

VOICE

08 EDITION 2023

NEWSLETTER



Welcome to our latest edition of Voice, our newsletter dedicated to celebrating the achievements and experiences of our Purple Stars. This time our fabulous Humanities department have filled our pages with staff and student passion for History, Geography and Religious Studies. It has been brilliant to see the growth of these areas over the past two years and we look forward to strengthening the team further next year. We are really thankful for the world class lessons and exciting and interesting curriculum that our young people experience but also for the wider opportunities that they receive in exploring these subjects through our Involve and Empower programmes. We hope that you enjoy reading it and are as proud as we are of the progress we are making.

Kat Cafferky Principal



Introduction to Humanities

Ms Goult

As proud Curriculum Leader of Team Humanities, I am passionate about the study of Humanities in order to promote our core values of honesty, empathy, respect and responsibility. Each of the Humanities subjects studied by all students in Years 7, 8 and 9 examines different world-views (past and present) by 'travelling' globally through the study of locations, historical events, people and religions. In Humanities lessons, students support and respectfully challenge one another as we proactively promote the academy's Voice specialism. This is often done through planned debates, as well as challenging extended writing. It is particularly exciting to be the leader of this faculty as it continues to grow; read on in the newsletter to meet the new staff joining us from September.

The study of Humanities has always been a personal passion as the study of Humanities is really the study of stories; of peoples past and present, of places around the world and of belief systems and the stories which surround them. The Humanities apply to every aspect of daily life and life at TAL, as we explore our native biome in Geography fieldwork, reach out across the community during Interfaith Week and learn about our local History and the human experience from as far back as the Roman period. At school, I was inspired by my amazing Humanities teachers who showed me, through their personal passion, that there was so much more to Humanities than what we studied in the classroom. In an age where the internet was in its infancy, I was inspired to do my own personal research on topics which interested me. Whenever I go away, I make a point of exploring the local area through the lens of the humanities whether it be visiting Buddhist shrines in Vietnam, considering the coastal processes which have formed Flamborough Head in Yorkshire, or learning about the impact of colonialism on the islands of the Philippines.

This is a brilliant aspect of the study of Humanities; alongside their status as highly respected academic subjects, all of the components are also omnipresent. If anyone takes an interest in society and the world around them, and seeks to engage with the opportunities available to develop that knowledge, they are a student of Humanities. To study Humanities, in all of its forms, is to open doors, to develop empathy and to be a global citizen. This is reflected in the high status afforded to Humanities by colleges, sixth forms, universities and employers. At Trinity Academy Leeds, it is a privilege to teach students and work with colleagues who are so actively engaged with the world around them, through the study of Humanities, and who approach the Humanities subjects with such curiosity, rigour and enthusiasm.

Introduction to Humanities

Ms Davis



I always enjoyed learning Geography at secondary school but my true passion for the subject emerged when I was able to apply my knowledge from the classroom to the real world around me, whether that was during my spare time exploring the Yorkshire countryside or as part of Geography fieldwork. My love for Geography continued at the University of Sheffield, where studying Geography afforded me with a wealth of unique experiences.

As a Human Geographer, I was part of a research group that travelled to Jinja, Uganda, where we worked with local communities to improve the access of clean water supplies to rural villages. I also worked closely with a charitable organisation in Lesvos, a Greek island, where I volunteered to support the integration of refugees into the local area following the Refugee Crisis of 2015. Many Geographers I studied with went on to work with NGOs, in international development, urban planning, environmental law and consultancy work. Over the last few years, I have been travelling closer to home and have thoroughly enjoyed exploring the physical geography of the United Kingdom. Most recently, this involved hiking around Malham Cove – a magnificent rock formation that was carved by a waterfall carrying meltwater from glaciers at the end of the last Ice Age, more than 12,000 years ago. This helped me to teach glacial and inter-glacial periods to Year 8 in our Climate Change topic. I have now set my sights on travelling to the Giant's Causeway, a similarly fantastic landscape in Northern Ireland, which has been inspired by teaching this as part of the Rock Cycle to Year 7.

Miss Ali



I think everyone at TAL would agree that it is an understatement to say Religious Studies is my passion! My Islamic faith is such a big part of my life, so I know the impact of others recognising, understanding, and respecting my beliefs and worldviews. For this reason, I am such a big advocate for RS because it gives us the opportunity to do just that – learn about the worldviews around us to create a more harmonious, pluralistic society. RS also feeds into so many careers because of its personal and academic nature, such as law, civil service, youth and social work, policing, journalism, NGOs, politics, and education. Teaching was always the route for me.

At the University of Leeds, I studied Philosophy, Ethics and Religion as my undergraduate degree, so I had a fascinating breadth of study into the many disciplines of religion, history, sociology, theology, metaethics and philosophy. My favourite module was the Philosophy of Religion, where we explored beliefs about the existence of God, religion and science, religious experiences and miracles, and life after death. I thoroughly enjoyed this module as it challenged what I thought I knew about my own faith, which sparked my curiosity into understanding the beliefs and values that make me who I am. This is exactly what I set out to do when designing our thought-provoking RS curriculum: ensure that all students at TAL are challenged to think, talk and act as ambitious scholars of RS shaping their own identity.

After all, our worldviews are such an integral part of our identity. In 2020, I lost my grandma. My grandma was truly my role model, inspiration, and motivation. Losing her challenged my beliefs and identity to the point where I almost left teaching altogether. But it also allowed me to reflect on just how valuable my faith is to me, as it was (and continues to be) the main driver keeping me going. Our faiths, beliefs, values, morals, and worldviews are so important to us as individuals. I absolutely love that RS gives us a platform to appreciate them.

[Read more ...](#)

Introduction to Humanities

Mr Harrison



I have been teaching Humanities subjects for around 15 years and I love everything about the different subjects. My specialism is RS and I think it's such a great subject to learn for so many reasons. Learning about religions can help you learn about cultures around the world and give you an insight into lives and cultures very different from your own. Learning about someone else's religion is one of the best ways to learn about them and what is important in their lives.

To me, the most important type of questions you can ask are those that start with the word "why" and Humanities, but especially RS, are absolutely full of "why" questions. The world has so many examples of beautiful cities, buildings, celebrations and art that have been inspired by religions and knowing why they exist in the way they do often adds an extra dimension to what makes them so fascinating.

My passion for Humanities really took off when I started university and came to live in Leeds. To me, Leeds seemed like a huge, diverse city and along with studying Philosophy at university it felt like my horizons had very much been broadened. Within Philosophy I focused quite heavily on the area of ethics. Ethics is the study of what is right and wrong and how, with complex situations and issues, we decide what is right and wrong. This has so many links to Humanities and particularly RS as a huge part of any religion is its values and ideas of what is right and wrong, good and bad. I'm really looking forward to when students start studying at GCSE here at TAL and hopefully going into the area of ethics in more depth with students.

Teaching Humanities subjects has given me loads of great opportunities and experiences, not just in the classroom but outside of it as well. At a previous school I was lucky enough to take a group of students to the Anne Frank Museum in the Netherlands after they won a community award for inclusion and diversity which involved presenting to other schools and to members of the public in Bradford. A residential trip to Northumberland, the Farne Islands and Lindisfarne was another highlight and visiting there felt like I was in the Humanities capital of the world. I enjoyed it so much I have gone back there with my family as they all love these things too and I've been able to share everything I learnt first time around.

To study Humanities, in all of its forms, is to open doors, to develop empathy and to be a global citizen.

I am passionate about the study of Humanities in order to promote our core values of honesty, empathy, respect and responsibility.

**- Curriculum Leader
Humanities**

[Read more ...](#)

Introduction to Humanities

Ms Kay



“

It is our nature to make up stories, to interpret everything we perceive. Without awareness, we give our personal power to the story and the story writes itself. With awareness, we recover our control of our story. – **M Ruiz, 1997.**

”

The study of History is the study of the world's story. A story that is gripping and captivating because of the sheer breadth of characters and places that one can experience by engaging with this fascinating subject. However, the most exciting aspect of History is that it is never over. Every minute of every day, as humans we continue to make History. At Trinity Academy Leeds we pride ourselves on being history makers and changers. I love my subject because I believe it gives the world and our place in it true meaning. It helps us to understand why things are the way they are. By studying history, we are able 'recover control of our story' and rewrite narratives in our own life-times to compensate for past mistakes. Only by studying what has come before us, can we make the world a better place.

My own love of History stemmed from my own school days. My history teachers were my role models and they inspired me to think deeply and critically about the past. The more I studied, the more I realised there was to learn. Therefore, when the time came for me to decide what to study at university, I chose to read Modern History and International Relations at the University of St Andrews. This allowed me to couple my passion for learning about the past and apply it to International Relations, to overcome problems that we have in the world today.

Since that time, I have never stopped trying to learn more about the past. I am currently studying for my fourth master's degree at the University of York. This is something that I do alongside my job at TAL. This allows me to continually research to improve my subject base for our wonderful purple stars. Outside of my degree I read widely about different eras of History. My most recent historical read was entitled "Empire land" and can be found in the TAL library for any interested students.

I frequently visit historical sights both within the UK and abroad. Recently, I visited Lincoln Castle, where one of the original copies of the Magna Carta is housed. However, one of the most amazing experiences I have had as a historian is venturing the Machu Pichuu in Peru! Machu Pichuu is a citadel that was once the centre of the Inca Empire. I feel exceptionally lucky to have visited this modern wonder of the world!

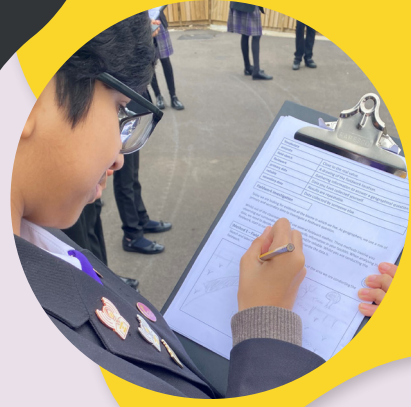
From an academic perspective History is an immensely worthwhile discipline to study. I would encourage all of our students at TAL to study as much History as they can! It is a widely sought after GCSE, A Level and degree. A background in History can lead to many exciting and engaging careers in fields such as journalism, law, politics, archaeology, education, heritage, and museums.

Newsflash!

Ms Kay has recently been shortlisted for Teacher of the Year at the prestigious Pearson Awards. We have everything crossed for her!



[Read more ...](#)

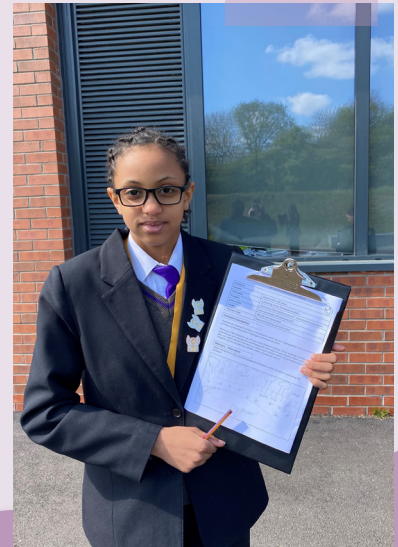


Geography

Geography changes the way we see the world by helping us to understand the formation of fantastic landscapes around us, to comprehend the significance of the natural beauty we are emersed in and to reflect on the impacts and influence of humans as we interact with the environment. An understanding of Geography is not simply a study of Earth and its features, it is an understanding of how and why society operates, and what we, as global citizens, can and should do in order to live alongside the natural world.

Geography at TAL ensures that students have the knowledge, skills and understanding to engage in geographical debate on a national and international level. This is embedded through the academy specialism of Voice; Geography allows students to have opinions on key current topics such as climate change and the impact of globalisation.

Currently, both year groups are studying the Geography of the United Kingdom. Year 7 have been investigating 'Which biome do we live in?' both inside and outside the classroom – the images below show Year 7 expertly conducting their first ever Geography fieldwork. In Year 8, Geographers are examining how employment has changed since 1750 with a focus on the processes of industrialisation and de-industrialisation in Sheffield.



Student Voices

Isra

Geography - **TEAM 7U**



In Geography we are studying deciduous trees in the UK. Deciduous trees are found in Europe and North America at 30 °N - 60°N. They thrive in a temperate climate between 0- 30° C. I like Geography because the subject itself is interesting. Learning about different climates, which makes me understand how hot, mild or cold it is.

There are lots of things I like in Geography but the main topic I love is the industrialisation and how factories started to grow across the UK. I like finding out about people getting jobs and the employment rate growing significantly. I'm not sure on what I would like to do when I am older but think that Geography will play a huge role in my career. This is because ever since I was in year six, I loved the subject.

Tayyib

Geography - **TEAM 7L**

In Geography we are studying climate graphs and how to use them. For example, red lines on a climate graph mean temperature, blue blocks mean precipitation. I like Geography because it teaches me about the world around us and how humans work with it.

The most interesting thing I have learnt in Geography is that climate graphs can teach us the different biomes. For example, the savanna, the tundra and the desert. Geography helps me to understand what's going on around me.

“

In the future, Geography could help me to become an activist speaking about earth and climate change.

”

Read more ...

Tyler James

Geography - **TEAM 8E**



We are studying coastal formations and how beaches are made. We have also learnt about how coastal stacks, such as old Harry, were formed. I like Geography as it gives me a different view of the natural world. Geography is also a very fun subject. This is because every lesson I learn something new.

The most interesting thing that I have studied is how beaches and coastal areas are formed. This is because every lesson built on the previous one, until I was able to explain the processes in detail. This was a topic I knew nothing about until Year 8. I think Geography might play a role in my future because I want to explore the world and I like to see new places. Geography might play a role in my future as it may be one of my GCSE choices.

Jeremiel

Geography - **TEAM 8B**

In Geography we have been studying coastal processes including constructive and destructive waves. We recently studied the formation of the stump of Old Harry at Ballard Point on the Dorset coast.

I enjoy Geography because it focuses on the world around us, as well as sustainability and the country of the UK. Geography enables us to understand where we all originated and how the natural world works. I also enjoy studying natural disasters, and what causes them. I also tend to enjoy human geography as the way humans impact the world, reflects the Earth's future.

The most interesting thing I have studied in Geography is the country of the UK. I was shocked to learn that England is not a country, but rather a nation. I enjoyed this topic so much I wrote an essay about immigration at home. This has strengthened my understanding of the UK and has taught me to appreciate the UK's geographical features and diversity.

There are a variety of careers that I might choose which relate to Geography, such as a sustainability engineer or a sustainable urban planner. - **Jeremiel**

Photo montage of beautiful Geography work.

Explain how the reintroduction of wolves at Yellowstone National Park helped the development of the natural ecosystem.

Firstly, when the wolves had died out, (~1925) it had left a significant impact which can be considered as a trophic cascade. This affected the biodiversity in the environment. Population was large for the animals that couldn't be hunted down by the wolves. This meant the population for vegetation decreased by a lot.

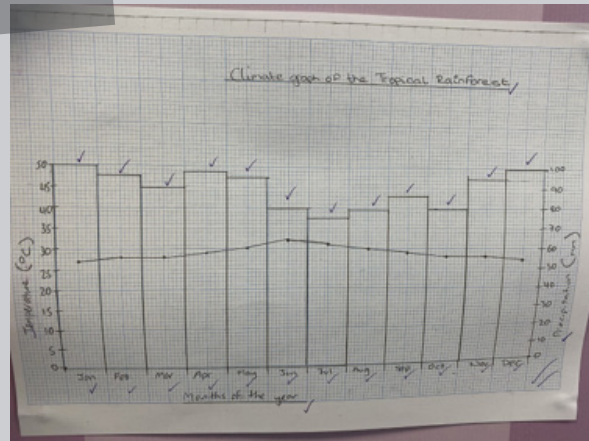
Primary consumer population would have also decreased except for the deer. This left a significant change in the way some animals lived in their habitat and including their environment.

As a result of them coming back after 70 years had past, animals behaviour had changed making them leave or abandon certain areas of the park. A few deer may have died but their behaviour had caused them to change their own habitat to avoid the wolves.

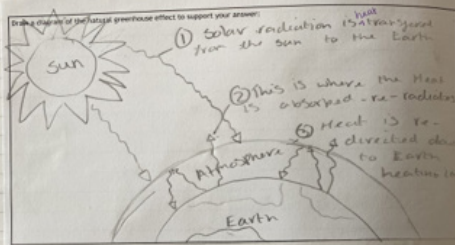
Once the wolves settled in the environment, they had rewilded their population back up in Yellowstone National Park. This helped increase vegetation which stopped the animals from soil and change and this changed the shape of rivers over time.

Selina 7B

Tyler 7B



Explain why Earth's atmosphere is warmer than space?



Earth's atmosphere is warmer than space as firstly the Sun transfers heat from the Sun to the Earth. This is called solar radiation. Subsequently the Earth absorbs it and re-radiates leaving 30% of the heat in outer space. The other 70% gets re-directed down to Earth. Without the greenhouse effect our Earth would be -18°C. However with this a greenhouse effect it is around 15°C.

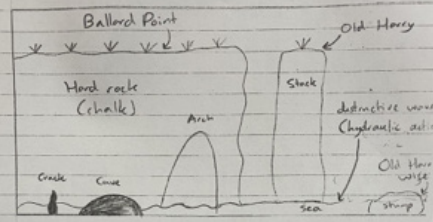
travelling 150 million kilometers.

this whole process enables life on Earth; without we wouldn't survive.

Halima 8T

Noor 8B

Explain how 'Old Harry' was formed.



'Old Harry' is a sea stack which has been detached from the headland of Ballard Point. Although Ballard Point is made of chalk (a hard rock) it can still erode, though very slowly. When waves travel underneath the base of the headland, it becomes eroded due to hydraulic action (erosion caused by destructive waves). This forms a crack in the base.

The crack continues to be eroded by the hydraulic action of the waves. The size of the crack increases to become a cave. Over time, the backwall of this cave is eroded to form an arch.

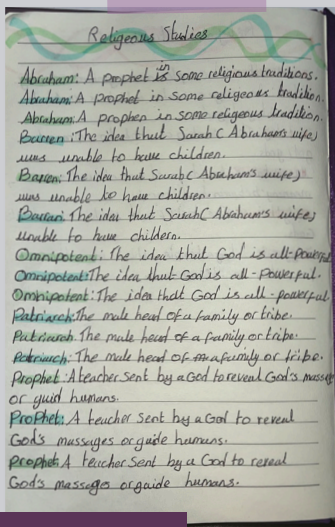
The roof of the headland above the arch is unsupported by the base of the rock, as it has been eroded. Eventually this unstable area collapses due to gravity.

This forms a sea stack, which is detached from the headland. This process caused the formation of 'Old Harry'.

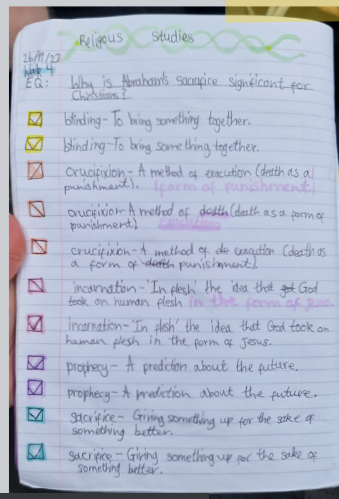
RS has been on quite journey since September! We started with our first ever Masters of Recall in December and continued our successful trajectory with the first ever RS exam at TAL! RS is an opportunity to explore our personal worldviews and the worldviews of others and how they shape our daily lives. We discuss beliefs, morals, practices, values, ethics, and motivations, in turn gaining a greater understanding of the world around us. We are also unashamedly and undeniably a rigorous academic subject, where students are challenged to constantly question 'why?' to truly understand and recognise the diversity of worldviews. It has been a pleasure to see all students working incredibly hard to contribute to the growth of RS at TAL.

Since September, we have investigated different religious practices and debated the 'big questions' in philosophy. For example, over both year groups we have studied Abraham as a patriarch of many faiths, the significance of Jesus from different worldviews, important practices in Islam such as the Five Pillars, the nature of worship for Sikhs and Hindus, and philosophical topics which answer the questions 'Why do we suffer?' and 'How do we make moral decisions?'... A sheer breadth of powerful knowledge studied over the last 8 months!

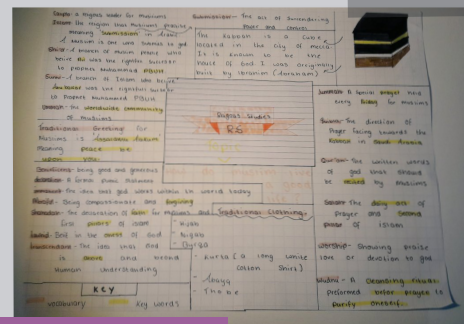
We have also completed our first piece of extending writing. Year 8 focused on whether Khalsa students should be allowed to carry the kirpan in school, showing real understanding of the religious significance of the kirpan as a ceremonial sword. Year 7 focused on worship for Hindus, and whether this is more meaningful at home or in the mandir. This was fantastic practice of the Point, Evidence, Explanation structure which we will continue to strengthen over time. We have really pushed boundaries in our first year of RS at TAL... next year will be even greater.



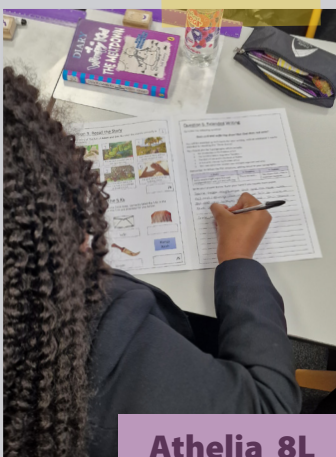
Shailin 7L



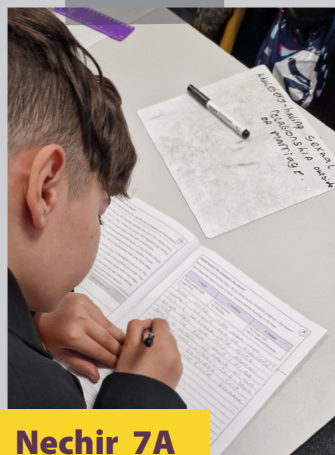
Hazhan 7M



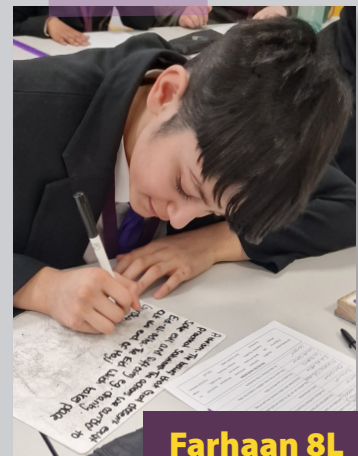
Nimra 8I



Athelia 8L



Nechir 7A



Farhaan 8L

Student Voices

Sarah

RS - **TEAM 7S**

In RS we have studied the Christian Faith and how Abraham is the father of nations. The reason I like RS is because we learn a lot about different religions and we see how some people feature in more than one religion, which you might not expect. The most interesting religion I have studied was the Christian faith. This is because Jesus told a lot of stories, many people did not believe him. Also, he was the messiah for his religion. RS will help me in the future because it has taught me that you cannot jump to conclusions straight away. It has taught me the importance of debating points.



Kashif

RS - **TEAM 7I**

In RS we are studying Christianity through the lenses of different faiths. We are also studying the birth story of Jesus. In our most recent lessons we have debated whether women should be ordained in the church. I like Religious Studies because once you learn something you are keen to learn the next part of the story or more facts. I also like how we get to debate to empathise with other people's opinions.

Abrahamic faiths was the most interesting thing that we studied. This is because Abraham never stopped; he kept on persevering even when times were hard. He inspired me to work hard. I think Religious Studies might help me get into a good sixth form or into university. It will help because it teaches me to be a good role model to others, and I am motivated to do lots of home learning in this subject.



Read more ...

Ceira

RS - TEAM 8L



In RS we are studying why there is suffering in the world today. For example, one argument we have studied is; if God was really omnibenevolent (all loving), he would want to stop suffering in the world.

The most interesting thing that I have studied in RS is the story of Job, this is because when Job was being tested, he never once judged God but continued to worship him. I found this representation of religion really interesting. I think Religious Studies will help me to never take anything for granted and to keep going no matter what challenges I face. RS helps me to become a better person.

“ I like RS because it gives everyone an amazing understanding of different cultures and religions. ”

Melode

RS - TEAM 8A

RS is interesting and intriguing as learning about different beliefs and ideologies can help educate us to respect others and to promote tolerance. Currently we are working on an extended writing piece with the main question, 'Does God exist with evil and suffering?'. Also, we have been learning about two theodicies; Irenaeus and Augustine. These help us to develop our points in our writing. Prior to the extended writing, we were learning about the three Abrahamic Faiths: Islam, Judaism and Christianity. I have found it interesting to learn about the similarities in all three faiths.

**I like RS because it challenges me to be inquisitive about other people's beliefs.
- Melode**

[Read more ...](#)

Photo montage of beautiful RS work.

09/02/23
Should worship be allowed to carry the Kirpan?
Some people may argue that Sikh students should not be allowed to wear the kirpan to school. This is because of the safety risk which is posed to other students. There are many reasons as to why the kirpan should be allowed to carry the kirpan. First, it is a symbol of faith and identity. It is a reminder of the Sikh faith and the teachings of the Gurus. It is also a symbol of courage and bravery. In addition, the kirpan is a reminder of the Sikh duty to protect the weak and oppressed. It is a reminder of the Sikh duty to stand up for justice and to fight against oppression. Overall, I believe that Sikh students should be allowed to carry the kirpan to school. It is a symbol of faith and identity, and it is a reminder of the Sikh duty to protect the weak and oppressed.

09/02/23
Should worship be in the masjid or at home?
Some people might argue that Hindu worship should be in the masjid. This is because in the masjid, people can get together, for example, Hindus can light their lamps together in the masjid to remember the story of the masjid. It is important because it reminds Hindus that they have the community support, the same way that the masjid supports Muslims. This is because the masjid is a place where people can come together and support each other. In addition, the masjid is a place where people can learn about their faith and their community. Overall, I think people should worship in the masjid because it is a place where people can get together and support each other. It is a place where people can learn about their faith and their community.

Kayla 7I

Katy-Jane 8E

The Book of Psalms is a collection of 150 poems, prayers, and songs. It is one of the most important books in the Bible. The psalms are divided into five books. Each book has a different theme, but they all praise God and offer comfort to humans. The psalms are written by different people, but they all share the same purpose: to praise God and to help people feel closer to Him. The psalms are also a source of inspiration and comfort for many people. They are a beautiful part of the Bible and a source of strength for many people.

Halima 8T

The Parable of the Sower is a story about a farmer who sows seeds in different ways. The seeds fall on different types of soil, and some grow while others do not. This parable teaches us about the importance of listening to God's word and acting on it. It shows that we need to be like good soil, which receives the seed and lets it grow. We need to be open to God's word and let it take root in our hearts. We need to be like the farmer who sows the seed, who is willing to give up everything for the sake of the kingdom of heaven. Overall, the parable of the sower teaches us that we need to be like good soil and let God's word take root in our hearts.

Lucas 7E

God allowing evil to exist.
In the inconsistent triad, it shows that God is omnibenevolent, all-powerful, and all-knowing. So why is there evil in the world today? Some examples of this are breast cancer, homelessness, and floods. If God was truly omnibenevolent, he would want to stop the suffering that is pointless and unnecessary. The story of Job then is an example that suffering exists for a purpose. So we should trust God. Job was a good man who loved God, he refused to do wrong, he was the greatest man in the land, and Satan in his lie went smoothly. Satan complained about this to God and said, "He only serves you because you give him US." Many blessings. So God then tested Job by taking away all his possessions, the oxen were lost, all his children, Job instead of being mad at God he worshiped God. Job's own friends thought that he must have sinned, in order for all these bad things to happen. God was trying to show Job a valuable lesson. Job responded in the only way possible, he worshipped.

Ciera 8L

07/02/23
Should Khalsa students be allowed to carry the Kirpan?
Some people might argue that Sikh students should not be able to wear the Kirpan. A Kirpan is a blade which represents power. This is because if it is allowed, the Kirpan, other students may bring dangerous items as they feel as they might be in danger. This is a important because school should be a safe place for everyone. On the other hand, it shows a Sikh's commitment to the Khalsa. Religious freedom is a fundamental human right that all people are entitled to, therefore all religions should be free to practice their faith. As they say, another reason Sikh students should be allowed to wear the Kirpan is that they do not use the blade in a negative way. This is because the blade, Kirpan, comes from a Kirpan which means mercy and kindness. The blade is not used in a negative way because of the meaning of kindness which overpowers any negative concepts. Overall, I believe that Sikh students should be allowed to carry the Kirpan. This is because religious

Oliver 8U

09/02/2023
Should worship be in the masjid or at home?
Some people might argue that Hindu worship should be done at home. This is because some Hindus struggle to come to the masjid because they might be pregnant or disabled. This shows that Hindus should worship at home because they might not be able to get to the local place of worship. In addition, Hindus can also light diya lamps at home and don't need to visit the masjid. On the other hand, some people might argue that Hindu worship should be done in the masjid. This is because worship in the masjid brings the community together. For example, the giant light diya lamps with the ghee, others in the masjid to remember the story of Prabhu and Hanu. This story teaches us that good over evil comes out as a result of the support because they know that the community supports. In addition, Hindus feel closer with their community and can active

Eesah 7A

RS will help because it teaches me to be a good role model to others.
- Kashif

Study of the past is essential in order to understand circumstances of the present. When studying History at TAL we build a foundation of knowledge which allows students to explore significant events and people from the past. Students study topics which are wide-ranging, relevant and interesting. From the Battle of Hastings in 1066 (the last time Britain was successfully invaded by a foreign foe), to the Enlightenment, the French and Russian Revolutions, the abolition of slavery, the Industrial Revolution, the First World War, the Second World War, the Civil Rights Movement and the Cold War – this is just a small insight into the enquiries with which students engage.

Through the study of History, students engage with contemporary source material which challenges them to think deeply and empathise with the experiences of people in the past, and to make historical judgements on the significance of events, people and causal factors. All students who study History have access to a wide range of voices. One of our favourite case studies from Year 7 History is the 'Ivory Bangle Lady', a Roman woman discovered buried in York. Read the fact file below to 'meet her'. What historical inferences can you make from the evidence provided?

Fact File!

In 1901, the remains of a body were discovered in York. The skeleton was found with jet and elephant ivory bracelets, earrings, beads, a blue glass jug and a glass mirror. She was also found with some carved bone which says 'Hail, sister, may you live in God'. Analysis of the skeleton shows that she was from North Africa.




HISTORY
To what extent was the Enlightenment responsible for the French Revolution?
YEAR 8 TERM 1




NAME:

CLASS:



HISTORY
Who was the most significant abolitionist?
YEAR 8 TERM 2



NAME:

CLASS:



HISTORY
Is it accurate to describe the 1920s as 'roaring'?
YEAR 8 TERM 6



NAME:

CLASS:

Student Voices

Megan

History - **TEAM 8I**

In History we are studying the First World War. We are focusing on the causes of WW1 and debating who started it. It's really significant in my opinion how one person (Gavrilo Princip) could have triggered millions of deaths. I love how we can have historical debate around what caused the First World War because there are many different factors. I love History because it shows me what life was like around the world before I was born. And you get a real insight on how people lived their lives in eras long past. Also, as a Historian, you can put yourself into their shoes which is really interesting. The most interesting thing we have studied in History is all of our enquiries into revolutions, but in particular the Industrial Revolution. Learning the conditions Britain was once in and comparing them to today is astonishing. When I get world-class education and get much offered for me, I do think of those helpless children in the Industrial Revolution. The power of History. History will help me in terms of law because we learn how to use reasoning and evidence. If I do want to study with law and become a solicitor, History will help me as I apply my skills of using evidence and analysis to support my clients.



Catherine

History - **TEAM 7B**

In History we are learning about Henry VIII and the Reformation. We learnt about Henry and his first wife Catherine of Aragon. We have looked into how he wanted to annul their marriage because Catherine was Henry's brother's widow. I like History because you find out things you didn't know about the past. My favourite part of History is the Vikings, how they lived and what they were doing in 1066.

The most interesting thing I have learnt in History is that a man called Martin Luther actually started the Protestant Reformation. Then, when the Pope refused to annul Henry VIII's marriage to Catherine of Aragon, Henry created the Church of England. People forget about Martin Luther.

History will play a role in my future as I want to be a History teacher so that future generations can learn the same things I did and more.

I want to be a History teacher to teach others about their past and pursue my dream job.
- Catherine

[Read more ...](#)

Mohammed

History - **TEAM 7U**



Last term we studied the Black Death, we looked at where it came from and the symptoms. I like History because I'm always curious to see what problems people had in the past and how they solved them.

The most interesting thing I have studied in History was what happened in 1066 because there was lots of conflict and battles. Also, I'm interested in battles because I am always eager to see the reasons why they started.

Evie

History - **TEAM 8E**

In History we have been studying the causes of the First World War and how it affected Britain. I like History because I find it interesting that events such as World Wars, revolutions and civil wars formed and changed the world. The most interesting thing that I have studied was the Russian Revolution. I found this interesting because once the revolution was over, the Bolsheviks idea of communism because more corrupted.

“ I believe that History can help me to get a career that I'll enjoy. ”

Kai

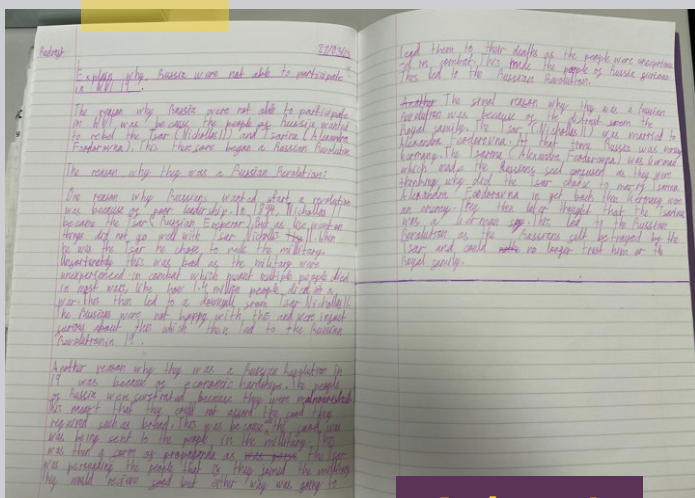
History - **TEAM 8M**

We have been studying about the MAIN causes of the First World War (militarism, alliances, imperialism and nationalism). I like History because we get to learn about interesting things, from the First World War to the Battle of Hastings. I think that History might play a role in my future because it might help me to become a History teacher. I can help my sister with her History homework, and I can tell my family the facts I have learnt.

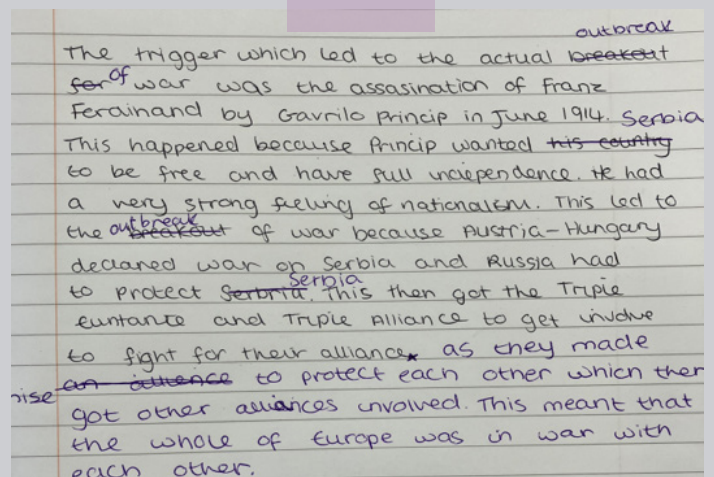


[Read more ...](#)

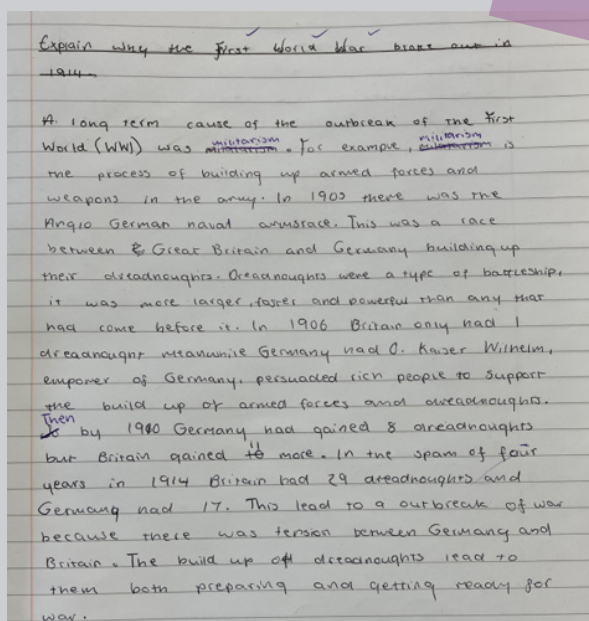
Photo montage of beautiful History work.



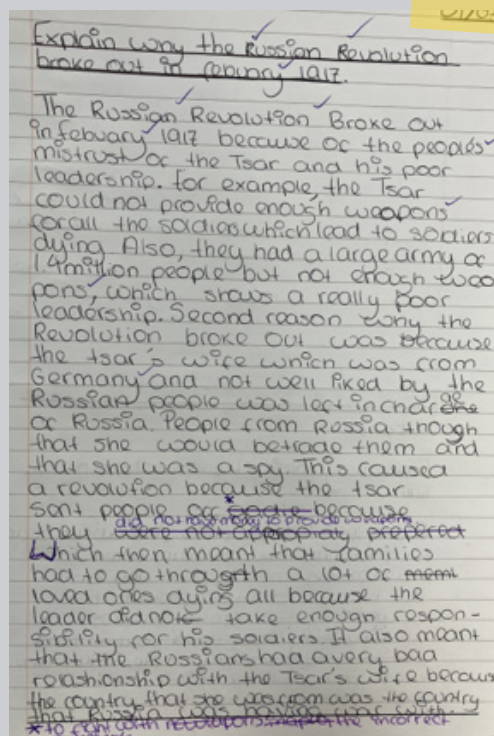
Andre - 8L



Iqra - 8I



Urte - 8I



Marta - 8S

Spotlight on new staff

Miss Hardaker

Geography teacher

I am truly so excited to join the TAL team in September as a Geography teacher. My passion for my subject was sparked at Secondary school where I had a particular interest in development across the world. I continued this interest at the University of Leeds where I studied Environment and Business. I have the same passion for Geography at TAL, where I believe the curriculum is enthralling and I am eager to begin teaching it in September.

I have competed at National level in many different styles of dance; Ballroom, Latin and Disco Freestyle to name a few. In this time I won three British titles. On a weekend you would find me listening to a podcast whilst walking or at the Theatre with friends. I am hoping that I can bring some of these hobbies to the 'Involve' programme.



Ms Marsh

History teacher

My passion is history, and I relish the opportunity to teach my subject specialism at TAL. My main interest is the History of Medicine and Science, looking at how medical developments have shaped the world we live in. Medical history is full of weird and wonderful stories! More generally, I believe that history is crucial to understanding the world and shaping well rounded, analytical young people. The culture and ethos of TAL, and the Humanities department, is something special and am very much looking forward to making a difference come September. Outside of work, I love walking in the Yorkshire Dales, and I am a big fan of theatre and music, having played the flute for a long time.



I am thrilled to be joining the brilliant humanities department at TAL in September. Having worked at another school in the MAT, I am excited to continue working for a fantastic trust.

[Read more ...](#)

Mrs Baig

Religious Studies teacher



I am joining the Humanities department in September and I am beyond excited to meet all the purple stars! My subject specialism is in Religious Studies, having studied a BA Religion and Education at the University of Huddersfield as well as an A Level and GCSE in Religious Studies. It is a subject that I believe is fundamental for us to consider when teaching, as it provides a great foundation for unbreakable bonds between religions and cultures both within schools and the community.

Alongside this, I have studied Islamic Sciences for over 10 years, starting at the age of 12. Islamic sciences include Arabic Morphology, Islamic Jurisprudence and many more. I have gained insightful knowledge from this, allowing me to teach these sciences to the younger generations. I completed the entirety of secondary school, sixth form as well as university whilst continuing this rigorous course of Islamic Sciences. I was so dedicated because I have the passion and drive to spread this knowledge of Religious Studies. I am a firm believer in the quote 'Where there's a will, there's a way'. As long as one is determined to achieve a goal, no obstacle will stop them from achieving what they desire. I look forward to meeting you all in September.

Miss Raistrick

History teacher



I'm very excited to be joining Trinity Academy Leeds as part of the Humanities department in September; the students and staff at the academy have created a strong, cohesive community and I'm looking forward to having the chance to join the team. Over the last four years, I have taught at a secondary school in Bradford, but I am looking forward to having the chance to teach in Leeds (my hometown and favourite city!).

My subject specialism is History; I love learning about what has come before us and how this has shaped the current world and society that we live in today. It's also so interesting to see how interpretations of the past are still changing to this day, and how new research sheds new light on areas of the past, evidencing that History is always changing and being rewritten. Throughout my studies of History at the University of Leeds, I found that my favourite time period to investigate is the modern era, particularly key events falling in the 20th Century. I'm extremely lucky to have the opportunity to pass my enthusiasm for the past on to the students I teach. I was inspired to start my teaching journey after my History teacher instilled in me a love of the subject, and I hope to do the same for the brilliant students I teach. Outside of work, I enjoy reading and researching around History, but also enjoy trying new hobbies and learning new skills. My most recent interests have included taking piano lessons, keeping active at the gym, baking, cooking, crafting and I have even tried a bit of roller-skating. It's always great to try new things, and I'm eager to see and hear about all of the new things tried at Involve clubs in September. I'm looking forward to getting started - see you then!

Involve Co-curricular provides opportunities for students in a wide range of forums



The Humanities department offers a number of opportunities through Involve co-curricular clubs, allowing students to develop their passion and skills in the Humanities.

Team Humanities as of September 2023



History Club at TAL

Meanwhile, Elsewhere – History Club at TAL, was established to provide students with the forum to learn more about Historical topics that interested them. In the first meeting we introduced the topics that we found the most fascinating, and decided where we wanted our enquiries to go. Unanimously, students decided they wanted to delve deeper into medieval history, and strengthen the knowledge and skills for their history lessons. With this in mind, we explored contemporary source material (the Bayeux Tapestry and the Lutteral Psalter), explored the challenges faced by William Duke of Normandy following the Norman Conquest of 1066 and engaged with the development of castles in the medieval period.

Kailyn-Faith

TEAM 7T

I chose Meanwhile, Elsewhere because I really enjoy learning about the past. I think that History is a very helpful subject not only because of the fact that it links to so many other topics, but also because it introduces so many amazing opportunities. When I saw this club up for grabs, I was shocked as so many people pay a lot of money to get this kind of opportunity.

Personally, I really enjoyed the discussions because they allowed us to agree with and challenge each other respectfully. This helped us to explore other opinions whilst also feeling comfortable sharing our own. I also enjoyed both the work and activities we participated in each week. I could tell they were carefully planned out to link with our normal History lessons. This helped us learn more information on the topics we were learning, whether that was creating our motte and bailey castles like the Normans to paying unfair taxes like the serfs.

During my time in Meanwhile, Elsewhere I learnt many interesting facts ranging from the drastic amounts of tax the peasants had to pay, to monarchs and how they reigned during difficult times. This information allowed me to succeed in my weekly History lessons. I learnt this by participating in the activities which took place every week. We took part in an activity where we had to create a stone keep castle with a budget, this helped us to think strategically and think before making decisions.

It has definitely inspired me a lot as I was able to express my opinions, but also listen and learn from how others viewed certain topics. This helped me to be able to view different situations in contrasting perspectives that could help me in the future. It allowed me to enjoy my History lessons even more and discover that History isn't only about dates and facts but rather about how things have changed over the centuries and how this is interpreted by historians.

I would recommend this Involve Club to not only people who love History but also to students who just want to learn more. No matter your view on the subject of History, this Involve Club was always a joy to attend and I think it brought out the historical qualities and knowledge in each pupil going. The activities were clearly planned out each week and they were so much fun every time and we learnt lots while we were doing them.



[Read more ...](#)

Duke of Edinburgh

Yahya

TEAM 8E

I've chosen this Involve Club again in Year 8 because it makes me feel alive. It shows you the nature you might never have seen in a lifetime. Duke of Edinburgh also helps you to make new friends and opens up new opportunities. The most enjoyable parts of the club are the expeditions and Saturday walking trips. This has shown me that walking in nature isn't boring or a waste of time. It showed us all how nature can be exciting and how you can experience new opportunities and activities. Duke of Edinburgh is very sociable. It also teaches you the Geography and History of an area. As well as that, you are given a compass and learn map reading skills. Duke of Edinburgh has inspired me to be more eco-friendly and to take daily walks. This also ultimately inspires me to be a better person. I would recommend this Involve Club to anyone interested in the following: Geography, History, exercise, socialising and map reading.

Mohammed

TEAM 8M

I chose this Involve Club because there are many opportunities to learn new skills and challenge oneself in a supportive and safe environment. While doing Duke of Edinburgh, I enjoyed the sense of accomplishment and success, also going on the exiting trips. This showed me that there is more to the world than I thought. Overall, Duke of Edinburgh has helped me to develop skills and confidence that will serve me well throughout my life. I have learnt to appreciate the outdoors, work in a team, and give back to the community.

This club has inspired me to look after and explore the local area. I would recommend this Involve Club because it gives me a sense of happiness, because you get to do regular trips and because it is different to all of the other clubs.



Read more ...

Philosophy Club

“

We do not sufficiently encourage children to think for themselves, to form independent judgements, to be proud of their personal insights, to be pleased with their prowess in reasoning... So long as sheep are what we really want, sheep are what we'll get.

(Matthew Lipman, Founder of Philosophy for Children, 1973)

”

Philosophy is the study of wisdom and knowledge in asking 'why?' and 'how?'. In each session, we answer the 'big questions' and we don't shy away from in-depth discussion and debates. This is an opportunity to build skills of communication, confidence, turn taking and problem-solving. Students are invited to voice their opinions on matters which they may be passionate about and show consideration for diversity in opinions. In Philosophy Club, students develop their resilience and problem-solving skills in answering our ultimate questions, therefore empathising and respecting the views of others.

Above all, Philosophy Club is an opportunity to learn more about yourselves and those around you.

Below are some examples of our philosophical questions:

How do we know the difference between right and wrong?

Is it ever possible to achieve justice?

How was the world created?

Why does suffering happen?

Are human intelligence and machine intelligence the same?

Do we really have free will?

Is there life after death?

Should all humans be vegan?

Discuss them with your friends and family.
I would love to hear your thoughts!



[Read more ...](#)

TEAM 8I



I chose this Involve Club in order to widen my perspective about the big questions in life. I enjoy this club due to the engaging debates and discussion topics. Even if the question seems easy there is always someone on the opposition that will counter your point regardless. This makes the club really interesting. From Philosophy Club, I've learnt that different people have different perspectives and variants of an answer. Even if they agree with you their answer still differs from yours. I have learnt this by listening to other people in the club. This Involve Club has made me think differently. This is because, even when I think I have the answer I must also always consider the answers of others too.

Mahmuda

TEAM 8T



I chose Philosophy Club for Involve because Philosophy has genuinely intrigued me since I was in year 6. However, I never looked into it or paid much attention to my curiosity until Year 8. I also chose Philosophy Club because I wanted to hear other people's opinions on questions that don't have a right or wrong answers. I have enjoyed whole class discussions the most because I love hearing other people's opinions. Especially when it challenges what my opinion is. I also enjoy learning about different philosophers. This is because I find it fun and challenging to understand their statements and arguments.

From Philosophy Club I have learnt that the majority of what you say can be challenged or built upon. I learnt that from my friends and the other people in the club. I have also learnt about many philosophers. In each session, we look at what a philosopher has said on the question we are discussing.

Philosophy Club has inspired me to look into theology (the study of God). The reason for this is because some questions in the Involve Club explore different beliefs in God.

“

I'd recommend Philosophy Club to anyone.

This is because you never know if you might enjoy something, unless you try it. I'd also recommend this Involve Club to anyone who enjoys debating because there are opportunities to discuss your opinion/argument to everyone in the club.

”

[Read more ...](#)

Mina

TEAM 7T



I chose Philosophy Club because I really enjoy discussing big questions. In Philosophy Club I get to see how others may view something and why they hold their opinions.

So far, I really enjoyed the discussion; 'What is free will?' because almost everyone has a different opinion about what free will is. From philosophy club, I have learnt how important it is to listen to other's ideas because there might be things that you have not considered, that they can help you to understand.

This Involve Club inspired me because it shows how everyone else is different from each other and that they might have different opinions, but that we should give everyone the chance to contribute. I would recommend this Involve Club to anyone who wants to speak more or to people that are looking for a problem they might try to solve.

“

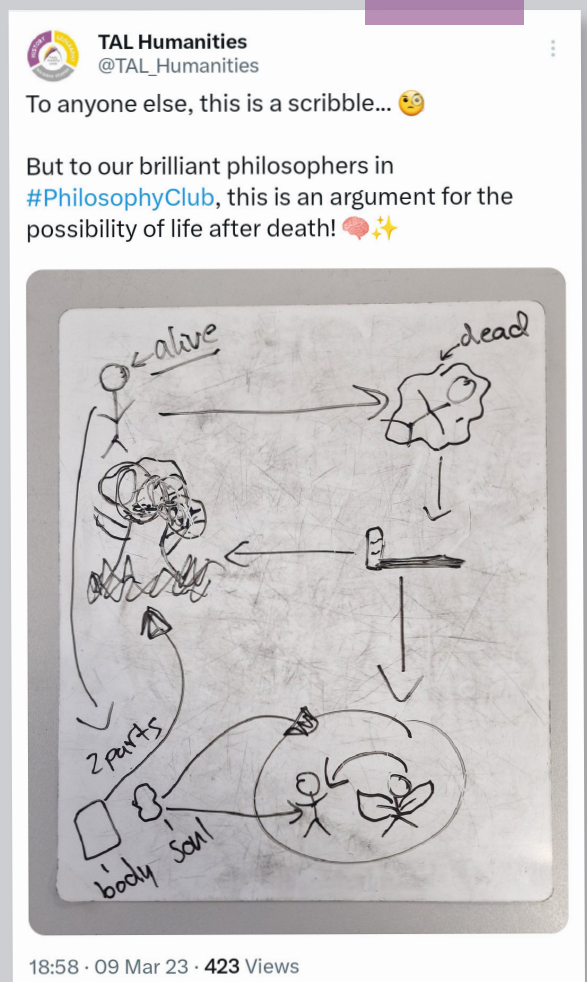
Even if the question seems easy there is always someone on the opposition that will counter your point regardless. This makes the club really interesting.

- Simphiwe

”

I have enjoyed whole class discussions the most because I love hearing other people's opinions. Especially when it challenges what my opinion is.

- Mahmuda



Read more ...

Involve Model United Nations at TAL

Model United Nations (MUN) is a popular activity for those interested in learning more about how the UN operates. Worldwide, hundreds of thousands of students take part annually. Many of today's leaders in law, government, business and the arts – including within the UN itself – participated in Model UN as student. The United Nations MUN Programme aims to build and maintain strong links between the UN and Model UN participants across the globe. Those who take part in MUN Conferences are called 'delegates'. Delegates represent one country at an MUN conference and must debate and negotiate from that country's perspective. **At TAL our specialism is Voice. Over the next few months, our MUN delegates will be using their voices to discuss and learn about:**

The UN and its aims.

Issues faced by the world, such as health, education and security.

How to participate in an MUN Conference.

In July we will be organising our first MUN at TAL Conference. Linking to our Earthshot pledge, the conference will be about sustainable cities and communities. Our TAL delegates will represent their chosen country and will be discussing how their country would seek to improve sustainability and living standards in their cities. This is something that we think all of our delegates will enjoy, as urbanisation is progressing at a rapid pace in our modern world. In addition it links directly to Year 8's current Geography enquiry on how the UK makes its wealth.

The rate of people moving from the countryside to new or old cities is becoming an issue of growing proportion. Already over half of the world's population live in cities, and this is only going to increase in the future. Furthermore, the rapid, often uncontrolled, growth of cities directly impacts the living standards of those living there, as well as often lacking sustainable mechanisms to keep the population safe. Delegates at the conference must look at how this uncontrolled growth can be managed and how the living standards of those within cities can keep improving, building on the lessons of millennia of urbanisation.

Over the coming months as well as preparing for our inaugural conference, MUN at TAL will be hearing from professionals who currently work in international relations and global affairs. We have guest speakers lined up from NATO, International Monetary Fund, diplomats from across the world and from the UN itself!

Students have welcomed the opportunity to participate in this challenging and academic Involve.

Sasha - TEAM 81

I chose this Involve because I wanted to see how members of the UN make decisions for all countries in the world.

We have learnt lots of things in MUN. One of the activities I enjoyed the most was learning about multilateral decision making through the biscuit diplomacy activity. We had to debate and negotiate to defend our policy (biscuit) like delegates in the UN would. It taught us how seriously members of the UN have to take their policies. This club has inspired me to find a way to be apart of the UN because I have realised that I have great debating and negotiating skills. I would recommend this club to those who enjoy challenges and who want to solve the world's problems!

[Read more ...](#)

VOICE NEWSLETTER

08 EDITION 2023

Vlad - 8T

I joined MUN at TAL because I wanted to discuss, debate and think about the world's biggest problems.

I enjoy debating with people as I get to develop my own opinions and learn about other people. Since joining MUN I have been learning about how the UN works and practicing my debating skills. MUN has inspired me to continue to use my Voice to speak out about things that I think need to change. I would recommend this Involve to people, like me, who want to solve global problems.



INVOLVE

Model United Nations



NAME:

.....

CLASS:

.....

Interfaith at TAL

Interfaith week

In November, we celebrated all faiths, cultures and backgrounds through bingo sheets, online quizzes and daily recipes for students to try. We also had philosophical discussions during family dining throughout the week, such as: What does faith mean to you? What makes you happy? Are miracles possible? What does the future of religion look like? And many more!



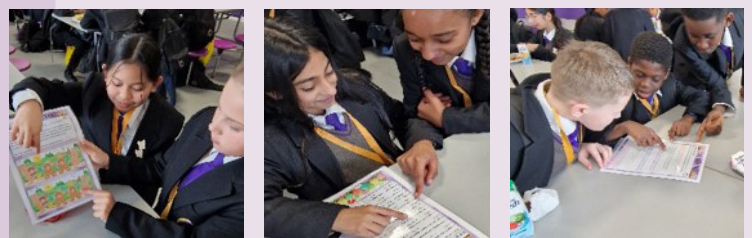
Ramadan at TAL



The Islamic month of Ramadan is a blessed time for many of our students. For the first time, we provided congregational prayer where over 100 students attended from Year 7 and 8 over the month. Ramadan encourages Muslims to be their best selves, so in the spirit of Ramadan we also followed a 30 Acts of Kindness calendar that encouraged all students to carry out daily acts of kindness that reflect our core values of Empathy, Honesty, Respect and Responsibility.

Easter at TAL

Like Ramadan, Easter is a significant time of year for many of our students. To celebrate and recognise this, we had Easter quizzes, games and thought-provoking questions to see how much we knew about Easter. This made for some very enthusiastic conversations during family dining!



Reflection images

Every single day our students have an opportunity to reflect in silence, motivated by an image chosen for that week. In the past, we have celebrated diverse cultures through our reflection images, enabling students to build on their cultural capital and learn more about the world around them.

Read more ...

Interfaith Club

Alisha – TEAM 8E

“

I chose Interfaith Club because I like to learn about different faiths. It is interesting to find out what other people believe in. This was a great opportunity to learn more about different faiths.

I enjoyed meeting new people in the club, and learning about their religions. I also enjoyed playing Kahoot. The club has inspired me to have conversations with people from other faiths. This helps me to understand how other people practice their religions.

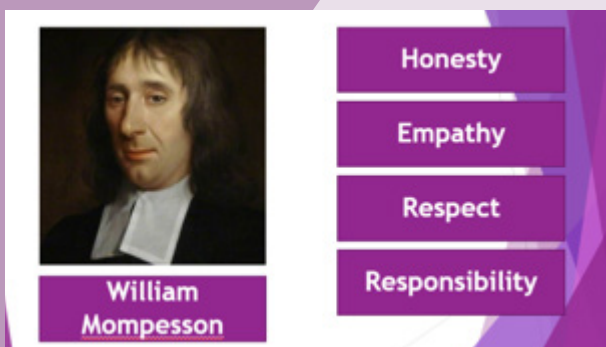
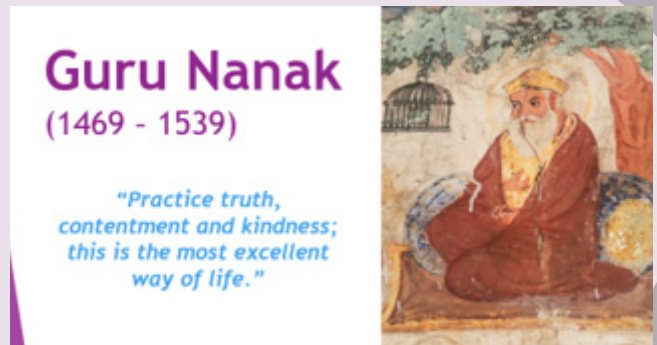
I would recommend this to people who enjoy learning about different cultures and religions.

”



[Read more ...](#)

Team Humanities are keenly aware of the importance of honing in on Inspirational figures who drive our curriculum through their inspirational actions. Below pictured are a small selection of slides taken from our Inspire assemblies.



EMPOWER

Empower Pathways, the award-winning careers programme at Trinity Academy Leeds embodies and exemplifies our mantra; 'Reach Higher, See Further, Shine Brighter'. At TAL, starting in the first term of Year 7, students are supported to develop the knowledge, skills and expertise to refine and work towards their aspirations. Students engage with diverse, exciting and enriching career opportunities – with an emphasis on the importance of wise and informed choices alongside the importance of maximising their potential. Through Empower Pathways, students also develop their reflective skills in order to help them to plan for the future, while gaining an understanding of the world of work and what they will need to do to achieve their goals.

As part of the 'offer' for Years 7 and 8, students have engaged with a number of trips, relating directly to the study of the Humanities and their History and Geography curricula. At TAL, we believe that careers experiences should be available for all students, with this in mind, every trip is free of charge to all students.

After each trip, students reflect in their Empower careers booklet in order to record their experiences and the impact it may have had on their future career goals.



“

**Thank you, for these workshops.
I didn't realise I could be anything I want.
Now I feel I can.**

- A year 8 student speaking to a member of staff after an Empower trip.

”

Read more ...

Social Mobility



In recognition of the huge impact that Empower has had on the students at Trinity Academy Leeds, we were honoured to be recognised as the winner of the School/College of the Year at the UK Social Mobility Awards in October 2023.

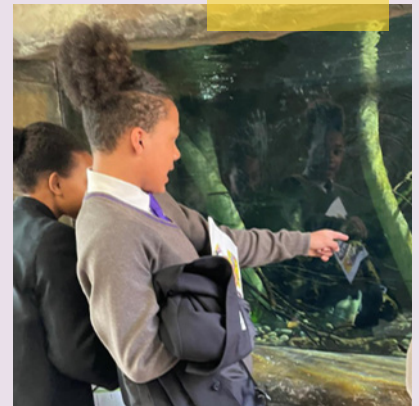


★ School/College of the Year! ★★

[Read more ...](#)

EMPOWER Year 7

A tour of Leeds' very own zoo, tying in with our Year 7 Geography enquiry on biomes and ecosystem. Students experience the best Leeds has to offer in terms of diverse wildlife, followed by a walk through the spectacular Roundhay Park to the Ann Maguire Education Centre, where they will learn about careers in ecology, conservation and sustainability through interactive activities. Students have plenty of opportunities to ask questions about the wonderful species of animals they will see and routes into the potential careers within the sector.



ROYAL ARMOURIES

Linking directly to the study of the Norman Conquest in History, all Year 7 students visit the Royal Armouries. They engage with two workshops in which they apply the historical knowledge and skills that they have learnt in lessons, to begin to understand the role of a historian. Students also are treated to a guided tour of the most exciting parts of the Royal Armouries' collections.



[Read more ...](#)

EMPOWER Year 8

Linking directly with our Year 8 local History study of the Industrial Revolution in Leeds, students engage with a guided tour of 'disease street', a reconstructed street in Leeds, and identify and evaluate the varying health hazards through the eyes of the people who experienced them. Students will then form their own enquiries as they are guided through the medical exhibits, also reflecting on the jobs available in the medical sector through the gallery 'who cares'. The ICare Ambassadors contribute to this trip, with a minimum of two medical professionals providing a talk and question and answer session for students during their visit. So far students have met with a renal transplant nurse specialist, a midwife and an accountant.



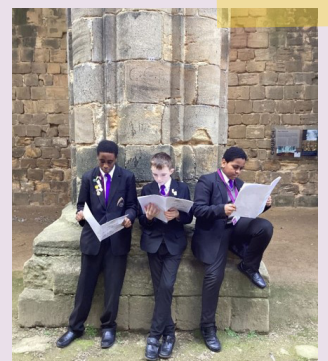
Leeds Discovery Centre



Students visited the Discovery Centre where millions of artefacts, owned by Leeds City Council, are housed. They learnt about the processes surrounding the documentation and organisation of the artefacts and were fascinated by the Burmantofts pottery, originally made on the site of our school!

Kirkstall Abbey and Abbey House Museum

In May, 8E and 8M visited Abbey House Museum and Kirkstall Abbey and looked into diverse careers in the heritage sector including marketing and advertising, as well as curation. Students learnt about the history of the Abbey, with a guided tour, and linked this to their learning about the dissolution of the monasteries by Henry VIII. Following this trip, the academy was contacted by a member of the public to comment on the wonderful conduct of the students who visited.



Temple Newsam house and farm



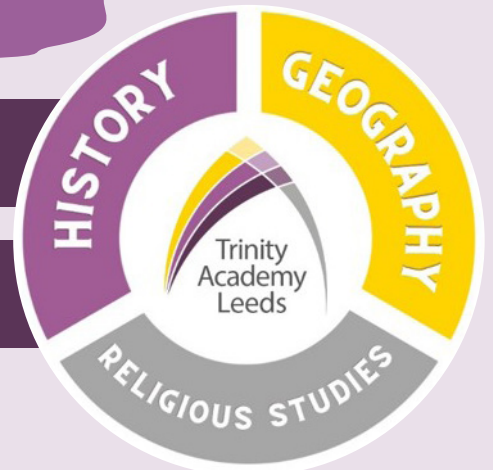
At Temple Newsam, students engaged with the rich history of the house, and competed using iPads to get the best 'marketing' shot for the house. We also paid a visit to the on-site farm where students learnt about career options linking to agriculture.

[Read more ...](#)

Team Humanities

WE HAVE JOINED TWITTER!

@TAL_Humanities



TAL Humanities
@TAL_Humanities

This week, our geographers carried out [#fieldwork](#), collecting data to investigate which biome we live in.

Look at the concentration! Excellent leadership and teamwork from our Purple Stars 🥰💜🌟

When students go the extra... extra... EXTRA mile to succeed! 😊

Andre in 8L redrafted his history essay at home, linking together the new topic (the First World War) and his previous learning on the Russian Revolution! A true cultural architect and ambassador for his team 💜👏

TAL Humanities
@TAL_Humanities

Beautiful work update! 🎉🎉

Miss Davies has added these brilliant examples of climate graphs from our Year 8 Geographers! The attention to detail is everything 🌟🌟

TAL Humanities
@TAL_Humanities

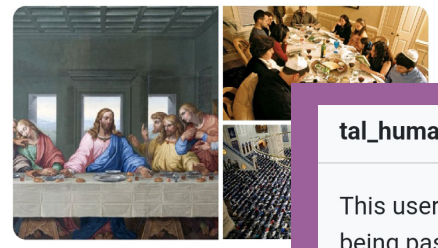
Geography: What does rural mean?

The countryside	91%
Good land-use	1%

Today is an important day!

For Christians, it's [#MaundyThursday](#), Jesus' Last Supper before his crucifixion. For Jews, it's the first day of [#Passover](#), the day that Moses freed the Israelites from Egypt.

Oh - and we're now half-way through Ramadan!
[#TeamInterfaith](#) 💜🌟



Humanities Morning Recall tomorrow! 📅

Use our Look, Cover, Write, Check method to prepare and practice. Here is a brilliant example from Milka in Year 7 📌. A true ambassador to her team and to Humanities! 💜👏

[#MakeSuccessInevitable](#)

tal_humanities

This user, tal_humanities, projects an image of being passionate about the humanities and education. They talk about their students' achievements, their team of teachers, and their investment in providing great books related to their curriculum. They also share examples of exceptional work from their students and encourage them to strive for success. The user uses emojis to express their enthusiasm and appreciation.

If you are still deciding on whether to follow us, this is what Artificial Intelligence (AI) had to say about our Twitter profile!

Read more ...

VOICE NEWSLETTER

08 EDITION 2023



Thank you for reading our TAL Newsletter!

It means a lot for us to share our founding members' voices and all the incredible things they are achieving at TAL.

Follow us for more!



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@trinityacademyl

leeds.trinitymat.org

