with lots of time for reading!

Jason Fletcher, Headmaster

Book Review: *Raising Kids Who Read*

Daniel Willingham is a professor in the Department of Psychology at the University of Virginia, whose research focuses on the application of findings from cognitive psychology and neuroscience to primary and secondary education. In his book, *Raising Kids Who Read*, Dr Willingham explores the idea that reading motivation declines steadily as children age, reaching its lowest point by about age 15-16. He explains the conditions that are necessary for reading enthusiasm (decoding ability, comprehension, and motivation), and then offers practical guidance for different age groups, to help parents and teachers encourage children to read for pleasure.

When my six-year-old says, 'I'm bored,' I'll suggest four or five things she might do. If she doesn't bite, I say 'Well, that's what I've got for you.' Usually she finds something to occupy herself. If she drapes herself across the sofa and moans, 'There's nothing to dooooo,' I tell her that she's free to moan in her room but not near me.

Daniel Willingham, *Raising Kids Who Read*

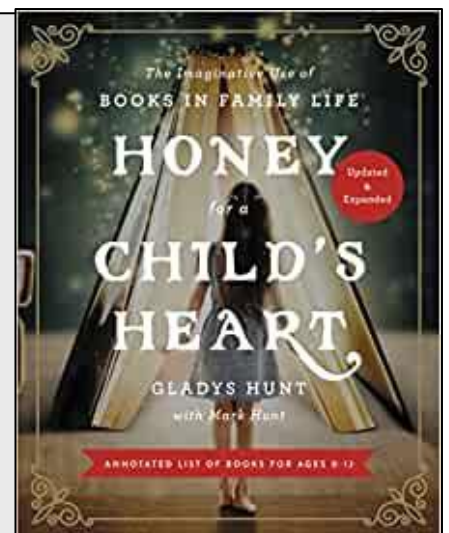
The book provides the following types of suggestions to support school-age children at home:

- Have your young child read to you, but resist the urge to engage in reading instruction (unless you really know what you're doing)
- To build space in your child's day for reading, don't allow them to be overly reliant on you—or on screens—for entertainment
- Read to your child even as they get older; consider having a 'family reading time', or listening to an audiobook together as a family
- Maintain an attitude toward reading as a gateway to pleasure (rather than a skill), and be an upbeat supporter of your child's reading ability
- Don't nag or criticise their reading choices; show curiosity about the books that they like to read (even if you're not crazy about them)
- Make books readily and easily accessible throughout the house; try propping up a few attractive books in your living room once a week

Not surprisingly, Dr Willingham includes his own perspective about the increasing prevalence of digital technologies and its effect on reading. He argues that, 'the consequence of long-term experience with digital technologies is *not* an inability to sustain attention. It's impatience with boredom. It's an expectation that I should always have something interesting to listen to, watch, or read and that creating an interesting experience should require little effort.' He continues, 'if I'm right, there's good news; the distractibility we're all seeing is not due to long-term changes in the brain that represent a pernicious overhaul in how attention operates. It's due to beliefs—beliefs about what is worthy of sustained attention and about what brings rewarding experiences.' In other words, for children to choose to read, they must believe that it not just 'good for them' but that it is, first and foremost, enjoyable.

Finding Books for Your Child

Do you find yourself overwhelmed by the vast number of children's books available, or do you struggle to find books that your children like to read? *Honey for a Child's Heart*, a helpful resource written by Gladys and Mark Hunt, offers advice on how to choose good books for your children. 'Let a child read what he or she likes,' suggest the authors, then 'at the right moment, be ready to recommend some others.' Also included are lists of nearly one thousand recommendations of all types and for a range of ages, from babies to young adults. Whether you're looking for picture books, books for beginning or intermediate readers, classic children's novels, young adult novels, stories for animal lovers, history, fantasy, or poetry, books to nourish your child's spiritual life, or books for special occasions, you're sure to find something for every child!



World Book Day



World Book Day, created by UNESCO in 1995, has become an annual worldwide celebration whose purpose is to promote reading for pleasure. At Heritage it is always a much-anticipated occasion, with pupils and staff dressing up as their favourite book characters and enjoying other activities with a focus on books.

This year's World Book Day took place on 2nd March, and started with a special assembly for Infants and Juniors. After showing off their costumes, all of the pupils together from Lower Prep to Year 6 acted out the story 'We're Going on a Nature Walk', with words and illustrations by Bryony Bass (former Heritage Teaching Assistant and daughter of Mrs Carter). Pupils were delighted with a surprise appearance by Miss Cage, cleverly disguised as Gerald the Giraffe from *Giraffes Can't Dance*. Gerald had left muddy footprints all over the school, and the children were asked to look for the letters in each of the footprints throughout the day, which would

uncover the secret phrase 'Nature Walk'.

Meanwhile, in the Senior Assembly, there were some excellent book reviews by our older pupils:

- Annabelle and Kitty (Year 7): *One Dog and His Boy* by Eva Ibbotson
- Sienna (Year 7): *Tom Gates* by Liz Pichon
- Daniel (Year 9): *The Churchill Factor* by Boris Johnson
- Josh (Year 9): *Nightshade* by Anthony Horowitz
- Toni (Year 9): A collection of poems by Russian Futurist poet Vladimir Mayakovsky
- Georgia and Sheila (Year 11): *Mythos* by Stephen Fry

And there was much more fun to be had throughout the day. Lower Prep pupils shared their favourite books with their Year 6 buddies and acted out the story of *The Rainbow Fish*. Upper Prep enjoyed a Dr Seuss-themed day where they looked at rhyme and imagined weird

and wonderful creatures like a Wocket in their pocket. Year 2 spent a day in Narnia, writing their own descriptions of magical lands and penning letters persuading the White Witch to allow Narnians to celebrate Christmas (while munching on—what else?—Turkish Delight). Years 3 and 4 illustrated their own books in Art lessons, and Year 4 designed bookmarks to showcase their favourite books. Pupils in Years 4 through 6 tested their knowledge with some book-themed quizzes and maths challenges.

With another successful World Book Day under our belts, we are already looking forward to the next one!

Fundraising Note: A total of £87.40 was raised during the non-uniform collection on World Book Day. The funds will go to Infants and Juniors for the purchase of new books.

Let's Explore the British Isles: Heritage School's First Book!

Let's Explore the British Isles is a narrative geography book that covers England, Wales, Scotland, Northern Ireland, Ireland, and many of the small islands surrounding them. The book, published through the efforts of key Heritage staff, is written by Caroline Walker with illustrations by Gloris Smith Young and maps and geographical details provided by Ian Cooper. Aimed at 8 to 11-year olds, the book is ideal for narration—having a child tell back in their own words what was just read aloud to them—but would also be suitable for a child to read to him or herself.

The seeds of the endeavor began with an idea for Heritage to publish modern narrative texts that could be used not only in the school's curriculum, but by other interested educators and families as well. Mrs Fletcher approached Mrs Walker (née Dale), a writer and former Heritage teacher, with the idea, and she agreed to sign on as a writer.

Mrs Elaine Cooper, our Charlotte Mason Consultant, was a key driver in turning this kernel of an idea into a reality. Year 4 teacher, Mrs Helen Eldridge, had identified a need for a geography book that she could read and the children could narrate, in which geography facts about the British Isles would sit within the bigger story and history of this part of Europe. Mrs Cooper notes that Charlotte Mason herself had written a beautiful geography series in the 1880s that incorporated poetry, legends, and history, resulting in a study of geography that was very much alive. 'Factual bits of information would sit embedded within a bigger narrative of the country and its development... these were the rocks, the meadows, and the fields where huge momentous events took place'. The idea was to write *Let's Explore the British Isles* in the same vein, but include up to date



The notion of a book written in a **narrative style** is based on the view that children will themselves be able to dig out **important ideas** enclosed in a bigger story

Mrs Elaine Cooper, Charlotte Mason Consultant

geographical features. For example, the coast of the British Isles is explored by tracing the route of the Spanish Armada, along the way pointing out elements of modern life that one would find today, such as the wind turbines off the coast of Suffolk and Norfolk.

Once the concept had been solidified, the search for a publisher began. This proved challenging. Mrs Cooper notes that the notion of a book written in a narrative style is based on the view that children will themselves be able to dig out important ideas enclosed in a bigger story—and that this is not only an enjoyable way for children to learn, but it is also effective in the sense that those ideas, once germinated, will take on a life of their own and stay with that child for a lifetime. Modern textbook publishing, in contrast, is geared toward providing children with information that has been distilled into an easily digestible format, and is often driven by what pupils are expected to learn for exams. Instead of the children pulling ideas out on their own, these textbooks are meant to feed them what they need to know. It became apparent that *Let's Explore...* did not fit that model.

After some searching, Mrs Cooper connected with a publisher in Australia called Living Book Press. The founder of the company, Anthony Coafield, is a homeschooler who, along with his wife, follows the Charlotte Mason philosophy of education for their children. He started Living Book Press because many of the books he wanted to use were out of print, and so he started republishing many of these books as a service for other homeschooling families. At that time, he had not yet produced an original book, but was willing to give it a go with Heritage. Happily, the collaboration was a successful and positive experience for both sides. The end product is a modern narrative geography book that is now in print and will not only be used by Mrs Eldridge with future Year 4 classes, but is also available for other schools, homeschoolers, or individuals to use on their own. So after this success story, will we be seeing more Heritage-published books in the future? We hope so. Watch this space!

Geography Scrapbook

Geography lessons at Heritage are always interesting! Here are some of the most recent.



Year 2 have been learning how to use a compass as they become familiar with the map directions of North, South, East and West.



As part of their learning about weather and climate, Year 8 created these cloud spotters. Although there weren't many clouds to spot during their outdoor testing session, there was lots of snow to make up for it.



Year 9 had great fun modelling volcanoes. The girls made theirs out of cake, biscuits and sweets, while the boys went for a more solid creation.



While learning about the continent of South America, Year 3 gathered information about some of their favourite countries and presented what they had learned to the rest of the class.



Year 8 pupil Emily also made a barometer!



In their studies about Africa, Year 5 learned firsthand from Mr Hulett as he talked about his home country of South Africa.

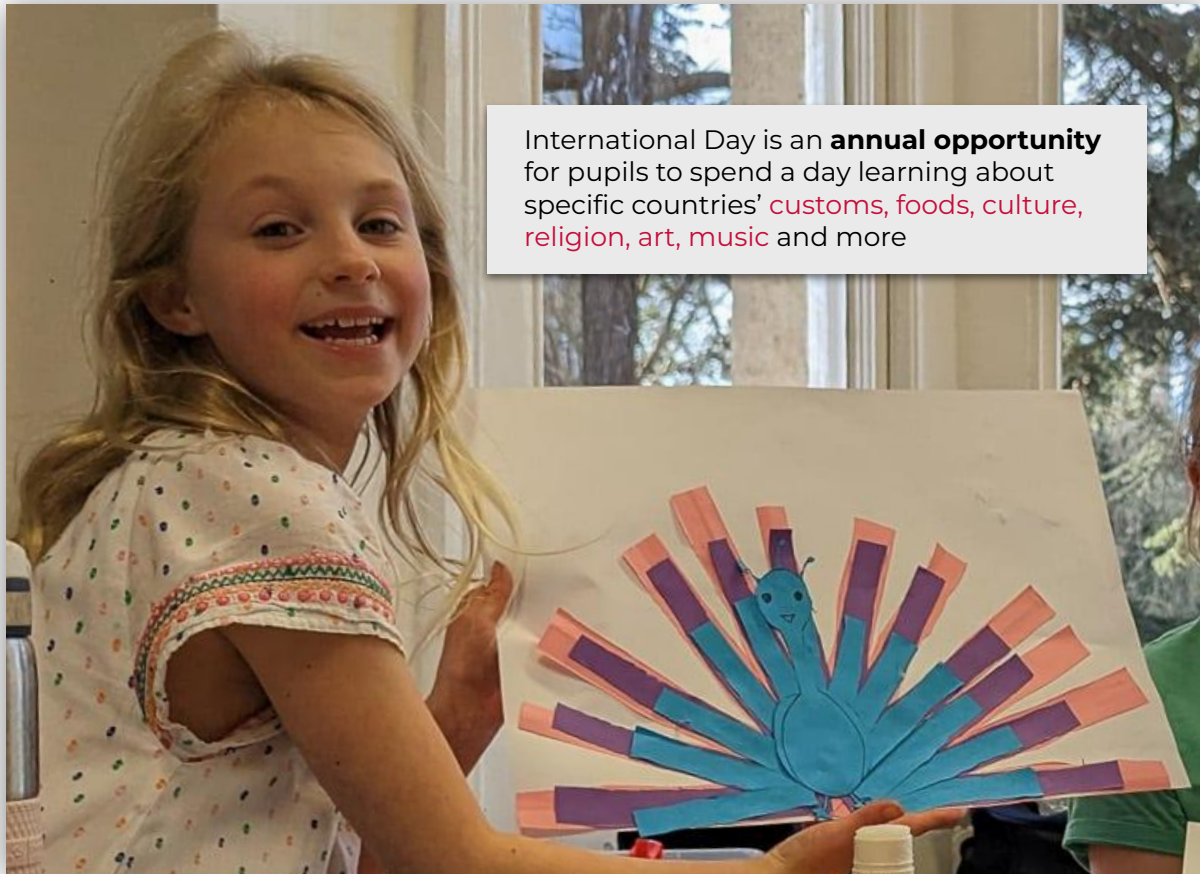


Year 8 constructed river and coastal landforms from a material of their choosing; the confectionery models in particular were brilliant and tasty.



Year 10 & 11 Geography pupils spent a chilly, but fun morning assessing the impact of Eddington on the surrounding environment by conducting traffic and pedestrian counts, questioning residents and locals and learning more about the sustainable, eco friendly initiatives that Eddington has adopted.

International Day



Infants and Juniors

Infants and Juniors turned their attention towards India during this year's annual International Day, an annual opportunity for pupils to spend a day learning about specific countries' customs, foods, culture, religion, art, music and more. The children looked vibrant and cheerful as they dressed in Indian-themed clothing that included the colours of the Indian flag, traditional Indian clothing, and costumes depicting Indian wildlife including the tiger, elephant and peacock.

As the day began, the parents of Year 4 pupil, Olivia, presented Juniors with an overview of the country of India, its people and culture. Olivia herself also gave a beautiful demonstration of Bharathnatyam, the oldest form of traditional Indian dance. Enormous thanks to all three for providing such a rich presentation.

Infants and Juniors enjoyed many other activities throughout the day. Among them:

- Baking Nankhatai cookies in the shape of hands and decorating them in mendhi henna patterns
- Learning about the peacock, India's national bird, whose Sanskrit word (Mayura) means 'killer of snakes'
- Using coloured sand to make Rangoli-style patterns
- Drawing and decorating madhubani elephants
- Making mini nonfiction books on India
- Maths lessons involving Rangoli symmetrical patterns
- Tasting Indian food and snacks including poppadoms, onion bhajis, chutneys and naans
- Reading traditional Indian stories, including *The Monkey and the Crocodile*

Seniors

To celebrate International Day, Seniors had an opportunity to give a presentation on a country of their choice during a special assembly. The pupils presented information about Switzerland (Sienna & Annabelle, Y7), Iceland (Aaron, Y7), Trinidad and Tobago (Anna & Isabelle, Y7), The Republic of Khazakstan (Ore Ofe & Kitty, Y7), Taiwan (Luke & Sandy, Y9), and Greece (Maisie, Betsy & Emilie, Y10).

Each did an excellent job of examining a range of information about their chosen country, including geography, demographics, religion, sport, natural flora and fauna, and culture.

Fundraising Note: On International Day, the Senior Council raised £235.45 for the Red Cross through a non-uniform day collection.

Class Assemblies This Term

Each class in Infants and Juniors will have an opportunity to share what they have been learning during a special Monday assembly. We heard from four classes this term.



Lower Prep: Lots of Learning

In their assembly, Lower Prep had a particular focus on History. The children shared a timeline of the groups they have been discussing, from Early Man to the early Farmers, the Romans and the Vikings. They also showed off the Viking narrowboats and shields that they designed and constructed, and acted out how archaeologists and historians look for clues about the past. One interesting archaeological discovery that the class have been studying are strange stones with markings on them, called runes. The children displayed the runes they made themselves from clay, based on artifacts that they had closely examined while learning about them in their lessons.



Year 3: Be Thankful for What You Have

During their assembly, Year 3 shared what they have been learning about gratitude, including when they might say thank you, who they might be thankful for, and why it is important. By way of illustration, the children acted out the myth of the wealth-obsessed King Midas who wished for a touch that would turn objects into gold. As everything around him became gold, including the very food he tried to eat and, saddest of all, his beloved daughter, the king realised his mistake and begged for the spell to be lifted, ruling thereafter as a good King. The moral of the story is 'be thankful for what have.' Thanks to Year 3 for the excellent storytelling and reminder of this important lesson.



Year 4: The Habit of Kindness

Year 4 talked about the habit of kindness during their assembly, demonstrating what they learned from the story *Have You Filled a Bucket Today?* by Carol McCloud and David Messing. The pupils explained that everyone has an invisible bucket holding our good thoughts and good feelings about ourselves. When our bucket is full, we feel happy, but when that bucket is empty we feel sad. We all have the ability to fill peoples' buckets by showing love or being kind to them, but can also take those good feelings out of a person's bucket by being unkind to them. They encouraged everyone to think about what we can say or do to fill other peoples' buckets. Such an uplifting message from the class!



Year 6: Budding Researchers

During the most recent class assembly, we heard about the Independent Research Projects that Year 6 pupils have been working on this term. In an inspiring and enlightening presentation, the class walked through the process of researching and developing their projects, from choosing a topic to identifying source information. Among the topics currently being explored by Year 6 are, 'Explain what you know about very rare and expensive Lego figures,' 'Compare and Contrast Strong Female Characters from Harry Potter,' 'Discuss wartime life for children in the UK,' and 'Define BMX cycling and Slope Style.' Such a diverse array of topics; we can't wait to see how they turn out.

Year 9 Pupils Explore Their Interests



We want to provide **opportunities for our pupils** to dig deeper into topics and areas that have especially **sparked their interest**.

At Heritage, we strive to offer a broad curriculum across every subject area, enabling young people to develop many interests and competencies. But we also want to provide opportunities for our pupils to dig deeper into topics and areas that have especially sparked their interest. The Year 9 Independent Research Essay is one way that our Seniors can take their learning to deeper levels, inviting pupils to research a topic question and then to analyse, evaluate and reflect their findings in an 800-1500 word essay, with support by a subject teacher. In February, our Year 9 class successfully submitted the essays that they have been developing since the beginning of the academic year.

During a recent Senior Assembly, we celebrated this important achievement. Year 9 pupils, Cecilia, Daniel, Josh, Liberty and Sandy presented their topics to their fellow pupils, each doing an outstanding job of engaging their classmates with interesting questions and well-researched information on their topic of choice. At the end of the assembly, each member of the Year 9 class received a certificate in recognition of this accomplishment. We think you will agree that the topics chosen represent a remarkable breadth of interests across the arts, humanities and sciences. We are eager to see where their interests lead them next!

- Alfred: Why was the Battle at Passchendaele a failure?
- Angus: Should a viable alternative be found to using embryonic stem cells in modern medicine?
- Cecilia: How important was Coco Chanel's influence on the development of fashion?
- Daniel: How did privatisation affect British railways?
- Evelyn: Should animal organs be used in humans?
- Joel: What effect did the bombing of Pearl Harbour have on the outcome of WW2?
- Josh: Why are sharks so misunderstood? What could be done to change their reputation?
- Liberty: Why is Hound Dog the perfect American song?
- Luke: Why should Christian Orthodox Icons be used in places of worship?
- Olivia: Should art galleries be publicly funded?
- Pamela: What were the factors which influenced developments in saddle making?
- Petar: How important was Nikolai Tesla's impact on modern science?
- Phoebe: To what extent did the Roman Empire influence the Modern World?
- Rosie: What are the best ways for teenagers to learn French?
- Sandy: Should David still be called 'a man after God's own heart'?

Year 7's King Lear: Cling to What is Good



During the final weeks of the term, Year 7 delivered a marvellous performance of Shakespeare's *King Lear*, a play known for its extraordinary bleakness and brutality. The audience programme described it as 'a play of extremes' with themes of 'darkness and light, blindness and sight, truth and deception.' Thus prepared, the audience watched the story unfold as Lear banishes the daughter who loves him most, descends into madness following his betrayal by his two older daughters, and ultimately dies of a broken heart. Winding throughout this main plot is further betrayal, injury, and death.

Compelling performances made the story come to life, as pupils tackled famously difficult roles. There was subtlety, realism and nuance in their portrayals, as well as high melodrama and some splendid sword fighting. Having mastered reams of Shakespearean text, the children were able to deliver their lines with clarity and passion as characters variously exploded with rage, smouldered with envy, plotted with sanguinity and poured out their hearts with unwavering devotion. There were also some brilliant musical performances, using popular songs with lyrics re-written by Mrs Burden. To the tune of Lady Gaga's 'Hold My Hand', the children urged, 'If your heart's full of love let it show/Cling to the good, don't let go.' And the music of Jon Bon Jovi's 'Shot through the heart' provided a perfect vehicle for King Lear to sing, 'Out of my mind and you're to blame/Daughters, you give love a bad name'.

Mrs Burden explained to the audience that, in working through the challenging subject matter, the

class used a Bible verse that says 'hate what is evil; cling to what is good', to think about the deep harm that can result when little envies and bitternesses go unchecked. 'Then,' she said, 'we realise how ugly that can be inside us, and how we need to fight for what is good and pure and true.' She recounted how hard the pupils worked to deliver their performances; it is almost unheard of for 11 and 12-year olds to perform *King Lear*, which Percy Bysshe Shelley called 'the most perfect specimen of the dramatic art existing in the world.' But, she continued, despite the difficulty, 'their minds, hearts and imaginations will have been enlarged and awakened in ways they might not even realise...it is exhilarating to be part of a production like this.'

In addition to the phenomenal work by the class, congratulations to Mrs Burden for her amazing direction, and special thanks to Mrs Lowe for her brilliant musical accompaniment and Miss Pearce-Higgins for so ably handling the lighting and sound.

Additional photos are available from the News page of our website.

Cross Country Champions

County and District Championships

In December, 12 Senior pupils ran during District Cross Country Championship at Netherhall School. Emilie (Y10), Silas (Y10), and Sandy (Y9) qualified for the County Cross Country Championships, which was held in St Neots in January. Although Silas was unable to run due to an injury, Emilie and Sandy ran very well in muddy and slippery conditions.

Independent Schools Association (ISA) Championships

Next up was the Regional ISA Cross Country Championships in February, where 33 pupils travelled to Finborough school to compete. Anna (Y5), Hannah (Y5), Kim (Y6), Kitty (Y7), Sandy (Y9), Luke (Y9), and Silas (Y10) qualified for the National finals held on Saturday 4th March. At the Nationals, in their respective groups, Anna finished 8th, Hannah 16th, Kitty 22nd, Luke 34th and Sandy a very impressive 4th. Sadly, Kim and Silas weren't able to run. Well done to all of the pupils for pushing themselves and giving it their best!



The Heritage Annual Spring Concert

This year's annual Spring concert, featuring all of our Juniors and Seniors, took place during the last week of term and once again showed the important place that music holds in the life of Heritage School. The evening's choral performances included a wide-ranging assortment of musical styles, including a jubilant, finger-snapping rendition of 'Rock Around the Clock' performed by the whole Junior School to open the concert. Later came a charming performance of 'Paper Moon' by the Senior Choir, the Junior Choir's stirring 'I Believe' and 'The Lord Bless You and Keep You', a lovely piece performed by the Chamber Choir. Each year group in turn also demonstrated the musical instruments they have been learning to play in their music lessons; Year 3 on glockenspiels, Year 4 on recorders, Year 5 on ocarinas, and Year 6 on ukuleles. The rhythmic Samba performed by Year 7 on percussion instruments, as well as the djembe drumming by Year 8, were especially exhilarating. Special mention must also be made of the four solo performances. Pip (Year 6) beautifully sang the ballad 'A Nightingale Sang in Berkeley Square' and Year 9 pupil Luke impressed with a powerful performance of Rachmaninoff, a composer known for the difficulty of his piano pieces. Emilie (Year 10)



played an exciting and rhapsodic violin piece by Italian composer Monti while Head Girl Livia treated the audience to a lyrical piano solo by Fibich, a Czech composer. Instrumental ensembles were abundant and delightful, including three mixed Woodwind ensembles, a Recorder Consort, Saxophone Trio, Junior and Senior Strings, and an Orchestra. Perhaps the most beautiful sound of the evening, though, was hearing not only the applause of family members, but also the loud cheering by Heritage pupils after their classmates' performances; a demonstration of both their support for one another and their appreciation of music. Congratulations to all of our Juniors and Seniors for such a splendid concert, and thank you to Mrs Zurcher, Mrs Lowe, Mrs Good and Dr Howell for all of their hard work in organising and preparing the pupils.

Fundraising Note:

Wonderfully, over £400 was raised at the Spring Concert toward AHBAP (ahbap.org), a Turkish organisation providing much needed help to communities in Turkey affected by the recent earthquake. In particular, AHBAP have been providing shelters in the home town of a Heritage family who has been profoundly affected by this tragedy. If you have not yet given and would still like to do so, please make a payment online via our Heritage School Paypal collection site ([@heritageschool2007](https://www.paypal.com/uk/merchstore/heritageschool2007)) using the QR code below.



Debating Society

During the last Senior Assembly of the term, the Senior Debating Society argued for and against two propositions. The first, a very topical one, proposed that 'This house would introduce a Congestion Charge to Cambridge'. And the second—extremely contentious—proposition stated that 'This House believes that cats make better pets than dogs.' In both debates, the arguments against prevailed, based on a show of hands. Well done to each member of the society for researching and presenting their arguments, and for taking part in the debate.



Community Involvement: Share Your Stories

Outside of school, many of our pupils and former pupils have benefited from involvement in community organisations that offer opportunities to participate in sports, drama, music, dance, art, languages, science, and more. If you have had a positive experience with one of these community groups, we would love to hear about it and share it with others! Send your stories to Mrs Kang at communications@heritageschool.org.uk

Special Recognition



A New Addition to England Squad

Year 11 pupil Jon was recently selected for the U18 Boy's England Touch Rugby squad, and has been training with the team over the winter ahead of the 2023 international programme. Well done Jon!



International Women's Day Blooms

Year 11 boys Ilias and Ben showed exceptional initiative by handing out roses to each of the women on staff in recognition of International Women's Day; a truly lovely and considerate gesture by young men celebrating women.



Duathlon Champion

In March, Heritage Alumnus Maxwell Buchanan raced for Team GB at the European Duathlon championships in Caorle, Italy. He finished the 10km run/ 40km cycle/ 5k run in an amazing 2:08:37, ranking 1st in the U20s and 34th overall. Huge congratulations, Maxwell!



Mrs Wren: Champion of Reducing Waste

During a special Essex challenge weekend, Mrs Wren earned recognition as the top achiever of waste reduction activities, also writing about the importance of teaching children to cook from scratch and using seasonal produce. Her prize was a free cookery lesson, where she opted for the class 'Pies, Pies and Tarts.' (No doubt the cookery club will also benefit from what she learned!)



Heritage Cold Weather Swimmers

On a cold February morning, a group of Heritage staff met at Jesus Green Lido for a half-term enrichment swim together. Despite a rare winter appearance by the sun, the water was still a bracing 5.7 degrees! Mrs Fletcher, Miss Irwin, Ms Robertson, Mrs Symons and Mrs Fisher (a former Heritage teacher) braved the waters together and, despite the chilly temperatures, a good time was had by all.



Miss Irwin's Library Win

Special thanks to Miss Irwin, who entered a school library giveaway held by Twinkl and Penguin Books, and won a copy of Charlie Mackesey's celebrated book *The Boy, The Mole, The Fox and The Horse*, along with these window stickers (some super additions to the Heritage library), not to mention some new mugs for the Staff Room.

Career Assembly for Seniors

Each term, Seniors hear from people in a variety of professions, often from within the Heritage community, during a special Career Assembly. These visits help our pupils to explore and think about a wide range of career options, give them a chance to ask questions and gather information, and give them inspiration for their own future choices. This term, the Senior School classes heard from two Heritage parents.

Jon Bruins, Software Engineer

Jon Bruins, currently a Software Engineer at Amazon, has had a long and varied career as a programmer that includes work on Nokia and Samsung phones, satellite communication systems, digital radios, wireless hard drives, autonomous robots, cloud-based security cameras, TVs, tablets, and more.

Mr Bruins described his early interest in computers and electronics, during a time that home computers were becoming mainstream. He even chose to watch the film *War Games* over *Return of the Jedi* in the theater; a choice that he regrets now but 'That's how into computers I was', he says by way of explanation. He was given his first computer—a Mattel Aquarius—by his brother at age 10, and so his career as a programmer began.

After explaining to the pupils that programming is basically creating a set of instructions for a computer, similar to a recipe, he described a variety of ways that an interested young person could become a programmer, noting that it's never too early to start. To begin, he recommends trying it out through a code camp or at home with a Raspberry Pi or Arduino. For further studies, programming can be learned by studying a science such as physics, computer science, maths, or engineering. He studied microelectronic engineering at university, but said he really learned by programming games on his own.

The job choices are broad; some examples of technologies that require programmers include air traffic control systems, autonomous



cars, robots, TVs, radios, phones, aeroplanes, gaming consoles, and cloud computer systems to name just a few. One of the many positive aspects of being a programmer, said Mr Bruins, is the opportunity to explore many different things. If you are driven and you have a good set of skills and experience, there's always an interesting project to work on.



Sylvia Carr Clebsch, Writer/Editor

Sylvia Clebsch always loved to write. She grew up in a house full of books and, after studying English and Drama, took a position as an editorial assistant for a magazine, where she was drawn to the creative and stimulating

environment. After spending much of her career as a journalist, today she works for an agency where she writes content for companies that includes website content, advertising, articles, case studies, blog posts, and more. In addition, she writes fiction and personal essays in her free time, and recently earned a Master's degree in English and creative writing.

Among the things that she enjoys about writing are the opportunity to learn new things, the enjoyment of writing in another person's voice, the ability to change public perceptions, and the chance to help other people express themselves with more clarity by writing content on their

behalf. Mrs Clebsch highlighted for the pupils many of the different career opportunities for writers, including corporate communications, proposal writing, writing for television, movies or video games, journalism, academic research, and teaching.

What makes a good writer? According to Mrs Clebsch, almost every writer likes to read, and has an interest in storytelling. As a teenager, she kept a journal where she wrote poems and stories and worked out her private thoughts. 'The beginning of being a writer is knowing yourself, knowing what you're interested in, knowing what you think about the world. I think most writing is personal.'

Introducing Our Newest Trustee: Tolu Anifalaje



We are pleased to introduce a new Trustee for Heritage School, Mrs Tolulope (Tolu) Anifalaje. Mrs Anifalaje studied Law at University College London and following qualification as a Solicitor, worked in the private sector in London for several years. On relocating to Cambridge, she became Group Solicitor for East Anglia offices of her firm. During a career break, Tolu served as a trustee for several charities within Cambridge. She returned to her career in 2019 and currently manages the Housing Legal Team at a London based Local Authority. She is married to Busoye and they have two children.

HCA News

This term, our wonderful Heritage Community Association have been busy as always. Thanks our amazing Class Reps for the wide and happy range of class socials this term, and for all of the other ways they help to build a supportive community. In addition to the everyday work they do to connect families in our school, there were some notable events that brought us all together. During the last week of term, a Prayer and Worship Evening at Panton Hall offered an opportunity for parents, staff, and Senior pupils to sing together and pray for our school. And the half-termly morning drop-off coffees are always a highlight too.

During the most recent coffee gathering at the end of term, the bonus book sale fundraiser gave parents a chance to chat and caffeinate while the pupils browsed through an excellent selection of books before the start of the school day. A big thank you to all who donated books for the sale, which raised an impressive £365; all contributions were greatly appreciated. Looking forward to next term, get your spare change ready for the class cake sales that will be restarting. And, don't forget to mark your diary for the always-enjoyable Summer Fete, which will be held on Sunday, 18th June. Planning is already underway and more information is to come!



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