

Sixth Form Weekly News - The Headlines:

- A reminder of the procedure for if the teacher is not in your lesson: the teacher will have set work to complete and unless another arrangement has been agreed, you are to remain in that lesson.
- Uniform - It is a requirement to wear a suit for all students. If you forget a suit jacket, please go to Mrs Pasa. These should not be left in your car!
- Lanyards- these must be always worn. It is a safeguarding requirement. It is the same for staff.
- TSS – to reiterate:
 - 1) TSS is for Silent Study – this means that people in the booths also need to be quiet. If you want to chat, or work on a project together, please use the canteen or the common room.
 - 2) There is a seating plan in place for a reason. By now, you know who you sit with, so please stick to it and don't try to sit with other people. The actual location of the table may change where you sit BUT the people should remain the same.
 - 3) Sit in the seating plan immediately at the beginning of the session – treat this like any other lesson. You should not be socialising in the booths when the session has started
 - 4) Please sit in a professional manner – not with legs up on the seats or benches.
 - 5) You can't use the Booths when you have a free but you may ask to join TSS
- If you know you are going to be absent from a lesson for a test, trip or appointment, it is courteous to email the teacher and explain you will be absent. You will be expected to catch up on missed work.
- Please remember to record your absence on Class charts by 8.45am so it can be picked up by attendance
- Microsoft Form for signing in and signing out can be found here - <https://forms.office.com/e/rYHXm0Z7pC>. Please remember that you must be signed in with your school email address. You also should go to Mrs Pasa to sign in.
- Year 12- please remember you should be still trying to sort out your Work Experience if you haven't already. Speaking to family member and family friends is the best way!

Upcoming dates:

- UCAS searches go live – 30th April 2024
- Parent Launch for UCAS- Friday 17th May 2024- letter will be sent
- UCAT workshop for Medicine, Dentistry and VetMed students- letters will be sent
- Year 12 PPEs- WC 24th June 2024



Reminder- Mobile phone and headphone usage in school



Dear Sixth Form,

Thank you to those students who have asked about the reminders over mobile phones in school. I wanted to write to make sure everyone was on the same page with regards to where and how Sixth Form should use mobile phones.

Please see below for clear guidance on rules over mobile phones and headphones that are specific to Sixth Form students and that do not apply to students in the lower school.

- Students may use mobiles/headphones freely within the boundaries of the Sixth Form centre (common room and study rooms).
- Additionally, students may use their mobile phones/headphones while sat down in the following designated study areas:
 - The Library
 - In TSS (both in booths and in the seating in the well of the Hall)
 - In the English block during lessons only
- In all cases when outside the Sixth Form centre, mobiles must be used for purposeful work. We recognise they are useful learning tools and so are keen to afford students their value. However, at no point should students' mobiles be used for anything other than productive work. This includes:
 - Social Media
 - Messages (text, WhatsApp, Snapchat etc)
 - Games
 - Casual internet browsing
- Sixth Form students will have their phone/headphones confiscated under the following circumstances:
 - Where a phone is seen or heard outside of the Sixth Form centre
 - Where headphones are visible (either in ears or around the student's neck) outside of the Sixth Form centre
 - Where a phone is seen or heard inside a designated study area for a purpose other than productive work
 - Where students are using their phone while walking around in a designated study area
 - Where headphones disturb others (teachers and/or other students) in designated study areas
 - Where phones/headphones are seen or heard anywhere outside of the Sixth Form centre during break time
- Please remember that phones should not be used during tutor time.

I hope this gives all Sixth Form some clear details on the use of mobile phones and headphones within the boundaries of the Sixth Form centre and in study areas.

Thank you everyone,
Mr Ging



UCAS



This week we have launched UCAS. The first stage of this is to visit the UCAS Hub where you will initially need to set up an account and then you will have a profile that is personalised to you. There are some excellent resources on the UCAS Hub which will make your journey into Higher education easier whether it be to University or Apprenticeships.

Next Steps:

1. Explore [Spotlight Courses](#) where you can get a taster of the different courses. This is also great for your Super curricular.
2. Watch [On Demand](#) to find out some further information about University and Apprenticeships
3. Shortlist courses you are interested in.
4. Book onto some open days for your selected Universities
5. Use [Unibuddy](#) to chat to students and get their perspective on University life.

Also well done to 8 of our Year 12 students who were successful in their application to the Eton Summer school. They will be spending time at Eton in their area of study during July.

Finally- I send an e-mail regarding a course to complete a TEFL qualification. A group of students have expressed an interest. If this is something you are interested in, please send me an e-mail and I will contact you with the details.



It's the final count down! As I've been walking around the site this week, it has been so good to see so many of you focussed with your revision and to hear from your teachers that you are engaging with them and bringing them revision questions – keep this up! Every investment builds up cumulatively!



In order to make the most of the final few weeks before exam season starts in earnest, here are my top five suggestions for you to keep on track and keep those stress levels healthy.

- 1) Keep your attendance high! Every lesson counts and your teachers will be going through meaningful revision strategies, skills work and content reviews. They are experts and invaluable to you as you get ready for the end game!
- 2) Use your teachers outside of lessons! See if they might be able to answer your revision questions at a mutually convenient time or to provide you with additional feedback on your exam practice.
- 3) Prepare for sleep! Don't just go to bed; start thinking about the routine that you follow to get the best night sleep possible. Disconnect and recharge!
- 4) Plan your time. If you control what you're doing and when, you'll feel much better about the final few weeks of Year 13.
- 5) Unwind. Cup of tea? Slice of cake? Gym? Music? Books? Whatever it is, build this in to your schedule.

If you haven't had a chance to respond to our Microsoft Form yet about the breakfast bar, then please do! We're going to be with you all the way!



1 YEAR PAID WORK EXPERIENCE SCHEME IN FINANCE FOR YEAR 13s WHO ARE NOT GOING TO UNIVERSITY OR ONTO AN APPRENTICESHIP & FROM LOW INCOME FAMILIES

We don't normally associate the NHS with Finance, but like any organisation or business, they will need to pay great attention to how they manage their finances.

So what is Finance exactly?

Finance is defined as the management of money and includes activities such as investing, borrowing, lending, budgeting, saving, and forecasting. There are three main types of finance: (1) personal, (2) corporate, and (3) public/government and the NHS will fall into this final type.

To find out more, and apply (by 24th May), visit this link. There are certain entry requirements which you will need to meet as this placement is for students from low income families only.

<https://tinyurl.com/38xmkeyw>

FOR STUDENTS CONSIDERING A CAREER IN ANIMATION, VISUAL EFFECTS AND GAMING



You can take part in an Undergraduate Taster Day with the specialist college Escape Studios on **Sat 11th May from 10am to 3pm** in North Greenwich. To find out more and book your place, click here: <https://tinyurl.com/y3wxchx7>



VIRTUAL TECH WORK EXPERIENCE DURING MAY HALF TERM

Dive into the tech and consumer goods industry with TCS | Virtual work experience | 28-31 May | 10am-3pm daily | Ages 14-19 | [Apply here by 06 May](#)

Are you ready to unlock your inner innovator and unleash your creativity and problem-solving skills? Deep dive into the heart of two powerful industries – consumer products and technology – with this exclusive virtual work experience brought to you by TATA Consultancy Services and TATA Consumer Products. During this week, you'll hear from experts in both industries, whilst at the same time gaining valuable career skills and learning how technology can help solve societal problems. Alongside webinars, panel discussions and masterclasses, you'll work on a project focused on designing a digital innovation aimed at addressing the issue of food waste in the consumer goods industry.



VOLKSWAGEN GROUP APPRENTICESHIP PROGRAMME

There are currently over 450 apprenticeships across the UK with Volkswagen Group which includes the 8 brands below. APPLY BY 16TH MAY. <https://tinyurl.com/36zfyvu9>

Roles include:

- Service Technicians
- Service Advisors
- Parts Advisors
- Parts Sales Executives
- Paint Technicians
- Panel Technicians
- MET Technicians



SKODA



VOLKSWAGEN
GROUP UNITED KINGDOM LTD
PAINT AND BODY



Commercial
Vehicles

And there are also opportunities with Jaguar Land Rover. Apply by 17th May

<https://www.jaguarlandroverretailerapprenticeships.co.uk/>



Are you interested in embarking on a career in the arts? Today's Career Zone outlines even more opportunities for young creatives, and what to consider on your journey 📍

What roles are available?

Artists & Illustrators: they may work through a variety of mediums such as painting, sculpting and digital. They sometimes create pieces in-house for an organisation, or get commissioned on a freelance basis.

Designers: such as [Product Designers](#), [Interior Designers](#) and [Fashion Designers](#). You could also specialise in a specific craft such as [Glass Designers](#).

Tech-based: these include [Animators](#) who make moving creatives for television & video games, as well as [Graphic Designers](#) who create digital art for creatives such as adverts. In the online space, there are also roles such as [Web Designers](#) and [Social Media Managers](#).

Art Historians: such as [Art Administrators](#) who are involved in the management of a cultural organisation, [Buyers & Collectors](#), and [Gallery & Museum Curators](#).

What skills do I need?

- **Analytical:** You may enjoy researching different cultures, styles and trends.
- **Self-motivation:** You're able to work independently when needed and set your own schedule. You are curious, imaginative and great at coming up with new ideas.
- **Problem-solving:** You can creatively construct a product or piece that's the right fit for its audience.

Uni or Apprenticeship?

University

Some students may need to complete a one-year foundation course to get onto an Art-related undergraduate course. You may also choose to study at a specialist college for your field, such as [Escape Studios!](#) There are also fully online courses available, such as through [The Open College of Arts](#).

Apprenticeship

Roles available might include content creators, such as photographers and visual effects artists, or craft professions such as bookbinding and watchmaking.

You could also train to become a museum or gallery curator through a degree apprenticeship.

What subjects should I take?

If you decide to go to university, Art, Design Tech, English, Media and Computer Science can all be useful subjects to study. You may be asked to provide a portfolio of your work.

To find out more about the Arts industry, please visit this website:

<https://tinyurl.com/yc2ps8rb>



UK-TEFL

PENCIL IN YOUR TEFL COURSE

for 2024

Our summer schedule is filling up!

UK-TEFL run Teaching English as a Foreign Language enrichment courses for students in schools across the country. Our courses are taught by exceptional trainers, all with extensive experience in teaching EFL in the UK and overseas.

Our courses can be delivered over 1-2 days or a number of shorter weekly sessions - we can work with your timetable to create the perfect package!

A TEFL course is ideal for students looking to:

- Enhance their UCAS statements and applications
- Explore the possibility of a gap year
- Participate in summer volunteering opportunities
- Obtain paid work
- Gain career-related key skills

Upon completion of the course students will be able to Teach English as a Foreign Language abroad, online, or privately in the UK. The course can be run in the classroom or live online. Minimum number of 8 students per group.



Reserve your preferred dates today and we'll send across some promotional materials for you to share with your students. If you do not reach the minimum number of 8 students, we will release the dates at NO charge!

Lessons From Auschwitz Project



Several of our Year 12 History students have taken part in *Lessons from Auschwitz* project provided by Holocaust Education Trust. The following message and article is from two of our students, Leila Meadows and Jayden Taylor .

'For our next steps as a part of our *Lessons from Auschwitz* project, we chose to write an article to explain, summarise and help people to understand the importance of remembering the Holocaust.

We have chosen to do this to make what we have been discussing over the course of the project (whether this was through online seminars, the modules, or our day trip to Poland where we visited the Auschwitz memorial and nearby town) clear to understand for people of all ages. We also believe that through attaching this to the school newsletter it will reach everyone. All the information and knowledge we have been provided with during this project has strengthened our understanding hugely. However, more widely, there is a lack of awareness due to a limit in resources that truly go deep into the history of the holocaust, such as through telling specific stories to humanise victims.

Through this article we will be able to share our experiences and knowledge that we have gained. We are extremely grateful for having the privilege to have had access to. Furthermore, by placing this in the newsletter, people will be able to consider and reflect on the information with little distractions. I think this is key when presenting information about the holocaust as it can be distressing for some and even personal. Overall, we think that this is a great way to spread the aims, messages and often overlooked or unknown information provided by the Holocaust Education Trust.'



This article may make you feel uncomfortable with the ease of which you live your life compared to those who were victims of the Holocaust and that is normal. For those who were relatives of victims and survivors, post generational trauma has been overwhelming. For those who were survivors themselves, survivors' guilt was and will be an ongoing battle for the 24500 Jewish holocaust survivors today. Ultimately, we cannot speak on behalf of all people who were affected but we can shed light on the event for generations to come. This article may also make you appreciate the opportunity, privilege and safety of which a lot of us are able to experience at present but be a reminder that this is never a guarantee. For the victims of the holocaust, the mass-genocide of their people was not planned or expected. We hope to remind you that life is not planned and therefore ease should not be assumed.

What is the Holocaust?

The Holocaust was the systemic, state-sponsored mass murder of “racially inferior” groups within Nazi occupied Europe. However, the persecution and murder of the Jewish population in Europe is often what we associate with the Holocaust. Within the 1940s as war raged on Europe, the German Reich seized land of multiple European nations. As a direct result of this we saw a continuation of key Nazi goals, these included the removal of the ‘**Untermensch**’. ‘**Untermensch**’ which translates to subhuman. Within Nazi ideology this term was used to categorise groups like the Jewish population as well as other groups including ethnic Poles and the Roma population. A key component of the LFA project is to humanise the victims of the atrocities committed by the Nazis and their conspirators. This factor is extremely important as we often hear discourse about the ‘6 million’ Jewish people who were estimated to be victims, but this article and the project aims to enhance this understanding through aiming to maintain the individuality of each of these victims. Whilst it is fundamentally true that millions of Jewish people were systematically persecuted and this should not be ignored as it places emphasis on the extent of the genocide, ultimately every one of the ‘6 million’ was an individual with their own thoughts and feelings, family, life and plans for their futures which were cataclysmically ripped from them primarily due to their religion.

It is important to note that for the Nazi's it did not matter whether you looked, sounded, acted or had family that were Jewish - the slightest notion of Jewish affiliation was enough to be regarded as subhuman. This fact is often overlooked when we reference the Holocaust. In contemporary society we see an alarming rise in holocaust denial and since witnessing the cruel and inhumane nature of both camps (Auschwitz I and Auschwitz-Birkenau) it is evident that the Holocaust was organised in a manner we can only compare now to a slaughterhouse used for animals. It took a lot of time and thorough planning to carry out something so extreme. The overbearing fact that our fellow humans were treated like animals forces us to bear the question: How was this possible? And why was it acceptable? How can one look at another human in the eye and decide that because of religion they must not be human?

Our trip to Poland

The visit to Poland was an extremely polarising experience which enhanced both our understanding of the Holocaust as a historical event but allowed a connection with the structural and intense psychological damage done to the surrounding areas of the camp and its people, like the town of Oswiecim. Oswiecim is a town that neighbours both camps and was historically a haven for Jewish people in mediaeval Europe. Prior to the holocaust, the town was known for its markets however, following the trauma of the war combined with the mass murdering of Jews, the same alacrity was never reignited. Jewish settlement in the town began in the 16th century with the community being over 400 years old. The beginning of the 20th century was a period of affluence for Jews, with factories producing paper and chemical products. A strong representation of the thriving Jewish community can be seen through The Great Synagogue. The synagogue was a pivotal point for the Jewish people of the entire city. It was positioned in between two town churches - the symbolism of this placement is a key factor in explaining the ability for Jewish people to co-exist and inhabit the town without facing strong discrimination or alienation. The synagogue was built around the year 1588 and was the first building to have electrical lighting installed in the city; these were first turned on in 1925. Nevertheless, the building was demolished by Nazi soldiers on the night of the 29th of November 1939. Later in 1941, its ruins were demolished, and the same area was used to build air-raid shelters. Before WWII, more than half of the town's population was Jewish and there were around 20 synagogues in the city itself. The vast contrast in pre-war and post-war town life highlighted to us the horrifying Nazi aim that was to eradicate anything that could be associated with Judaism whether this was the people, symbols, architecture or traditions. It also emphasised the life that Jews lived prior to the destruction which further helped us to humanise the individual victims who had lived successfully for many years within the town and other later Nazi-occupied regions.

We then visited Auschwitz I which is the main memorial for the victims of the Holocaust. Prior to visiting Poland, we had both been told by multiple people who had also visited the camps that the pile of victims' shoes and hair were extremely distressing. Although this was exactly the case, no number of pre-warnings can guard you from the atmosphere of the camp, the overbearing quietness and the extreme lack of life that you are immediately faced with. The part of the memorial which we both felt hugely saddened by was the drawings on the walls of a room in the camp where a lot of the young children ended up. The drawings could have been made by any child, of any religion with a strong future ahead of them. Yet, most of these children never left the camp and had their potential stolen from them. When we visited both camps, we were frequently reminded of the fact that we were able to leave, a lot of the people who entered the camps never left them again. Many of those who did, merely entered another camp or excruciating forced labour. The privilege at which those who visit the camp hold is evident in every aspect of the trip. Each drawing could have been drawn by an individual child or multiple, and although there is no way to identify who drew what, they do allow us to humanise the young people who were unaware of the situation they were in and from this we are able to humanise their families and even those who observed them drawing. All remnants of the destruction have a significant history that assists us in humanising the victims of the holocaust instead of associating them with only a number.

Auschwitz-Birkenau was an expansion of Auschwitz-I and was fully operational by March 1942. Many people have a misconception regarding 'Auschwitz' as a singular large camp, this is wrong. The name Auschwitz comes from the German translation of the Polish town of Oswiecim, in German annexed Oswiecim the Nazi regime built 3 different camps surrounding the town - Auschwitz I, Auschwitz Birkenau / Auschwitz II, and Auschwitz Mankowitz / Auschwitz III. Auschwitz Birkenau is the camp responsible for many of the atrocities we hear about in the media, historians estimate that 1.1 million people were murdered at Auschwitz (all 3 camps) with the majority of these most likely to be at Birkenau. Birkenau had 4 large gas chambers which could hold 2,000 people at a time, to put that into perspective Furze Platt has roughly 1,500 students. Birkenau was an instrument of mass murder and when toured we were shown a barrack where up to 400 people would be expected to live in. The barracks were extremely small and only comparable to horse stables, this highlights the inhumane treatment of prisoners at Birkenau; prisoners were subjected to long and gruelling work with little to no nutrition. Birkenau holds such a deep-rooted history with overly menacing architecture, one example of this is the infamous 'death gate' where prisoners were removed from trains and began informal and formal selection. Selection was the process in which those disembarked from trains were selected to either work or be immediately sent to death, this well organised and machine-like nature of the camps. This brings me onto my next point as we often forget that whilst the victims of the mass murder were individuals, so were many of the perpetrators. The Holocaust was a scheme of mass systemic persecution but without organised participants doing their roles this would have been impossible, so we often ask the question why? Why did people participate in the systemic persecution in Nazi controlled Europe? Ultimately, in the same nature that every victim was an individual, every perpetrator was too. This idea that humans can subject others to such brutality is a harsh reminder for you and me to remember that events like the Holocaust are man-made; and whilst Auschwitz-Birkenau was a mass 'enabler' in the Holocaust, it is also a mass 'enabler' in allowing past, present, and future generations to ensure the horrors seen in Birkenau are never repeated. The silence within Birkenau says more than any article or publication could.

Humanising victims: Telling experiences of the Holocaust.

We later listened to Eva Clarke (a survivor) speak about how her and her family were affected by the brutal persecution faced by millions of Jewish families in Europe under the Nazi regime. Eva Clarke spoke about the extensive hunting of Jews in central Europe in the time of holocaust and the very personal story of her family's struggle to live in Europe at this time. Clarke was born in Mauthausen concentration camp in 1945, only a few days before its liberation by American soldiers. Whilst visiting Auschwitz Birkenau it was mentioned how many women and children were immediately sent to gas chambers and were murdered, luckily for Eva Clarke and her mother the chambers at Mauthausen were bombed only days before by Allied forces in addition to the fact her mother had observed pregnant women's children being taken away from them and decided to hide her pregnancy. This was easier due to the high level of malnourishment.

Eva Clarke is a unique person who was one of many unique people who were seen by a cruel regime as 'undesirable' due to her/herself/families' religion. Her key message to our group was to always respect others no matter who they are or what they believe, this message is vital to contemporary society as the social divide between groups slowly grows. Eva Clarke has received a BEM (British Empire Medal) for her amazing and longstanding commitment to Holocaust education. Whilst Eva now produces a positive outlook regarding her family and their lives, we are also told the brutal nature of which her father was murdered only a week before Auschwitz-Birkenau was liberated by soviet forces. Eva's family story was one of uncertainty and ultimately extremely rare experience; her mother survived three separate camps - Theresienstadt, Auschwitz-Birkenau and Mauthausen. Therefore, we must remember that this is only one experience out of the estimated 6 million.

Despite many stories following the holocaust being one of tragedy, no two experiences were the same.

Irma Klipstein, her husband Leo and daughter Ursula were Jewish and living in Germany as tension began to rise throughout Germany and political instability became apparent. Taking precautions the family fled to Belgium before the war began and were hidden by a family as refugees for two and a half years. However, when Belgium became Nazi territory, the family betrayed them. Ursula was able to quickly escape to a nunnery, where she was looked after, but like most, her parents weren't as lucky. The Klipsteins were sent to Mechelen transit camp where they were waiting to be moved to Auschwitz. One evening, a Nazi culture evening was set up in the camp and Irma was forced to read a poem commemorating the Nazi's and the duties they were fulfilling. One of the officers working at the camp recognised Irma's accent and realised that they were from the same part of Germany. The officer took both Irma and Leo off the list to go to Auschwitz and as a result they remained in the transit camp for the duration of the war. After the war, Irma and Leo were liberated from the camp and able to reunite with Ursula who had remained in hiding waiting for the war to be over. From here they were able to live the rest of their lives as a family.

Despite this story having a happy ending we must ensure that we understand that although there are a few stories with happier endings, the vast majority did not have this. Fundamentally, every victim's story is different, yet we cannot assume that they all ended tragically. Both these stories hold individual aspects and unique experiences that society often overlook when referencing the holocaust and the 'six million' Jewish victims. The Holocaust education trust aims to change this through humanising victims.

Written by Jayden Taylor and Leila Meadows.

Our school communication systems within the Sixth Form

The following platforms and systems are used across the school. Please get in touch (sixthform.admin@furzeplatt.net) if you have any issues with these systems.

- Parentmail – this is how information about the school will be communicated home and acts as a payment platform for trips etc.
- Classcharts – this is an attendance and behaviour monitoring tool and the only way to report absences. This must be done by 8.45am daily.
- Go4Schools – this is how reports will get home about working at grades, attitude to learning and predicted grades.
- Parents' Evening booking system – this will go live nearer the time of parents' evening and we will be in contact with regards to this.

