



THE TORCH

The Student Newspaper of Wath Academy

Volume 97, Issue 6
July/August 2020
"Meliora Spectare"
wathacademy.com/torch

[f](#) [t](#) [i](#) @wathacademy

MANVERS LAKE SAFETY TIPS

Image removed due to licensing restrictions

By Emily Rodgers, Year 8

With this warm weather, and lockdown starting to ease, many people flock to our local lake, but those that jump in to cool off are partaking in a very dangerous activity. Here is a lowdown of some dangers associated with Manvers Lake.

Even if the weather may be warm, the lake isn't always. The sun may have warmed up the surface of the water, but the deeper you go, the colder it gets, meaning you could still go into shock, which can render you unconscious, especially if you jump into deep water. This could lead to hypothermia and possibly drowning.

The islands may look close to the edge of the lake, but they are actually quite far away, depending on where you swim to and from, it can be anywhere from 50 to over 300 meters away from shore, and just because you can swim there, doesn't mean that you can swim back.

Many people walk in the edge of the water, believing it to be risk free, as it isn't deep, but under the surface, there are freshwater mussels. These are small and razor sharp, and if you are unlucky enough to step on one, the injury can be severe enough to need a

hospital visit. They grow on rocks and many other places in the lake, so if you are walking in the shallows of the water, always wear shoes!

You might be able to see the bottom of the lake in some spots, but the centre of the lake is over eight metres deep, and it can drop very suddenly, leaving you out of your depth and possibly stranded.

One of the most recent additions to the lake has been a pontoon, which is used for safety purposes and launching large boats. However, it isn't being used currently and a gate has been fitted over the entrance to try to stop people from using it. However, this has resulted in people jumping in further around the edge of the lake, then swimming up to it. Some have been attempting to swim underneath the pontoon, which is highly dangerous.

So, remember, if you are planning a trip to Manvers Lake to make the most of the summer sunshine, ensure you are responsible and treat the lake with respect. Don't do something silly that you might regret later, and remember, even if you do something without consequences, your behaviour might encourage someone else who might not be as lucky.

Have a wonderful summer!

Message from the Principal

9 July 2020

Dear Parent / Carer

As the formal end of the school year is almost upon us, it is an appropriate time to reflect on the past school year and, in particular, the challenge that has been presented by the Covid-19 pandemic. The school has had to respond in a unique way. I am delighted that we have been able to remain open throughout the pandemic, including holidays, in order to offer a provision for our most vulnerable students and for the children of keyworkers. This has been supervised by staff volunteers, who have been attending the Academy throughout this time. In addition, we have continued to set work remotely for all students via the Show My Homework (Satchel: One) app.

More recently, we have been delivering live lessons through Microsoft Teams, initially to Years 10 and 12; however, I am pleased that we have now been able to extend that provision to all year groups. At the same time, we have endeavoured to provide a regular contact with the Form Tutor, including a continuation of our involvement in *Votes for Schools*.

In the last few weeks, we have seen the return of Year 10 and Year 12 students to the school site: initially to provide the opportunity for a progress and welfare check for each student, before then inviting these students back into classrooms, where there has been further support for remote learning, careers information and advice on study skills. Of course, throughout, we have had to follow closely the advice from government and Public Health England in terms of what we have been able to offer to students to ensure safety remains our first priority.

But let us also not forget the achievements of our students earlier in this year – the concerts, Movement Evening, dance shows, drama productions, sports successes and DoE expeditions that, amongst others, have given the Academy the opportunity to celebrate the wealth of talent of its students.

Show My Homework (Satchel: One)

I am very pleased to report the very high level of interaction that our students have been having with work set through Satchel: One. Last week, for example, 89.2% of



all Year 10 students used Satchel: One and 91.2% of Year 12 students. Of course, both Year 12 and Year 10 students continue to prepare for external exams in the summer of 2021. The average use across all year groups was 85.2%, with the 89.7% in Year 9 being particularly pleasing. Academic and Pastoral Year Leaders have been contacting home for students in all year groups where work has not been accessed on a regular basis. Alternative arrangements have been made for Year 13 and Year 11 students, where taught courses have been previously completed. In Year 13, we have made available packs of material for students to pursue their chosen course / subject beyond the sixth form and for Year 11, materials in subjects they might wish to pursue in Year 12. I am pleased to report that all these continue to prove popular with students in their respective year groups.

Hegarty Maths

'Hegarty Maths' is a vehicle that the Mathematics Faculty uses to provide practice for students in answering Maths questions. Last week saw students making further advances in their use of this opportunity. We have sailed past the 700,000 questions mark for this academic year, answering a total of 19,619 questions last week. This placed us in the top 10% of all the 1,664 Hegarty schools for questions answered last week and for the total for the year.

Staff Changes

As always, the end of year brings some sadness as we say goodbye to staff who are leaving to take up new posts elsewhere, for promotion or relocation, and also to

pursue other avenues. I would like to take this opportunity to thank them all for the positive contribution they have made to Wath Academy and wish them every success in their future careers. Two colleagues are retiring from our teaching staff. Julie Shaw has supported students for many years in her roles as Deputy Head of Sixth Form and Higher Education Coordinator, as well as a Psychology specialist. Many students over the years have benefited from her guidance in the university application process. Steve Harper is also retiring. A former 2nd in the Maths Faculty, with a responsibility for A-level Maths, Steve has also guided many students over the years into successful GCSE outcomes. We very much appreciate all they have done for the school and wish them well for the future - we wish both colleagues a long and happy retirement.

The school has made a number of new appointments for September and I am delighted to report that the school is fully staffed in preparation for the new year, with subject specialists in every area: an advantageous position to be in, in comparison to many schools across the country.

Current Year 11 and Year 13 students

Results Day for Year 13 students is Thursday 13 August.

Results Day for Year 11 students is Thursday 20 August.

For both Results Days we are currently hopeful that students will be able to attend, in person, to collect their results. Details of how we can do this safely, for both students and staff, is still being considered and will, of course, embrace government guidance regarding social distancing and other safety precautions. Heads of Year will provide further details of exact timings and the details for the safe movement of students around the site.

The Department for Education (DfE) has previously outlined how students will be awarded a 'calculated' grade. The exam boards are combining information from schools with other relevant data, including prior attainment, to produce a calculated grade for each student in each subject. The DfE will also aim to ensure that the distribution of grades follows a similar pattern to that in other years, so that this year's students do not face a systematic disadvantage as a consequence of these extraordinary circumstances. In terms of a permanent record, the grades will be indistinguishable

from those provided in previous years.

Year 11 Prom & Y13 Summer Ball

Although the initial bookings for these events had to be cancelled because of the continued uncertainty over when social distancing measures might be relaxed, please be aware that we have every intention of creating the opportunity to celebrate with our two respective 'leaving' year groups, who will be finishing their latest key stage with us, as soon as we possibly can. Respective Heads of Year will be contacting students with a proposed date, in order to confirm that the demand remains, given these continuing unprecedented times.

New School Year

We are hopeful that all students will return to the school building in September. This is the current government intention and we are working hard with other colleagues across the Trust and the Local Authority to ensure we can allow students to return in as safe a manner as possible. More details will be shared with parents during the summer holiday. The current thinking is that there will be minimal change to the start and end times to the school day but that we will be working to create separate 'bubbles' of students around their entry/exit points, the classrooms they use and where they might spend break and lunch time, in order to minimise the mixing of students, especially across year groups.

It will be more important than ever before that students are punctual in the morning to give time for a smooth movement to tutor bases over such a large site. The expectation will therefore be that every student is in the school building by 8.25am every morning.

I would like to mention some slight changes to the school day from September. Next year, there will be six fifty-minute lessons per day, with two lessons between tutor time and mid-morning break, two lessons between break and lunchtime, and two further lessons in the afternoon. Break and lunch will remain the same length as before.

Parents have previously indicated to us how important it is that we are consistent in our application of the Academy uniform policy. To that end, please do take the opportunity of checking the Uniform Policy on the website, in good time before September, so as to ensure students are fully compliant with the detail of the policy. This will then avoid students having to go home to

change or having to change into an item of uniform provided by the school.

Thank you to all who have already visited the school to collect the new school skirt, which will be the only skirt that may be worn from September.

School Gateway

I have previously written about the launch of a new smartphone school–parent communication app called School Gateway, which will become a central hub for our school-home communication. Once you have access to the app, you will be able to:

- receive messages in a similar manner to WhatsApp
- see your child’s timetable
- see the contact information we hold about you and notify us if that information is incorrect
- access key links and online services such as Show My Homework, ParentPay and the School Calendar
- access your child’s reports.

The School Gateway app will work on Apple and Android devices, and is also accessible through a web browser on tablets, laptops and desktop computers.

However, initially, we need to check that the data we hold regarding students and contacts is up-to-date. This is important under General Data Protection Regulations (GDPR) but will also ensure that the roll-out of School Gateway goes smoothly. It is important please that the form that was enclosed with the earlier letter is completed accurately and returned to school in the stamped addressed envelope previously provided. Thank you for the very large number of returns already received. If you feel you have misplaced the original form, or feel you did not receive one, please do let us know via Reception at school and we will send out another copy of the form for completion.

Once our records are up-to-date, we can send out further instructions on how to register for School Gateway.

Supporting Mental Health & Wellbeing

This remains an unsettling time for all members of our community, but you may be additionally worried about your child's mental health and emotional wellbeing at this time. If you are concerned about your child, you can receive an initial telephone call to

discuss your concerns further; please email the Academy, stating ‘Mental Health and Emotional Wellbeing Support’ in the subject line. If you have any other concerns about your child, please contact the Academy directly using one of the following e-mail addresses:

enquiries@wathacademy.com;

pastoralteam@wathacademy.com;

safeguarding@wathacademy.com

Conclusion

In an academic year that that has ended with its own particular challenges, I conclude my final contribution for *The Torch*. I feel very privileged to have had the opportunity to serve the school over these last 17 years, with the last 4 as Principal. After 38 years in the teaching profession, I have been delighted to finish my career at such a great school. I have been very fortunate to have worked with such excellent staff and governors, who remain committed to our students having the very best educational experience. I am very pleased that I am able to pass on the leadership of the school to the new Principal, Mr Ransome and, of course, to Mr Jackson, who continues as Executive Principal.

Thank you for your continuing support - we really have appreciated your efforts in supporting the continued learning of students at home whilst the current arrangements have remained in place.

Finally, despite the remaining uncertainties during the wider reopening of society, I do hope that you are able to enjoy a happy and relaxing summer holiday, even if it is spent closer to home than you might have originally intended.

First Day Arrangements (Wed 2 September 2020)

Details will follow regarding the arrangements for the return of students at the start of the new school year. We continue to work on these plans in line with current government guidance.

Yours sincerely

J Taylor

Principal

Meet the Head Boy and Head Girl

Alex McEwan (Head Boy)



I made the decision to come to Wath Sixth Form as I wanted to build on the positive changes that I had made in recent years and to make further progress in my education. In my younger school years, it would be fair to say that I had a less than exemplary record. However, as my GCSEs approached, I realised that anything other than 100% commitment would not enable me to reach my full potential.

Wath Academy Sixth Form is a place where I feel confident and able to achieve anything. I am determined to get the grades I need to go to university and lead a happy, healthy and successful life. I chose to study the Diploma in BTEC Sport, Product Design and the Extended Project Qualification. I enjoy 'doing' and the practical nature of my subjects suits the way I learn best.

Becoming Head Boy quickly became an aspiration of mine as I wanted younger students to see that with the right growth mindset and setting yourself the highest expectations, anything is possible. It is humbling that my teachers and other students voted for me to become Head Boy. I certainly do not take their support for granted and throughout the year I aim to repay their faith and make a positive contribution to school life. I look forward to the year ahead and am proud that I will be part of the rich history of Wath Academy Sixth Form.

Millie Birch (Head Girl)



I have been a student at Wath since Year 7 and have continued into the Sixth Form to study A-level Biology, Psychology and BTEC Dance Extended Diploma. I am delighted to have been appointed as Head Girl as I want to contribute to the wider school community and work with Senior Leaders within the school in order to represent the opinions and views of students at Wath. Also, I wanted this responsibility because I believe I have the qualities needed in order to succeed in this role. I want to encourage students to embrace our key drivers including "Never give up" and inspire younger students to be resilient, hard working and determined and who always try to be the best version of themselves.

In 2018, I had life-changing surgery in Philadelphia, United States to prevent a serious spinal condition progressing to the point where it might jeopardise my dancing aspirations. Unfortunately, this resulted in me missing two months of school at the end of Year 10. However, with my determination, positive mindset, and commitment to my studies, I achieved 8s and 9s in my GCSEs. This meant that I had exceeded my GCSE target grades by 2-3 grades, which is something that I am very proud of.

I am so grateful to have been voted Head Girl and I am very excited to be involved in making positive changes at Wath Academy.

Latest News, Opinion and More:

Face Masks: who, what, when, where, why and how?

By Laura Rodgers, Year 12

Disclaimer: This article was written on 26th June 2020, and all of the information provided was correct at the time of writing.

Following recently introduced government legislations, there have been lots of conversations in the media about face masks, but many of these conversations have created more questions than answers like... what exactly is a face mask, when and where do you have to wear one, what do they actually do and how can you make and safely wear one?

Thankfully, these are all questions I can try to answer!

At the start of lockdown, I started to sew masks for my family and friends in order to try to keep them safe during the pandemic. This made me think, how can I help others stay safe and help the NHS at the same time? This is where my idea to do a fundraiser started. Inspired by fundraisers on the news and on social media as a result of the pandemic, like Captain Tom's 100th Birthday Walk for the NHS, I started my fundraiser with the goal of maybe raising £35 by making and selling affordable masks for those who needed them, with all profits made going directly to the NHS. But as of writing this article, I have raised almost £250 for NHS Charities Together and have provided over 100 masks to families, key workers, and local businesses. This fundraiser has been one of the most rewarding things that I have ever done, and I wanted to share everything that I have learned with you so that you can stay as safe as possible as the world begins to return to normalcy.

Regarding the new legislation, the government has declared that masks must be worn on all forms of public transport; passengers who do not wear them may not be allowed to get on and could face a fine. Hospitals also strongly recommend wearing a mask when attending for any reason. Many doctors have called for stricter rules surrounding the wearing of face coverings, but the government is not currently adhering to this recommendation.

Now the second most common question – what exactly is classed as a ‘face covering’? A face covering is a tightly fitting piece of fabric that can be used to cover the nose and mouth in order to prevent the spread of disease between people, especially those in close proximity. It has been proven that whilst homemade masks are not as effective as medical grade ones, they do still provide more protection from transmission than wearing no mask at all, and filters can be added that further enhance their effectiveness. Surgical masks and medical grade N95s should be reserved for frontline and key workers who are the most at risk, so making your own is probably your best bet when it comes to protecting yourself in a way that doesn't negatively impact others. Patterns and instructions for sewing masks can be easily found online, but not everyone can sew or has access to the materials needed to make some of the more complex masks, so there are also plenty of no sew alternatives. This BBC News article gives detailed instructions on how to make a range of masks based on what you have available: <https://www.bbc.co.uk/news/uk-52609777>.

Making and wearing masks is a great way to protect yourself and others, but you also have to know how to wear them correctly and how to treat them before, after and between uses. Masks should be made of at least two layers of fabric and should fit well around the nose, under the eyes and under the chin. If there are any gaps around the edges of your mask, it renders it effectively useless and will not provide any protection. The mask must also cover your nose, not sit below it. You should always wash your hands before putting on and removing your mask and you should thoroughly wash and dry your mask between uses so that any pathogens present are killed. The World Health Organisation has published an in-depth resource about face masks and how to make and use them in the most effective way possible: <https://www.who.int/emergencies/diseases/novel-coronavirus-2019/advice-for-public/when-and-how-to-use-masks>.

I hope this has provided some more insight into a topic that has been very poorly handled by both the media and the government, and that this information helps you to stay safe during these uncertain times.

Wath Students Have Their Say!

If I could cure one emotion, what would it be?

By Bella Todd, Year 10

If I could cure any emotion, I would cure pain. It is one of the worst feeling you can feel and it can be caused in so many ways, both mentally and physically.

Pain is passed from one to another through unkind words, which results in falling outs and results in you being alone. Without it, people would stop trying to hurt others. Even if they didn't like someone, they wouldn't be saying anything horrible behind their back or to their face.

Pain leads to people over-thinking. When people are alone, they start to question things, such as, 'why did they say that?', 'why did they do that?'. They go round in unhealthy loops, thinking the worst. Pain in past relationships also causes people to distrust the next person that comes along. Pain stops them from opening up, scared that if they do, they will get hurt again.

If pain was removed from the world, it would be a happier place. When people feel pain, they are more likely to give up on anything and everything. Pain stops people from achieving their dream. Everyone would get a better chance at doing the things they wanted, as fear of failure wouldn't put people off.

However, with pain comes healing. People get stronger after the pain has gone. But maybe if the pain wasn't there to start off with, there would be no need to heal.

An example of hurting each other can be clearly seen in the past weeks, where there have been protests about how about everyone should stop throwing negativity and unkindness towards black people and that black lives matter. What a fraction of people do is horrible. They are causing pain. If people just put aside colours and focused on the fact that they have the same qualities and values as each other and that their bodies are made the same, people could get on and stop trying to cause pain wherever they go. Like I said, it would be a better place if people would stop causing pain to others, because even it if was just one thing someone said, it could throw another over the edge.

Now, I know that some people would feel like pain is needed to learn and to grow, and for some people that can be the case. But wouldn't it be better if you could learn through different ways than getting hurt?

Some people may also think that without pain and the worry of pain, that life would be boring. Some may argue that without pain, people won't appreciate happiness as much as they would if there was pain right around the corner to take it away from you. That people wouldn't get the thrill of 'if you do this, you could get hurt.' However, there are more ways you can make your life exiting.

A few could also say how if there wasn't pain, then heaven wouldn't be as rewarding. People who have gone through bad times and helped people all their lives and still recovered themselves, are the ones more likely to go to heaven, and that would be their reward. But what if heaven wasn't the prize, what if the real award was ensuring that every soul in this world was happy and not one of them was hurting?

Magic ATM!

By Amelia Radojevich, Year 7

When bank customers in Texas went to withdraw their money out of a cash machine, instead of getting \$10 they got \$100! Word quickly spread, resulting in long queues of people wanting to have a go at using the ATM. This caused unsettlement and fights for the usage of the machine.

As a result of this, the police were called and they had to block off any access to the ATM until further instruction to open again.

Image removed due to licensing restrictions

This all happened because when the cash machine got refilled with money, the \$10 slots and the \$100 slots got mixed up with each other, leaving people with more money than expected.

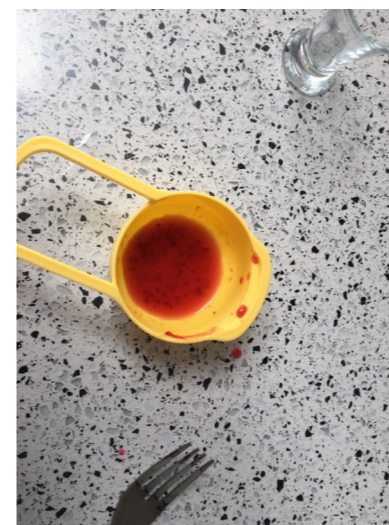
Learning in Lockdown: Amazing Remote Work

Wath Academy may have been closed to many students over the period of lockdown, but that does not mean learning has stopped! Here is a small selection of the many pieces of amazing work that staff have received remotely over the last couple of months. To see more, follow Wath Academy on [Facebook](#), [Twitter](#) or [Instagram](#)!

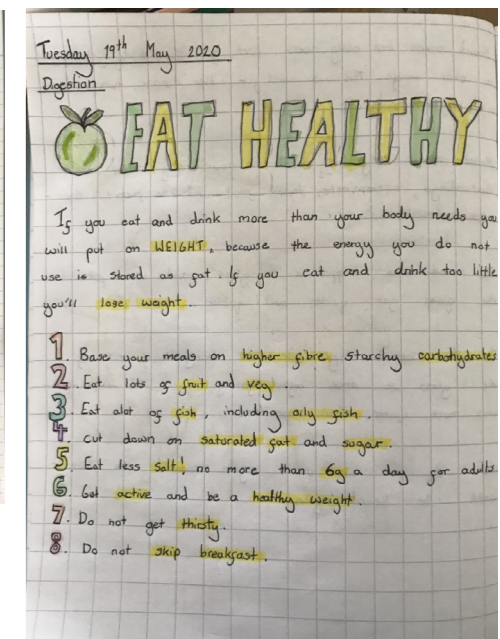
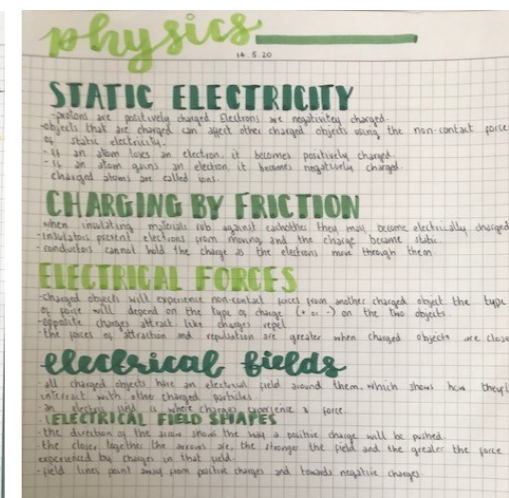
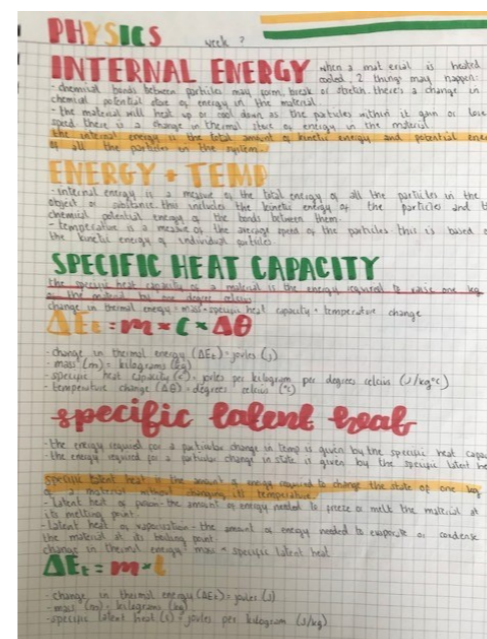


Wath Academy's Grace W in Year 8 has been keeping busy in lockdown with some amazing artwork (see image left and below, left). When Grace submitted her work to Blue Peter, she won a Green badge (see below, right) for her work on her art and creative upcycling of materials.

Congratulations, Grace!



Above: No science lab? No problem! Finley P demonstrates how Chemistry can be done from the kitchen.



Jasmine D brings a splash of colour to Physics notes (to the left and above); Isabella H's brilliant guide to the Human Digestive System (right).



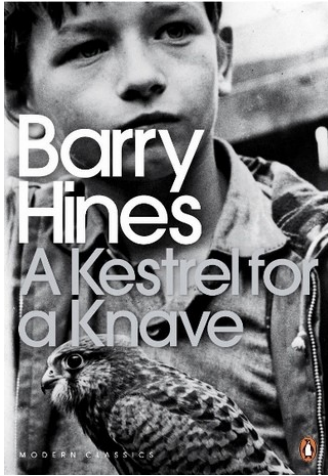
Above and right: Year 12 Spanish student Ana Rocha-Lawrence produces a step-by-step tutorial for making the perfect tortilla—yum!

Above: a mouth-watering 'Paisana' tortilla cooked by Year 12 Spanish student Matthew Saxton in order to learn more about Spanish traditional culture and the imperative tense.

Stories We Love from English

A Kestrel for a Knave by Barry

Hines



Reviewed by Amelia-Summer Radojevich, Year 7

A Kestrel for a Knave, also known as “Kes” (due to the film based on the novel), was set in Yorkshire in the 1960s. The book unravels the tale of Billy Casper (school boy), Jud (his older brother) and the hawk Kes.

After family troubles, Billy needs a companion for life. Billy trains Kes to be a real life bird of prey. All the book is written from Billy's point of view and shows how difficult it was to escape from the miner's life at this period of time.

After reading this book in class, I would recommend children aged 10 and upwards to read the book. Barry Hines successfully captures the local accent and dialect in the way he writes the dialogue, but this can mean it is hard to read and understand what's being said at times.

I would rate this book out of five stars:



THE TORCH Journalists

This edition was produced by Amelia Radojevich, Isobel Clowrey, Maxton Hutchinson, Emily Rodgers, Isobelle Fenton, Grace Clowrey, Molly Hammerton-Woodhouse, Emily Balais, Laura Rodgers and Miss Taylor. Thanks also to Bella Todd, Miss Taylor, Mr Bishop and Miss Perry, and all the unsung heroes from various teaching department who support from behind the scenes each edition!

If you are interested in helping to produce THE TORCH, please find Miss Taylor in F30 after the summer holidays.

Greek Myths

Benjamin Smith, Year 7

Year 7 have been reading a number of Greek myths over the Summer term.

Personally, I thought the myth of Hercules was a very interesting story. My favourite part of it was

when Hercules became friends with the Amazon warriors, because the

Amazon warriors are very skilled and feared warriors and for them to become friends with someone because they might need them for war says how skilled Hercules is.

The part I did not like is when Hera made Hercules kill his family, because it is just cruel for a man that has not done anything to you to make him kill the people he loves dearly.

The part I was most confused at is when Hercules managed to redirect the stream to give the animals fresh water because I do not see how one man redirected a full steam to a stable—however, I suppose to shows just how strong Hercules really is!

If you have never read a Greek myth, then why not check one out over the summer? They're short and really fun to read, and you might find some interesting connections to other books and films you have seen. For example, did you know that the three-headed dog in *Harry Potter* was originally a character in the Greek Underworld? Or did you know that Medusa in *Percy Jackson and the Lightning Thief* actually comes from a Greek myth, too?

You can find lots of Greek myths for free at websites like: <https://www.storynory.com/category/myths/greek-myths/> where you can even listen to recordings!

Image removed due to licensing restrictions

Library Updates

In May, the school library acquired an amazing selection of eBooks and audiobooks through Wheelers Eplatform. All students can access these, either via an app, or by visiting the school library web page on the Learning Platform; there are instructions on Satchel One, under "Tutor Activities".

Over 200 students have already borrowed or reserved items, with the most popular being *A Wrinkle in Time* by Madeleine L'Engle, and *Wonder* by R.J Palacio. There are around 1,000 to choose from, so there's sure to be something for everyone to enjoy.

The approach of the summer holidays sees the return of the library's reading challenge, "Book Bingo". Why not give it a go and see how many challenges you can complete? Just print off the "Book Bingo" below and then cross off each one as you finish it. Return it to the library after the summer holidays, to show off your achievements.

Let's see how many of you can get a full house!

Book Bingo

How many of the reading challenges below can you complete? Cross off each square as you finish the task.




Read an autobiography.	Read a funny book to make you laugh.	Read aloud to someone else. E.g. a parent, a younger sibling.
Read a book that has been made into a film /TV show, see how they compare.	Read a news article.	Read a book about a person or place in history.
Read a book written by an author you've never tried before.	Read a recipe – maybe try it out (remember to ask permission from your parent/carer).	Read a magazine or comic.
Read a poem.	Read a non-fiction book.	Listen to an audiobook.

Book of the Month

Beauty Sleep by Kathryn Evans



Reviewed by Grace Clowrey, Year 9

Beauty Sleep is a sci-fi thriller by author Kathryn Evans. When Laura wakes up in a London clinic, she doesn't know who she is – even though everyone else does.

Laura was dying, and there was only one option left: she was cryogenically frozen until she could be cured. Waking up forty years later, can Laura carry on with her new life, while investigating what happened to the old one?

Why does no one come to visit her? How does she know Miss Lilly, the mysterious owner of the clinic? And most importantly, can a girl from the 80s adapt to such a futuristic, tech-reliant world? All these mysteries and more will be answered in this thrilling read.

Kathryn's debut novel, *More of Me*, won the 2016 Edinburgh International Book Festival First Book Award - the first Young Adult novel ever to do so - and the SCBWI Crystal Kite Award, and her new book is just as praiseworthy.

I found this darkly twisted book extremely gripping and couldn't put it down. It was a rollercoaster of twists and turns, with some shocking reveals. I would highly recommend this book and hope that you will consider reading it while we're stuck in lockdown!



Entertainment in Lockdown:

Magic the Gathering

By Maxton Hutchinson, Year 8

Magic the Gathering is played by an average of 20 million people around the world and involves building and battling with decks filled with many different creatures. The card game was created in 1993 by Richard Garfield. Most cards have a line of “flavour text” to pull you into the magical world of MTG.

In Magic the Gathering, there is a card called mana, which you need to use any other card. There are five types of mana in MTG: islands, swamps, mountains, planes and forests. The amount of mana needed varies from card to card, depending on abilities and strength of the card. For example: a 1/1, merfolk, with no abilities may only need 1 island to summon to the battlefield where as an 8/8, leviathan, with islandwalk and only flying and island walk can attack may need 3

Image removed due to licensing restrictions

Image removed due to licensing restrictions

islands and 5 others.

There are many fantasy creatures brought to life in the world of Magic the Gathering, whether it be elves, hydras, merfolk or maybe something that already exists like bears, snakes or even humans. Whatever’s your cup of tea, it’s most likely there.

In MTG, to win, you can't just rely on the power of your creatures to defeat your opponent. You also need the power of instants, sorcery, enchantments, artefacts and artefact-equipment. Many cards can strengthen your creatures, saving them from near death, such as artefact-equipment. Others can reduce

your opponent's life, such as “lava axe”, which deals 5 damage to target player or planeswalker. Instants are one of the most useful cards in MTG, as they are the only card that can always be played during another player’s turn to possibly counter a spell, such as a card called “cancel”.

There are many ways to play Magic the Gathering: commander, arch enemy, 2 headed giants and the game can be played with 2+ players.

MTG was the start of many other card games created after it like Pokemon in 2011 or Yu-Gi-Oh in 1999.

The Best James Bond Movies to Watch During Lockdown

By Isobel Clowrey, Year 7

Here are the top films in the Daniel Craig collection, which will help fill your hours with thrilling drama and



suspense.

Casino Royale (2006)

(Rated 12A) Bond has just earned his 00 status - and a licence to kill. Secret Agent James Bond - 007 - has just set out on his first mission to defeat a private banker, aiding terrorists in the high-stakes game of poker at the Casino Royale, Montenegro.

Quantum of Solace (2008)

(Rated 12A) Once more, Bond delves into the world of spies and assassins, trying to stop the elimination of one of the world’s most valuable resources - by an

Media Updates and Review



unknown organization yet to be discovered.

Skyfall (2012)

(Rated 12A) As 007 is unpredictably struck by an off-course bullet, he is assumed dead, last seen tumbling into the far-below river. Bond is soon transported back to his missions, and when MI6 comes under attack; 007 is set on destroying the threat, though the cost is high.



Spectre (2015)

(Rated 12A) Due to the events that happened in Skyfall, James Bond's mentor, M, is dead. The film begins on the Day of the Dead, Mexico City. Bond is searching for a certain Italian named Marco Sciarra. During the scenes between the seemingly small group and Bond, he gains a ring bearing an octopus motif. Returning to England, MI6's new boss, M, is furious about the solo mission and the 00 program is under the threat of being shut down - to be replaced with the government surveillance system called "Nine Eyes". Once again leaving the UK, Bond discovers and infiltrates a meeting between the sinister organization called S.P.E.C.T.R.E. He intends to find out more about S.P.E.C.T.R.E, and becomes temporary "bodyguard" of his old nemesis, Mr. White. 007 eventually learns a chilling connection between him and the enemy he supposedly is trying to seek out.

No Time to Die (2020)

Release date - 12 November 2020. What will happen in Bond's next instalment?

House Spotlight

Last but not least, the House to be featured this edition is Troy. Here is a bit of history about the namesake of the House here at Wath.



Troy was a city in the far northwest of the region known in late classical antiquity as Asia Minor, now known as Anatolia in modern Turkey. It was the setting of the famous Trojan war. During the war, the city of Troy was besieged for ten years. After the deaths of many heroes, including the Achaeans Achilles and Ajax, and the Trojans Hector and Paris, the city fell to the ruse of the Trojan Horse. Legend states that the Greeks pretended to sail away whilst leaving a large wooden horse as a gift. The horse was dragged into the city by the Trojans, but inside were hidden Greek soldiers. These soldiers let the rest of the army into the city and then the city of Troy fell. Contrary to popular belief, Homer's "Iliad" does not end with the destruction of Troy but with a temporary truce, after which the fighting continued.

A famous Trojan is Helen of Troy. In Greek legend, she was often described as the most beautiful woman of Greece and the indirect cause of the Trojan War. She was daughter of the god Zeus.

A true Trojan at Wath should display the following House Values:

Curiosity

Dedication

Ingenuity

Prudence

Tolerance

Lockdown Creativity

Running

A short story by Isobelle Fenton, Year 8

Running. It's a strange concept, isn't it? We go faster, but where does it get us? Maybe a bit further in a line, sometimes a medal in a race... sometimes, well, sometimes you just don't need to know.

As my feet pound the ground, I feel the trance starting again. Once again, the sugarcane surrounds me: it is almost 7 feet tall, and only just hides me. They are close behind, but I'm losing them. The only thing giving me away is slight movement of the canes as I rush between them for the tenth time this night. I am faster, lighter than them, and more agile, but that still doesn't guarantee my escape. I have to try to trick them, but with the dogs, well, that's the only problem.

I haven't felt safe since childhood, when it all began. I only stole a few pounds from the side as a joke, but, being a naïve young child, I was terrified that the police would come and put me in prison. Of course, five year olds don't go to prison, but I didn't know that until much later.

There's a small hole I could dip into, but the dogs would easily find me. A wall to hide behind, but they would surely check. I could climb that pylon. It's slightly damp to touch, and the power is still surging through it, but there's no other way to get away. I get halfway up, and my hand slips. Quickly, I pull myself up again, and inspect the bleeding gash on my palm with what limited light is available, before gritting my teeth and trying to climb higher. It is impossible to get higher, my hand hurts too much, and is slipping with all the gushing blood.

Looking below me, I see the dogs howling aggressively; they have stopped. More arrive, without dogs, but wearing protective gear to climb after me. Apparently, they can't shut off the pylon, so they must follow me up.

I put my back to the metal and wonder how they found out. I thought I got rid of all the evidence. My palm is stinging, quite possibly infected, but I keep my hold, until I feel a hand on my leg. It is one of them,

Image removed due to licensing restrictions

and I almost lose my grip. As he shouts, "Ma'am, we need you to come down. It is not safe here, for any of us," he reaches out the hand for mine, and I just look from him to the cut, then the snarling dogs at the bottom.

"I think I'll pass," I say, pushing off and leaping towards the rapidly approaching sugarcane. I hear shouts, and calls.

At this point, I awaken from the trance.

On waking, I find myself standing in the middle of a field, drenched in sweat, tears, and fresh blood. It seems like my shirt got caught on something, taking part of my waist with it. Struggling for breath, I look around for the way home, and begin walking in one direction. After about half an hour, I have made it home, and cleaned my side. Getting into bed, I collapse in a dreamless sleep.

That time made it the 20th time I've imagined doing... what happened before the running. No one knows where I lie now, not even I do. Why do I think about that sugarcane field near my old house then? I guess it's because that's where I was running, back then. I escaped and fled to... well I don't know where.

If I did, I wouldn't tell anyone.

Student Short Stories

Attack on Tokyo Night (Part 1)

A short story by Maxton Hutchinson, Year 8

Siros stood in a Tokyo alleyway with low visibility as a voice came from above him.

“What's a guy like you doing out here so late, mind if I join you?” Rin said from above.

Siros sighed as he disappeared into the darkness.

Rin ignored the fact that he was now alone and stared up towards the pearl full moon. Suddenly, he was grabbed by a dark figure and pulled into the darkness without a trace.

“Hey Siros, have you seen Rin?” wondered Akio.

“No, I haven't, why is something wrong?” replied Siros.

Akio shook her head and walked away to continue to search for him around the dorm.

As Siros left the dorms, a man stepped out, wearing almost tribal, cult-like clothing, holding a machete. The man threw the machete towards him. Siros had never seen this man before. Before he even had chance to think, Siros was surrounded by these strange people. The man grinned, diving at Siros pulling out a katana. Siros dived to the side as Akio came storming out of the dorm.

“What are you doing?” shouted Akio. “I'm trying to work!”

Siros lay on the floor, silent. Pulling himself up, he ran down the corridor as fast as he could to try and find his attackers, but they were nowhere to be found.

Was he just imagining them? Were they just ghosts? Where were they now? Who were they?

So many questions flooded Siros' head, but most importantly, where was Rin?

To be continued after the summer...

The Story Behind the School Badges

We all know Wath Academy has two badges (one for the whole school and one for the sixth form), which take the form of shields. But what is the meaning behind them? THE TORCH takes a look:

In heraldry (the study of shields like this), a torch has many meanings, including knowledge and zeal (enthusiasm)

Traditionally, Wath-upon-Dearne's main industry was mining, so a miner's pick is included

The book symbolises learning



Both badges use the school colours of maroon and gold

Waves representing the River Dearne

The school's Latin motto, meaning 'look to better things' – in other words, be optimistic



The above badge was being used by 1930 (not long after the school opened in 1923) and was originally for the whole school, but is now just for the sixth form

We don't know exactly when this badge was introduced, but it was being used on school documents by the late 1940s

Sport and House Update

Football Legend Dies at 85 Years Old

Image removed due to licensing restrictions

By Emily Balaiss, Year 12

Jack Charlton, a Leeds United legend, former England defender who won a World Cup winners medal in 1966, has sadly passed away at the age of 85. He spent his 21 year career at Leeds United, making 773 appearances (a club record), before retiring as a player in 1973 and going on to become a successful manager.

Charlton was one of England's most popular football managers, having spells in charge of Sheffield Wednesday, Middlesbrough, Newcastle and the Republic of Ireland.

Last year, Charlton was diagnosed with lymphoma and was also battling dementia. A statement from his family read:

"Jack died peacefully on Friday, July 10 at the age of 85. He was at home in Northumberland, with his family by his side. As well as a friend to many, he was a much adored husband, father, grandfather and great grandfather. We cannot express how proud we are of the extraordinary life he led and the pleasure he brought to so many different countries and from all walks of life. He was a thoroughly honest, kind,

funny and genuine man who always had time for people. His loss will leave a huge hole in all our lives but are thankful for a lifetime of happy memories.

There have been several tweets from the clubs and people he has worked with in the past:

Sheffield Wednesday tweeted: "Everyone at Sheffield Wednesday is saddened to learn of the passing of club legend Jack Charlton. RIP."

Former England striker Gary Lineker tweeted: "Saddened to hear that Jack Charlton has passed away. World Cup winner with England, manager of probably the best ever Ireland side and a wonderfully infectious personality to boot. RIP Jack."

He will be deeply missed by all as he left lasting memories with football fans around the country. RIP Jack Charlton.

Image removed due to licensing restrictions

Image removed due to licensing restrictions