

Welcome!

We are thrilled to present our third edition of *The Blue Coat Times*. It's been a very busy half-term. We hope you enjoy this edition, with its regular features, as well as some new additions.

TBCS is a vibrant school community with an abundance of good news to celebrate. If you have a story you want to share, let Ms. Fitzgerald (Geography Department) know and get your news in the next issue. We have a team of friendly and enthusiastic journalists waiting to hear from you.

In this edition we feature:

- How to prepare for humanities exams
- Interview with Mrs. Seaward-Ding, Head of Drama
- Conclusion to 'My teacher stole the Crown Jewels' short story
- Lemon Sponge Cake recipe
- Wordsearch Corner

Some new additions include:

- A Mary Poppins Jr. Corner
- Year 8 and Year 9 Army Days

#Proud To Be Blue Coat



Happy Easter, festive bunny digitally created by Ella in Year 7

Army Day - Year 8 and Year 9

On the 2nd and 3rd of March, TBCS hosted and supported two Army engagement days for Year 8 and 9. Both days were great opportunities for students to talk to trained personnel about their jobs; how they balance work and life commitments in a variety of different roles within the Armed Forces.

Whether students are considering vocational courses or planning an academic route, the Army presentations were able to showcase a range of possible care.

All the activities involved teamwork and communication, important skills in the workplace. Students had to communicate effectively to problem-solve and co-ordinate their efforts to achieve the aim of the task.

One of our journalists Ethan C caught up with some of the students to get their feedback on the various activities.

Year 8 student

Did you enjoy it?

"Yes, we did. It was very fun, though we were all covered in mud by the end."

What was your favourite activity?

"We enjoyed the group pyramid, where we had to do a pyramid and then everyone crawls under it."

Would you do it again?

"YES!"

Year 9 student

Did you enjoy it?

"Yes, absolutely loved it."

What was your favourite activity?

"The bit where we had to crawl in the mud underneath the human tunnel."

Would you do it again?

"100%"



Some action shots from the Y8 and Y9 Army Days

My teacher stole the Crown Jewels! (Conclusion) by Ethan C

Sirens blared behind us as we zoomed along the busy London streets, dangerously weaving through traffic. Everyone was screaming, either in delight or in terror. I was trying to find my travel-sickness pills when the bus skidded round a corner.

“This is a very bad idea, Miss Greenby!” I wailed, but no one was listening.

The box of pills flew upwards, through an open window and broke against the windshield of a police car steadily gaining on us. An overweight head poked out of it and shook his fist at me, brandishing a megaphone like it was the Holy Grail.

“Pull over, you absolute – aargh!” he cried as the bus slammed into the side of the vehicle, knocking it off Embankment and into the Thames. Then with a screech that did not sound good for the tyres, we swung round onto Tower Bridge. Four policemen were standing in the centre, along with police cars and several news reporters. Holding in the vomit, I checked the BBC website. It had on the home page several headlines including:

Chaos on the streets of London – have you seen this bus?

School trip turned jewel heist turned car chase!

Teacher makes off with Crown Jewels!

Mike Phillips attempts to beat World Pickle-Eating Record. Read on for more.

That last one may not be entirely relevant. Anyway, Miss Greenby smirked as the policemen shifted uncomfortably. She gunned the accelerator and with a guttural roar just like a dragon’s, the bus launched forward and I nearly broke my jaw on the headrest of the seat in front.

Bing Bong! the scratchy voice of Miss Greenby came over the intercom, barely understandable with all the static. “Please hold on -FZZZZT- something – this could -CRACKLE- bumpy!” How did Miss Greenby know how to use the intercom?!

The rapidly approaching policemen scattered like bowling pins, but one of them clearly still had an ounce of courage left when they yanked on a large red lever marked ‘Bridge Lift.’ The two sides of the bridge began to rise, and a gap appeared between them.

“AAAAAAAAAAAAA!” Everyone screamed, finally waking up from their stupor.

“We’re all gonna die!” hollered someone at the back.

Miss Greenby suddenly wrenched on the brake lever as the two halves became farther and farther apart. The bus skidded across the tarmac, sparks flying from the wheels. There was a distinct smell of burning rubber.

BANG! One of the tyres blew and the bus listed wildly to the left, tipping everyone out of their seats. The bus came to a juddering, screeching halt six inches in front of... King Charles III himself. Once he was sure the bus had stopped, he strode angrily into the bus.

“Are you the educator who tried to steal one’s crown?” he asked, dragging Miss Greenby out of the driver’s seat by her ear. “You’re coming with me!”

Everyone cheered as Miss Greenby was led into the back of a police car and handcuffs clapped onto her wrists. She was given twenty years in prison but escaped after three days and is still at large. Billionaires beware. If your precious jewels go missing, then maybe, just maybe it was Miss Greenby. It’s said she leaves a calling card – a page from a history textbook.

So, you see, my teacher stole the Crown Jewels... almost.

An interview with Mrs. Seaward-Ding, (Head of Drama)

Georgia interviewed Mrs Seaward-Ding to find out what inspired her to become a drama teacher

What is your favourite part of being a Drama teacher?

“Working creatively with the students. It becomes a collaborative process as the students involved create amazing ideas and to then see these ideas come to life on the stage, it is creative magic.”

What inspired you to become a Drama teacher?

“I had a university project to work with young offenders leading Drama Education Workshops. During the project, one of the young offenders said once she finished in this establishment she wanted to be involved in drama. We had feedback from the manager that she was a repeated offender and to generate a purpose for being involved in something different when she left, gave her a new pathway. So, the power of Drama Education to activate positive change.”

Did you want to be an actor when you were younger?

“No, I was trained in Dance, so I am a joint Dance and Drama teacher. I got involved in Drama at post 16 and went on to study a joint Dance and Drama undergraduate degree at what is now the University of Winchester. From here, I was incredibly lucky to gain a place at The Royal School of Speech and Drama to train to be a Drama teacher. I have continued with my psychology interest since, which was the activating factor of becoming a teacher to study a MSc Applied Positive Psychology, PG Dip in Mental Health and Wellbeing in Education and a PG Dip in Psychology. Therefore, my driving force behind being a teacher is being on the journey with my students to fulfil their potential in both academic and personal excellence.”

What is the most difficult part of being a teacher?

“Having enough time to do everything.”

Why do you love Drama?

“The confidence it builds in students, which is an essential life skill for success. I also like the collaboration aspect where the students work together to bring things to life.”

What actors do you admire?

“Kate Winslet because she is from my hometown.”

Do you have a favourite play, or performance?

“My Mother Said I Never Should by Charlotte Keatly”

How do you engage your students in lesson?

“By offering a variety of activities”.

Why do you enjoy putting on the school productions?

“I like putting on the school productions to share the talent within my classroom with others: the wider school community and giving the parents the opportunity to see their children shine.”

What is one thing you wish everyone knew about Drama?

“Drama isn't about pretending. It's about understanding.”

Mary Poppins Jr. Corner - Georgia M

Kundana interviewed Georgia, who has performed in the school plays since joining in Year 7.
Before Mary Poppins Jr., what other productions did you do?

*"Year 7- Matilda
Year 8- We will rock you
Year 9- Frozen"*

What was your favourite show and your favourite part about it?

"I enjoyed 'We will rock you' because everyone had an equally sized role and no one was left out."

Do you enjoy working with everyone during the shows?

"We all have differences but, at the end of the day, we're all good friends."

What production shows would you like to happen in the future?

"I'm not sure exactly, but another musical would be great."

What would you say about what went well with the past productions and what could be better?

"What went well was that we all collaborated to produce something that was well received by our audiences. In future productions, it would be wonderful to see a wider variety of roles so that everyone gets the opportunity to showcase their unique talents. We are fortunate at TBCS that students from Years 7 and 11 are welcome to join and play an active part in the productions whether it be on stage or behind the scenes."



TBCS's production of Mary Poppins Jr. will be performed on the 29th and 30th of April 2026. The production team are very excited to be performing the show next month and have been rehearsing regularly and devotedly twice a week after school, since November.

Tickets will be available for purchase on Scopay. Keep an eye on the school website and Facebook page for the tickets release date.

How to prepare for humanities exams by Kundana

In the last issue we have gone through the simple lists for the core subjects, and for this issue will include techniques for Humanities.

History

Focus areas: Causes, consequences, and significance for each topic; key dates (but prioritize understanding why things happened); interpretations and source skills for your exam board.

Exam tips: Use Point → Evidence → Explain → Link structure; include balanced arguments for "How far do you agree?" questions; use specific facts for higher marks.

Geography

Focus areas: Case studies with 3–5 key facts each; processes like erosion, urbanisation, climate change; map skills, graphs, and data interpretation.

Exam tips: Use diagrams for revision; apply theory to new scenarios; memorize case studies by Location, Causes, Effects, and Responses.

Religious Studies

Focus areas: Key teachings and quotes for each religion; ethical theories (utilitarianism, situation ethics); evaluating arguments.

Exam tips: For 12-mark questions, structure as Argument for → Argument against → Conclusion; support points with religious quotes; show both sides even if you disagree.

Art

Focus areas: Strong sketchbook with experimentation; artist research linked to your work; show development from idea to experiment to final piece.

Exam tips: Annotate clearly ("I used ___ because ___"); show progress over perfection; use variety of materials.

Modern Foreign Languages (MFL)

Focus areas: Verb "Time Travel" (switch tenses); master 30 most versatile verbs; always pair opinions with reasons using varied connectives; learn three complex idioms or if clauses.

Exam tips: Listen for "but/however" (answer comes after); use PALM (People, Action, Location, Mood) for photos; avoid basic adjectives; check gender/number agreements in writing; practice dictation for listening.

Recipe Corner by Maite

Lemon Sponge cake

- Bake time: 30 minutes
- Makes enough for a family of 4
- Will probably be eaten in a day 😊

Ingredients

- 1 lemon yoghurt
- 1 empty yoghurt cup of olive oil
- 1 empty yoghurt cup of sugar
- 3 empty yoghurt cups of flour
- 3 eggs
- 2 teaspoons of baking powder
- 5ml of lemon extract

Method

1. Preheat the oven to 180 degrees Celsius
2. Pour all your ingredients into a bowl and mix
3. Pour the mixture into a baking tin and put it in the oven
4. Take it out after 30 minutes
5. Small tip: Use a skewer to check if its cooked.
6. If baked let it cool and enjoy
7. If it's not ready, let it bake for another 5 minutes



Wordsearch Corner

S B O C A L S T O R R A C T R
M G J V H K Y M V P Y O D W E
R A N J C X N A L P X P Y H T
D I R I I O R D U L D X X C S
Z A H V L B W Y C H U W A H A
G C T V A K U H S Q U R T O E
G S I S Z J C N Q E Y P H C P
D Q K F D D L U D S G A D O H
M E D P Z Y I N D P T G X L Q
T Q B S A T R L N I V T S A Z
B Y H W X G U A I L B D I T S
U B U N N Y H X V U X D Y E O
N J O Y C H Q Y I T P E H L Q
V Q L X B I X Y G U S V Z L A
U F O M X N Q G E A Y S H F U

Basket
Chicks
Easter

Bunny
Chocolate
Eggs

Carrots
Ducklings
Tulip

Congratulation to Eliza in Year 8 for winning the two tickets to school production of **Mary Poppins Jr** in April. Please collect your tickets from Ms. Fitzgerald in D3.5.

School Calendar – April and May 2026

Monday
Start 13th April

THURSDAY
14th May

All Day
Year 8 Reports to Parents

THURSDAY
21st May

3:30pm - 7:00pm
Year 8 Parents Evening

THURSDAY
16th April

All Day
Year 9 Reports to Parents

MONDAY
25th May

All Day
Half Term Holiday

THURSDAY
23rd April

3:30pm - 7:00pm
Year 9 Parents Evening

TUESDAY
26th May

All Day
Half Term Holiday

A blue shield-shaped badge with a white border. At the top is a crown icon above a large white letter 'B'. Below the 'B' is the word 'Ambition' in a white serif font. At the bottom, in a smaller white font, is the text: 'We strive to pursue the best possible outcomes regardless of any barrier. We collaborate and aspire to be the best possible version of 'ourselves'.'

B

Ambition

We strive to pursue the best possible outcomes regardless of any barrier. We collaborate and aspire to be the best possible version of 'ourselves'.

A blue shield-shaped badge with a white border. At the top is a crown icon above a large white letter 'B'. Below the 'B' is the word 'Respect' in a white serif font. At the bottom, in a smaller white font, is the text: 'Through our actions we treat everyone and everything in our school community, with fairness, understanding and care.'

B

Respect

Through our actions we treat everyone and everything in our school community, with fairness, understanding and care.

A blue shield-shaped badge with a white border. At the top is a crown icon above a large white letter 'B'. Below the 'B' is the word 'Kindness' in a white serif font. At the bottom, in a smaller white font, is the text: 'We actively consider the feelings and thoughts of others. We intentionally conduct ourselves in a way which contributes to happiness in our school.'

B

Kindness

We actively consider the feelings and thoughts of others. We intentionally conduct ourselves in a way which contributes to happiness in our school.