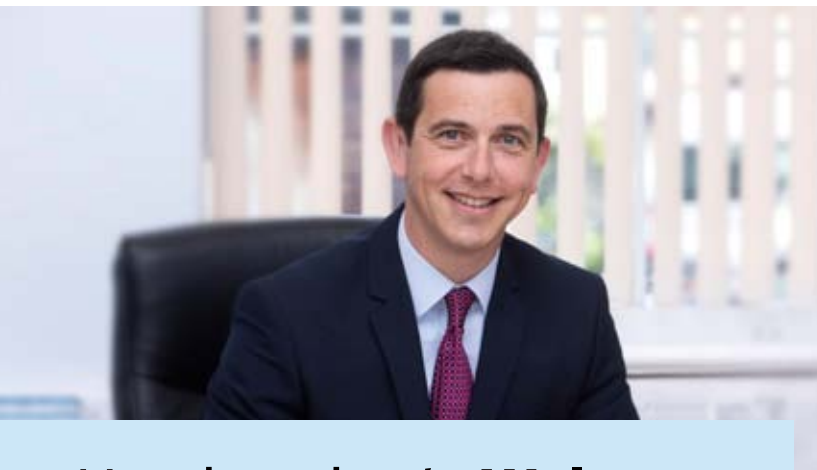




CARSHALTON HIGH SCHOOL FOR GIRLS

CURRICULUM NEWSLETTER



Headteacher's **Welcome**

Dear Parents/Carers

Welcome to the first 'curriculum newsletter' of the academic year 2022 - 23. You will notice that the content of this newsletter is slightly different to the previous newsletters as we focus on the learning of the students and the depth of curriculum in each of our subjects. The final newsletter in each half-term will follow this pattern and it will be a celebration of our students work and our core business of excellent teaching and learning. It will also give our students a window into the content that they could potentially study for GCSE and A Level. Please do take the time to read the information fully, there is so much that has already been achieved in such a short space of time!

We have been overwhelmed by the number of students participating in our co-curricular programme each evening, with an exciting range of additional activities planned for the next half-term. Attendance has been very good and we have held a Year 7 Culture and Values Day, Year 10 Careers Day, Year 6 Scholarship assessments and Year 11 are just about to receive all of their revision guides for their future mock examinations. We have also been busy celebrating Black History Month with a number of seminars, competitions and assemblies being held.

A reminder that we finish at our normal school time (2.35pm) next Friday 21st October for our 2 week half-term. Students return to school on **Monday 7th November** with a normal start time.

Looking ahead, I want to take the opportunity to remind you that we will be holding our **Sixth Form Open Evening on Wednesday 9th November**. We look forward to welcoming our Year 11 cohort to this event, but we would also strongly recommend our Year 10 students attend so they can find out more about our 6th Form experience and the subjects we offer. Due to this event being held in the evening there will be a late start the next morning for all year groups, with students not allowed onto the site until 9.10am. Tutor time will begin at 9.30am and students will move to Lesson 2 at 9.55am or break for Year 8 and 9.

Please do enjoy the 2 week half-term break when it arrives and I look forward to welcoming all our students back, rested and ready to take on the next half-term.

Mr M M J Devenney



Art

Progress on the building work continues, and we are all looking forward to our Visual Arts & Technology facilities to be completed; in the meantime we have welcomed and introduced a new year 7 to the subject of Art. Our new year 7 students have made a great start and proved themselves up to the task of grasping and learning what we call the formal elements, or the language and building blocks of art. Starting to ponder the essential questions, (for example, ‘What is Art, and what makes a piece of art?’), the Year 7 students have been learning and developing their drawing skills and are beginning to explore ideas of tone, shape, form, composition and line.

Year 8 are excited to start exploring the idea of Portrait. They are learning about traditional portrait techniques this term, as well as practically beginning to draw facial features and self-portraits. They will be learning some Photoshop techniques in the not-too-distant future as well.

Our Year 9 Photography students have made an excellent start this term and are very excited to become more confident and competent photographers. They have been learning (with great enthusiasm) how to use DLSR cameras, exploring the various settings available on these powerful tools and learning some more advanced Photoshop editing techniques and skills. Our Year 9 Art students have been

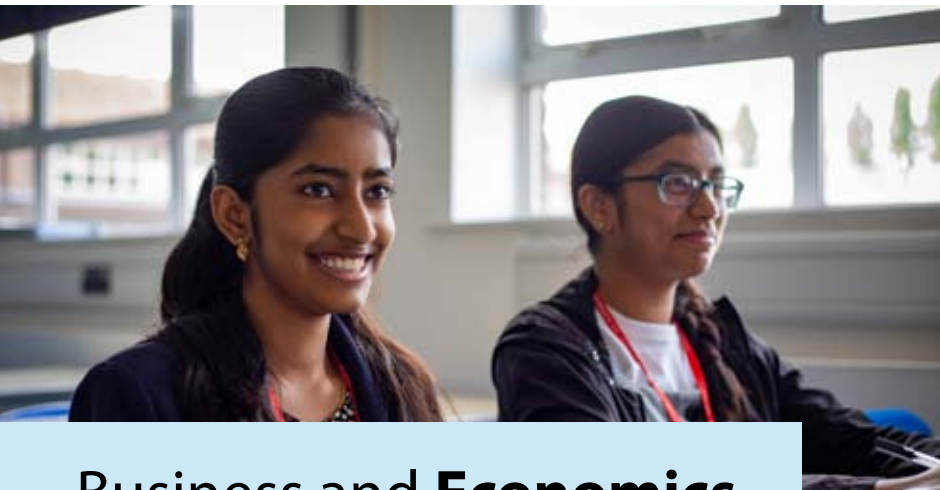
working hard and are developing their drawing skills. They are making brilliant progress with their Still life project this term.

Onto something a little more morbid! Students working through the Year 9 extended curriculum have been creating their exquisite corpse drawings, based on a Surrealist game. They have learnt about Surrealism and how the movement’s artists find magic and strange beauty in the unexpected and the uncanny, the disregarded and the unconventional. The results have been fascinating.

Please spare a thought for our Year 10 students who have made an excellent start to their GCSE coursework . We have a great set of talented and dedicated students who are producing some really wonderful pieces of Art; unfortunately, we can’t share coursework examples here in the newsletter as they will need to be completed and marked under certain conditions.

We are looking forward to sharing some of the other students’ work with you in the next newsletter.

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Business and Economics

We are very proud of how our Year 9 students have made an excellent start to their Business education this academic year. They have been learning about enterprise and entrepreneurial skills, how to come up with a business idea, risks and rewards for a business and how to add value to a product. Their enthusiasm has been infectious as they have keenly worked on developing their understanding of and skills for starting their own business in the future.

Our Year 10 students have been learning about how to make effective business decisions and considering the range of factors that will influence whether a small business is successful or not. This chapter includes various types of ownership, the choice of location, the marketing mix and how the elements of the marketing mix must work well together. Our Year 10 students are becoming much more confident in seeing the bigger picture in and outside the business environment and being able to make references to their prior learning. They are also building on the exam skills they developed in Year 9 by tackling higher mark exam questions and working on their application skills as they are handling more business case study materials.

In Year 11, building on the work that we had done in previous years, we have a real focus on ensuring that our students can handle a variety of familiar and unfamiliar contexts by working with a diverse range of case study material.

These contexts can vary in terms of the markets they operate in, their locations being local versus international, nature of product, business size, leadership or ownership. As they progress into the content of their Theme 2, Year 11s learn more about how to grow a business, how larger organisations such as multinationals operate, mergers, takeovers and how to finance growth. We have put in place strategies to tackle any challenges and ensure our students have access to expert support in every lesson.

Our A level Business students in Year 12 have been learning about Marketing and People, which includes topics such as what makes a successful entrepreneur, financial and non-financial rewards, business aims and objectives, as well as demand and supply and factors influencing these in a marketplace. In addition to their A level programme, the department is continuing to offer the Young Enterprise Company Programme to enhance all Year 12 students' understanding of how businesses operate. This also promotes invaluable transferable skills such as creative thinking, problem solving and professional etiquette. Once the team settles into their business activities in the Young Enterprise Programme, we will be looking forward to sharing with you how they get on with their product and the results of their competition entries.

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In Year 13 A level Business, there is a growing emphasis on how the students will handle case study material, extracts include information and different types of data, and how they can practice applying their knowledge into context that they might not always be familiar with. The topics they have covered so far include sources of business finance, and measuring business performance through the use of key accounting and finance ratios and margins.

In Year 13 BTEC Business, students have been familiarising themselves with the external assessment unit for their January 2023 exam. For the Developing a Marketing Campaign exam, they have practiced conducting research on market size and trends, financial information and marketing activities including budgeting for a marketing campaign. They have been handling sample assessment materials as we have started training our students with skills they need to approach research material and how to structure a report.

And last but not least, our Year 13 Economics students have continued to learn both micro and macroeconomic concepts such as marginal and average revenue and costs, law of diminishing returns and national and international economic policy. As you can imagine, we had a lot of healthy discussions around the latest changes in our economic environment and government policy.

All our Sixth Form Business and Economics students were invited to attend a visit to the Bank of England Museum and we were able to receive a talk by one of the Bank's educational ambassadors. This trip has provided our students with a detailed information about the Bank's history, their role in relation to the UK economy and many other areas of the Bank's involvement in shaping both the business and individual decisions we make.



Bank of England trip, September 2022

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Child Development

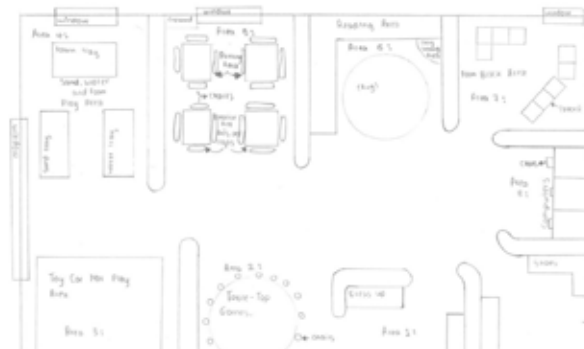
This half term, Year 9 have been engaged in the first topic of study, for the examined unit of work entitled R057: Health and wellbeing for Child Development. Within this unit students have started to develop essential knowledge and understanding in Child Development, covering; the wide range of factors which affect the decision to have children, pre-conception health, conception, and roles and responsibilities of parenthood.

This knowledge is the founding part of our curriculum and the students on our course this year have shown that they can approach the topics with a mature mindset and have made a great start to the course.

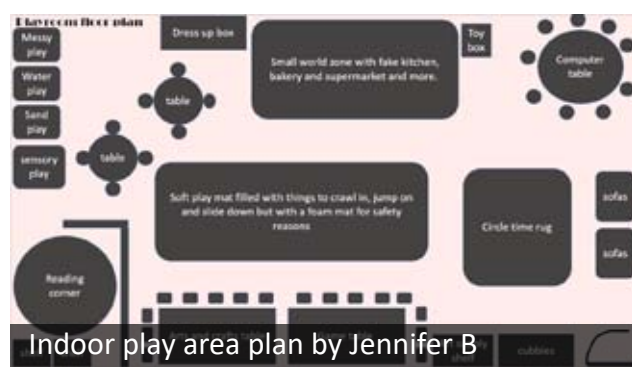
Our Year 10 students have started coursework for the R058 unit. In this unit, students learn how to create a safe environment for children from birth to five years in childcare settings. They will investigate and choose equipment that is both suitable and safe for use and will learn about their nutrition and dietary needs.

Currently our students have been designing their plans for an indoor play area of a nursery and writing about how they will keep children safe in each of these areas.

Below are some examples of some of the excellent designs completed so far:



Indoor play area plan by Isabel B



Indoor play area plan by Jennifer B



Indoor play area plan by Mary C

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Citizenship

As Citizenship is new to Year 7 students, we have started this academic year with an introduction to the concept of political literacy. We introduced key skills, such as advocacy, through class discussion and targeted questioning. Students have learnt the principles of politics, starting right at the origins of Democracy and how we develop with rules and laws. We have also studied equality, fairness and equity, where the students have had to develop their community, introduce rules and laws and democratically elect a system of political leadership.

In Year 8, students studied the importance of voting and representation. Students have looked at the impact of various key legislation in the development of voting equality and explored the role of women in the 19th century in the Suffragist and Suffragette movements before debating which approach was the most successful in gaining the right to vote.

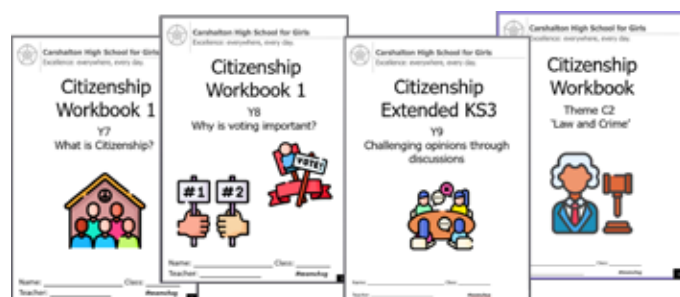
Year 9 students have begun their GCSE Citizenship journey by delving into the history and social makeup of the UK. Our Extended curriculum Citizenship students have been exploring various debates with an emphasis on oracy and listening skills. We have all been impressed by all students' mature attitudes when discussing the various topics presented.

Year 10 students are continuing their study of crime and law by learning about the various courts in the UK and the important role that

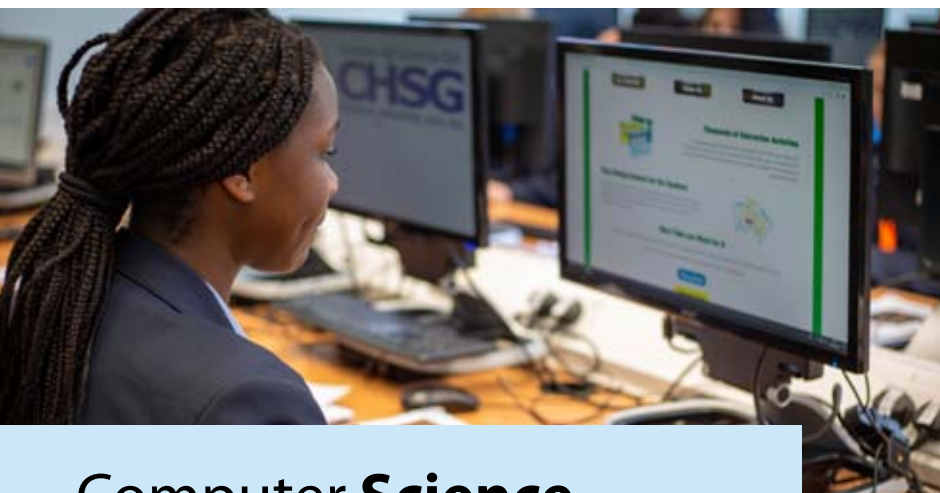
ordinary citizens have in the justice system. Following this, we will begin exploring the topic of Politics and the workings of Government and Parliament before hopefully securing a visit to the Palace of Westminster later in the academic year.

Our Year 11 students have begun the year very well by completing some excellent action projects and have now started learning about the UK's role in international politics.

Additionally, preparations for the summer GCSE exams have begun to ensure that all students are fully equipped with the knowledge and skills needed to achieve their best. To support revision, we are pleased to announce that this year, the Citizenship and Law departments will once again take part in the Bar Mock Trial, an excellent opportunity for any GCSE student to think critically, develop a deeper understanding of the law, and hone their skills in debating and public speaking. We will send out more information in due time regarding this opportunity.



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Computer Science

Year 7 Computer Science

Our Year 7 Computer Science students have been finding there way around the computers and the new software applications. Students have built a good understanding on how to use the Office 365 application as well as using MS Teams to check and upload any homework, outlook to send and receive emails to both students and staff. They have been learning keyboard and mouse skills as well as shortcuts. Students are currently learning how to use a number of software packages including MS Word, MS PowerPoint and Web Browsers.

Year 8 Computer Science

Year 8 students have been studying a theoretical unit covering the basic principles of computer architecture. Pupils will revise some of the theory on input, output and storage and how such devices are used in day to day practices. Students then look further in to cloud computing identifying the benefits and risks. They will look at the Input-Process-Output sequence and the Fetch-Decode-Execute cycle and relating all the components to personal devices used.

Year 9 Computer Science

Year 9 have begun their AQA Computer Science GCSE. They have started the Data Representation Unit. Students have carried out conversion of integers from decimal to binary, together with the binary addition of up to three numbers and binary shifts. Students have extended their binary conversions to

hexadecimal numbers. They understand the term 'character set' which includes both ASCII and Unicode and are able to describe the purpose of Unicode and the advantages of Unicode over ASCII. Students are currently looking at how a bitmap graphic is made up of individual pixels and that each pixel is represented in binary.

Year 10 Computer Science

Year 10 have been covering the Cyber Security Unit. They are examining the threats to, and vulnerabilities of networks, computers and programs including the concept of social engineering. Identifying various forms of malicious code and their effects on digital devices and users. Students then move on to detection and prevention of cyber security threats such as Anti-Malware, Biometric authentication and CAPTCHA.

Year 11 Computer Science

Year 11 students have been learning how to write code using pseudocode. Students understand and use data types: integer, float and string. They are able to declare and use constants and variables. Students are able to construct algorithms based on a given scenario by using input, output and assignment statements. Students are able to create While and For loops to allow for iteration. Where there are choices to be made, students can use selection and nested selection statements. Students are currently using one-dimensional arrays in their design of solutions to simple problems.

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Dance

Year 7 dance have begun their Introduction to Dance unit where they are learning a variety of different aspects including physical, expressive and choreographic skills.

Year 8 are continuing to broaden their knowledge of cultural dance as they learn about two of the classical Indian styles, Kathak and Bharatanatyam. Students are creating choreography using different Hastas (hand gestures) and Tatkar (foot rhythms) resulting in a vibrant piece of dance.

Year 9 students have embarked on their GCSE Dance course as they create a trio performance in response to a set phrase they have learnt called Breathe. They are exploring a range of different choreographic techniques such as motif development and chance choreography as well as the importance of effective warm-ups, cool-downs and healthy lifestyles.

Year 10 and Year 11 GCSE Dance students are currently learning and refining their set phrases Breathe and Flux. This aspect of the course requires students to replicate the phrases as accurately as possible from the video set by the exam board. Students are working extremely hard both independently and as team to perfect this solo performance.

Year 12 students have begun their BTEC by looking at the various career pathways and training institutes such as Royal Ballet School, Northern Ballet, Laban Conservatoire and Julliard. Alongside this, students have experienced a range of technique classes such as Somatics, Horton, Feldenkrais and Release.

Year 13 are currently studying for their written exam and are investigating the work of performing arts practitioners Matthew Bourne and Akram Khan. They will develop critical analysis skills and contextual understanding of how practitioners communicate themes in their works such as Giselle, Sleeping Beauty, Xenos and DESH.

Our co-curricular dance programme is also in full swing. We had highly successful auditions for Elite Junior and Senior Dance Companies. Our Royal Academy of Dance teachers Benji and Arizona have begun with their hip-hop and commercial classes. Not to forget our highly talented Sixth Form students who are running our Key Stage 3 clubs.

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Drama

Schools Club at The Old Vic

On 20th October, the Drama department will take 30 students from Years 9, 10 and 13 to see Eureka Day at The Old Vic. Prior to this, on October 12th, Schools Club participants from CHSG will do a playwriting workshop led by experts from the Old Vic theatre. These events are the beginning of a year-long series of free live performances and workshops that drama students in the aforementioned year groups have the privilege of being involved with.

The Tempest

Year 8 and 9 students have begun rehearsals for a spring production of The Tempest by William Shakespeare.

Year 7&8 Drama Club

Sixth Form drama students have begun leading a drama workshop that is open to all Year 7s and 8s. This is happening in J32 each Thursday, from 15:00-15:30.

Year 7 Drama

Year 7 drama students are currently working on a unit based on the theme of Protest which will equip them with a range of theatre skills, such as still image, thought-tracking and role play, that they can use to devise performance work.

Year 8 Drama

Year 8 students are exploring how status can be communicated as a performer. They are also developing their understanding of how a performance can be staged by exploring how cross-cutting can be done effectively to enable

the audience to engage with two simultaneous narratives happening on a split-stage.

Year 9 Drama

Year 9 Drama students have been exploring Brecht’s methodology in a sustained unit that covers a range of disciplines: scripted performance, devised theatre, and understanding how theatre is made and performed.

Year 10 Drama

Year 10 Drama students have begun their devised theatre unit and are currently shaping ideas, that they have generated as a response to stimuli, into performance material.

Year 11 Drama

Year 11 Drama students are beginning to work towards their scripted performance exam in which they will be performing two extracts from a professionally published play. Prior to this, students have been analysing and evaluating elements of a live theatre performance (Yerma) in readiness for their summer exam.

Year 13 Drama

Year 13 Drama students are working towards a mock exam of Section B and C of Component 3, in which they will have to delineate how they would interpret, as a director, different performance texts. They have also begun work towards their scripted performance exam in which they will each perform both a monologue and a group piece from professionally published plays.

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Design and Technology

Year 7 and Year 8 Design and Technology groups are focusing on graphic design this term. They are exploring and developing technical skills that are the basis of skills used by designers in industry.

This term Year 9 Design and Technology students are focusing on Paper and Cards. They will be studying how paper and cards are produced on an industrial scale as well as having the opportunity to create their own paper. This unit is a good introduction for students to demonstrate their skills in prototyping as they design and create their own cards with moving parts.

This term our Year 10 students are studying the technical knowledge required for the textiles unit of the exam. They will be designing and making their own wash bags including the fabric design. This will be Laser Image transfer printed onto a cotton base fabric. We are looking forward to seeing the end results.

The coursework unit is continuing for the Year 11 students. Students have made a very good start with the research element of the course which in turn will help them develop their designs. They will do this through a mixture of computer aided design, hand drawing and prototyping.

Food

Year 7 and Year 8 Food groups are exploring cuisines from around the world. We have been having interesting discussions about cultural cuisines and as food teachers we have discovered a lot of interesting recipes. Our students are going to use this information to create a Food Truck business plan. **We would love our students to be able to cook some of their dishes at home and send us photos of what they have been cooking and the recipes too.**



Year 9 Hospitality and Catering students are designing 'Fakeaway' food. They are investigating how recipes can be adapted to make them healthier and still be full of flavour. During this unit of work students will also be relating their recipes to the sustainable production of food and the environment. They will also consider dietary needs and food choices.

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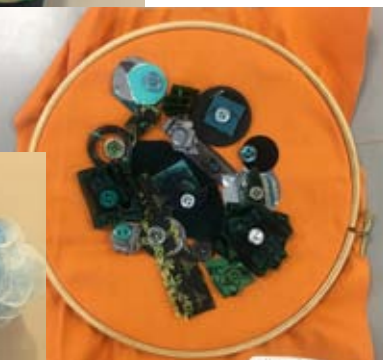
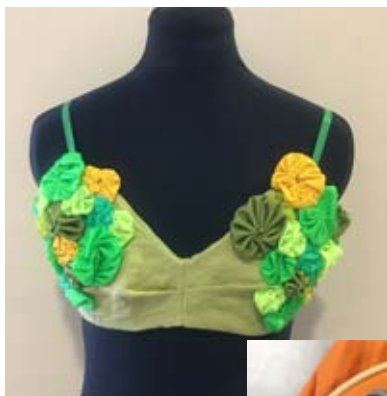
Year 10 students are following the new specification for hospitality and catering provision. They are learning about different types of hospitality and catering providers; the hierarchy of job roles both in front of house and the kitchen and what each of the roles involves. Students are also learning about different types of employment contracts and the legislation around working conditions.

Year 11 students are revisiting how food can cause ill health, dietary needs, including allergies and intolerance, food poisoning and the role and responsibilities of the Environmental Health Officer. In their written exam students will also be expected to know about different legislations including HASAWA 1974 and RIDDOR.

Textiles

Year 10 and Year 11 students are continuing to work on their portfolios which will form part of their exam submission.

Textiles and DT students had the opportunity to take part in a workshop with Textiles artist Jessica Grady. A very successful morning was had by all that took part.



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English

What was it that Keats said about Autumn? ‘Season of mists and mellow fruitfulness...’ While our great poets imagine this to be a time of fruition, in schools this is the time we begin to plant seeds as well as reap harvests. This year, we are launching the English clinic for Year 10 – 13 students. This takes place on a Monday after school in A16. Students are invited to this drop-in style session if they wish to receive 1:1 support from an English teacher. They should arrive ready to explain their particular issue or need, articulate what they have tried so far and bring their revision resources with them. The teacher will then give them some strategies for improvement then and there and to take away for independent learning. This is not only for students who feel they are struggling but also those students who are aiming higher and want to enhance their performance in English.

Autumn Term 1 captures the spirit of Black History Month in English lessons. How many writers of colour can you identify from our curriculum?

Year 7 will embark on a unit designed to develop their creative writing skills in description and narrative based on ideas from the incomparable National Theatre production of ‘War Horse’, building a foundation of Writing knowledge on figurative language, creating characters and opening and ending stories.

In Year 8, students will build on their knowledge of Poetry concepts through studying a collection of poems on the theme of Power. This theme is interpreted broadly: abuse of power; the power of language; the power of memory; nature’s power and feelings of powerlessness. Some of these poems are compared with short stories and speeches on similar themes to deepen appreciation. A diverse range of poets is represented: Kamau Braithwaite, Niyi Osundare, John Agard, Imtiaz Dharker, Gillian Clarke, Nissim Ezekiel, Grace Nichols and the poet laureates past and present Carol Ann Duffy and Simon Armitage.

Non-Fiction writing, an integral element of the GCSE course, will be Year 9’s focus this half term. A range of non-fiction texts will be studied, expanding knowledge of writers’ methods using excerpts from brand new bestsellers such as Sathnam Sanghera’s ‘Empireland’ but also heritage texts such as Sojourner Truth’s ‘Ain’t I a Woman?’

The modern text ‘An Inspector Calls’ is the first step for Year 10 as they begin their GCSE English Literature journey. They will study how playwrights demonstrate their craft and make meaning through dramatic methods. The GCSE English Language course has also begun with a study of Fiction. Students will broaden and deepen their understanding of writers’ methods both in their analysis of texts and for their own creative writing.

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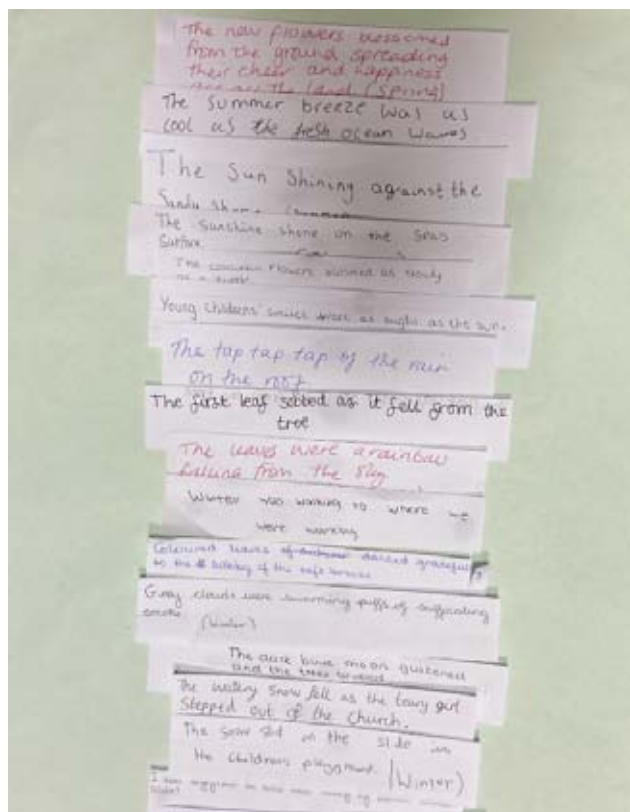
Having studied the play above for GCSE, Year 12 students will begin their A Level course with the study of two plays: Shakespeare’s ‘Othello’ and the modern American classic Tennessee Williams’ ‘A Streetcar Named Desire’. The secure foundations built throughout Key Stage 3 and Key Stage 4 will enable students to make advanced explorations of the tragicomic form, its modern iterations and the new movements of Naturalism and Expressionism. They will also begin a rigorous academic instruction course, anatomising the components of excellent essays.

Year 11 is preparing for their first set of mocks in GCSE English Language (English Literature will be in February). To that end, lessons are focused on revision beginning with the Non-Fiction Paper for which students must analyse two non-fiction sources and write an argumentative piece of their own.

Year 13 is making preparation for their coursework (the NEA, non-examined assessment) worth 25% of their overall grade. We begin with an intensive study of the classic Gothic horror novel by Mary Shelley ‘Frankenstein’. Then students will initiate an independent study of an approved companion text of their choice, which they will analyse comparatively. Students will then devise their own essay question with the support of their teacher and begin the process of 1:1 tuition guidance to produce the 2,500 word essay. This is a challenging yet rewarding endeavour, with many past students reporting that while it was an intimidating task initially, it became a defining moment for them as literature scholars. Our students have traditionally achieved well in this component, with the exam board commending their achievements in the final moderation feedback.

Thursday 6th October was National Poetry Day which we celebrated in Key Stage 3 Creative Writing Club. Students started off the session with a 5-minute challenge to write a sonnet and produced some lovely pieces of work.

The students then worked as a group to create their very own poem on the theme of nature which was the theme for National Poetry Day. After a vote the students settled on the topic of ‘Changing Seasons’. Each student was given a poetic technique and wrote one line of the poem. Each line was then put together to form an excellent creative collaboration titled ‘Seasons’. Students then embarked on either transformative poetry by turning a paragraph from a novel into a poem or creating a poem about being cheerful. We particularly loved the poem about Golden Tickets! We look forward to seeing more students at creative writing club for the rest of the half term! (Wednesday, after school, A16).



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Geography

Year 7 have been exploring the world at different scales using a wide range of geographical skills. They started exploring the earth's oceans and continents using compass directions and latitude and longitude; zoomed in to Europe using distance and scale, before looking at London and Carshalton's place within it using 4 and 6 figure grid references.

Year 8 have been looking at development and economic activity. They have studied globalisation, Aid and Fair Trade and are encouraged to look out for the labels on products they buy to see how far they have travelled.

These were grown in Argentina, Packed in Thailand and purchased in the UK!



Year 9 have been studying energy and natural resources before moving onto environmental regions. They have been focusing on the Middle East region and how resources have shaped their economies.

Vaishnavi, in 9G2 has been watching how the world's population has been increasing and is fast approaching 8 billion. This is predicted to be on 15 November 2022. She has shared some facts that you may not know about the world's population.

"Did you know, the world population increases by 1.10 percent each year? That is 83 million more people each year. Whereas 60 million die each year. So, we have 23 million more people each year to add to the population count. Also, 50.4 percent of the world population is male and female is 49.6 percent. Very close!"

Thank you for your report Vaishnavi

If you too want to see the population clock change to 8 billion, this link is excellent!
[World Population Clock: 7.98 Billion People \(2022\) - Worldometer \(worldometers.info\)](https://worldometers.info)

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Year 10 started the term looking at climate change evidence, causes, effects and mitigation. They learnt that the Earth is actually a glacial planet and we've been in ice ages more than the inter-glacial climate we are current in! They haven't just taken our word for it though, they have looked at tree rings, fossil and ice core evidence.

What do we call Evidence that Shows What Past Climates were Like?

proxies = biotic (living) or abiotic (non-living) things that indicate what past climates were like

- Common examples include tree rings, fossils, and ice core samples



Year 11 have completed their Urban Challenges GCSE unit looking at regeneration in London and how cities can become more sustainable. Some local examples studied include Bedzed and Sutton's new Electric bikes.

Year 12 are learning about contemporary urban environment and Earth's water and carbon systems. They are using a technique called Cornell Notes which helps to organise their notes into key words, main content and end of lesson summaries.

Year 13 have started studying Hazards and Glacial Systems and have already discovered lots of synoptic links with their Year 12 units.

Synopsis is a skill assessed at A Level and our students are showing they have a real understanding as to how different geographical disciplines are interconnected.

Competition winners

We ran two Summer competitions this year. Our CHSG winners are:

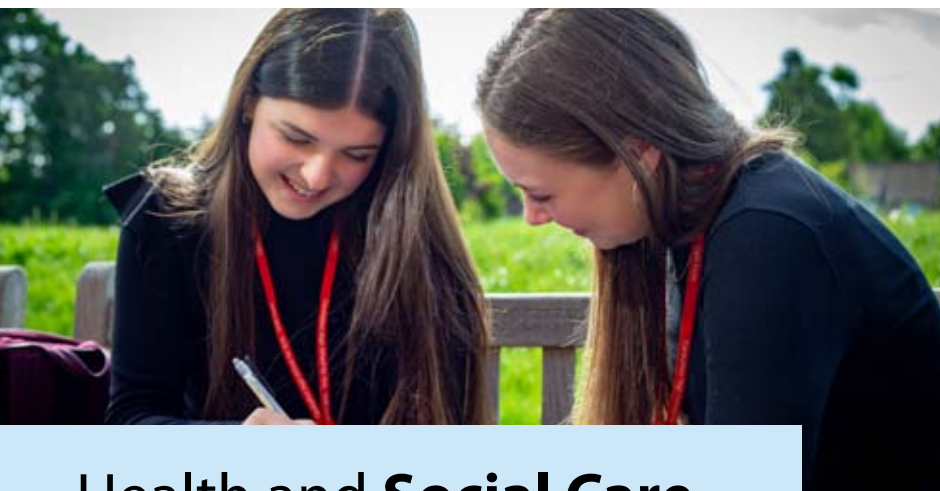
Marnie C, 8G1 for a fantastic Internet Geography Summer Challenge

Saboohi Q 10G1, for her entry to The Young Geographer of the Year 2022

Both entries have been entered nationally. We wish the girls the best of luck!



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Health and Social Care

Autumn Term

Unit 1: Human Lifespan Development, this involves learning about the life stages, psychological theories, such as Piaget theory - stages of cognitive development, Bowlby's - Attachment Theory, life events, health issues e.g bereavement, divorce, cardiovascular disease and cancer etc, and how these impact individuals across life stages.

"Covering this unit strengthened my understanding and knowledge in so many topics, but in particular I improved my exam technique. Initially, I found the longer exam questions in this unit quite daunting due to needing to understand a vast amount of content, knowing what to include in exams questions and how to structure them. I have developed my understanding command words in the question, identifying what type of answer needs to be written and the topic it relates to, applying this to the exam question."

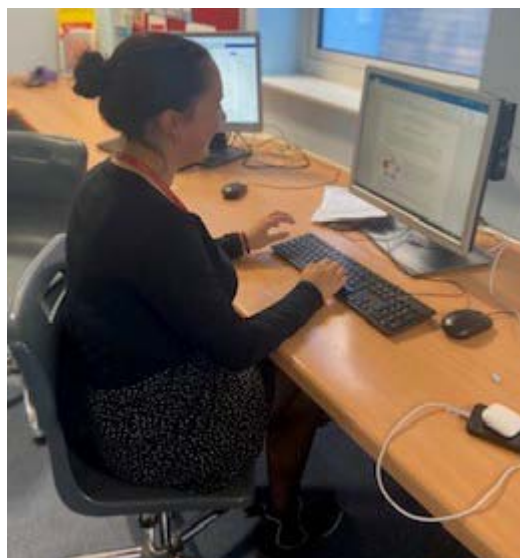
Year 13 H&SC student.

Health and Social Care Clinic

Every Monday after school we have Health and Social Care Clinic. The students are able to come together and share ideas on coursework, prepare for January assessments and consolidate their learning.

"The health and social care clinic allows me to use the day after school to work on my notes, revision, or coursework and can ask the teacher if I need any help."

Sophie Year 13.



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Law

Year 12

We have been studying the English legal system and the way in which our laws are made by both judges and parliament. We have explored delegated legislation and have been looking local examples- such as the use of bylaws in local parks. More recently we have started to look at the Criminal Courts, we have been reading about how the criminal courts such as the Magistrates work, and for more serious crimes the Crown Court.

Students have investigated what sort of punishments are handed down to the most serious offenders such as the murderer of Sarah Evered and how his recent appeal to have his sentence reduced failed, we have also been looking at other punishments such as fines, banning people from driving and tagging. Year 12 Law students have completed a variety of practice exam questions around these topics building on their AO1 knowledge and have demonstrated a high level of understanding of this part of A level law.

Next term we will be looking at the legal profession and the students will attend talks by people in the legal profession including a lawyer who works in the corporate sector and an ex-student who will speak to the students about alternative pathways into law via apprenticeships.

Year 13

In Year 13 Law we have been looking at Justice- which is a concept of law.

We have studied procedural law- which is whether our system of ensuring justice is fair- for example the court systems and access to legal aid. We have also been looking at substantive law- which is the application of legal rules- for example defences, and sentencing according to level of fault.

We have spent some time looking at access to justice and the cuts to legal aid- in particular the barristers strike which have taken place this year as a result of legal aid cuts. Students have been able to develop their analytical skills and consider whether or not justice has been achieved under UK law. Students have been really enthusiastic and have spent a great deal of time looking at the impact that these defence would have on any offences committed.

Next term students will be studying Tort law, we will be looking at psychiatric injury, nuisance and vicarious liability.

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History

Year 7

Year 7 students have been investigating the development of one of the world’s greatest cities: London! From the very earliest roots of the city as a trading port founded by the Romans and called Londinium through to the devastation wrought on London by the Second World War and the subsequent arrival of the Windrush generation, students have been discovering what forces and factors have shaped and changed London over time.

Year 8

This half term, Year 8 have been delving into sixteenth century religious change through an exploration of how the Tudor dynasty changed the religion of England. As part of this, they have been investigating the condition of the Church during the reign of Henry VII and the period of intense religious change which followed Henry VIII’s break with Rome.

Year 9

Year 9 students have been investigating the causes and consequences of the Great War. As part of this, they have been analysing the underlying causes which created tension between the European powers at the start of the century and the assassination of Archduke Franz Ferdinand which triggered the outbreak of war in July 1914. This has been followed by an in-depth look at the challenges they faced when living and fighting on the battlefields of France and Belgium.

Year 10

Year 10 historians have begun to explore one of the most fascinating questions in 20th century history: how did the Nazis come to

power in Germany? They have completed their investigation of the Weimar Republic, a fledgling democracy set up in Germany at the end of the First World War and analysed the key moments in the birth and early development of the Nazi Party.

Year 11

This half term, students have explored the major crises of the Cold War. This has included a study of the superpowers’ rivalry over Germany and the significance of the Berlin Wall as well as an investigation into how Cuba became the centre of a Cold War confrontation in the early 1960s.

Year 12

Year 12 have made a flying start to their A Level History course. They have begun work on all three areas of study. The first of these has immersed them in their investigation of the reign of Henry VII. Alongside this, students have set out on a study of the context of the Russian revolutions by exploring the early reign of Tsar Nicholas II. Meanwhile, the third area topic has introduced them to their study of the development of African American civil rights. Even at this early stage in the course, the students have participated in some lively debate and discussion.

Year 13

Year 13 students have picked up where they left off at the end of Year 12 with their study of the early Tudors, the Russian revolutions and civil rights in the USA. Amongst these areas of content, they have completed their investigation of the Russian civil war and, in particular, the Bolsheviks’ economic policies.

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Media studies

It's been a busy half term in the Media Studies department at Carshalton High School for Girls'

Year 9 Media Studies

Our Year 9 Media students have been getting to grips with a new course. They have been studying a unit on magazines this half term and working hard to build up the skills and language that they need to analyse media texts effectively. We have focused on two magazines this half term, GQ and Pride. This work prepares them for practical production tasks next half term where they will plan and make their own magazine covers.

Year 10 Media Studies

Year 10 Media Studies students have been busy this half term working on an exam unit on advertising. Students have also been studying life in the 1950s as one of the adverts they are analysing is from this decade. They've worked very hard and are developing resources that will stand them in very good stead as they prepare for exams throughout Year 10 and Year 11.

Year 11 Media Studies

Year 11 Media Students have been working hard completing research and planning tasks for their coursework projects. Alongside this they've been studying advertising in preparation for their GCSE exam, with a focus on the BBC Radio 4 drama The Archers!

Year 12 Film Studies

Year 12 Film students have made an excellent start to the year, using the 2007 film No Country for Old Men to get to grips with the language and theory necessary to analyse films at A Level.

Year 13 Media Studies

Arguably newspapers still play an important role within society but are facing significant challenges as the world transitions to digital models of media consumption. Year 13s have spent this half term exploring these issues through studying the British newspaper industry and closely analysing two print newspapers, The Times and The Daily Mirror.

Into Film Festival

In November, Sixth Form students will attend a screening of the film The Real Charlie Chaplin as part of the Into Film Festival, an annual event that provides free film screenings for school age children.



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Extra Curricular Opportunities

If your daughter is interested in gaining any film related work experience, there are plenty of opportunities in London. This half term we're going to showcase the work of Fully Focused Productions:

Fully Focused Productions is a charity that runs a range of programmes to help young people enter the film industry. They run a range of FREE online filmmaking masterclasses and sessions Follow their socials (@ukfullyfocused) for details of upcoming workshops and masterclasses on everything from sound to editing, cinematography, production and much more. www.fullyfocusedproductions.com/

The BFI Future Film Academy

The BFI (The British Film Institute) runs a fantastic range of courses run by Media and Film industry professionals for 16-19 year olds. Their main page can be found here: [BFI website](#)

They also run a range of online courses and workshops that are well worth signing up to:

BFI Academy Labs
FREE monthly Saturday events for 16-25 year olds

BFI Academy Scene

Live online interviews with young filmmakers every Thursday evening. FREE for 16-25 year olds who can submit questions for the filmmakers. A great opportunity to see others' work and make connections. [Find out more here.](#)

These courses are either free or very cheap, give you high quality media and film production training, are next to free and would look great on your CV or UCAS application.

Here's what the BFI say about their Film Academy courses: "Are you 16-19? Passionate about film? Want a career in the film industry? If so, the BFI Film Academy is for you. This course offers you the chance to be part of our future film industry."



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Modern Foreign Languages



Year 7 French

In our French lessons we have been learning the basics; how to introduce ourselves, numbers, colours, the classroom and expressing preferences. We have also been celebrating European Day of Languages.

Year 8 Spanish

Our Year 8 in Spanish are learning to describe people's personalities and physical appearance. This is helping them to revise the position of the adjective and how it has to agree in gender and number with the noun it describes. They are also learning to conjugate verbs accurately. The next step will be to talk about our daily routines and to learn how to say the time in Spanish. In terms of grammar, we will dip our feet into the strange world of the reflexive verbs. Quite a challenge is awaiting them!

One of the activities they had to do, for example, is to classify nouns into masculine and feminine. This would help us decide how to modify the adjectives to match the nouns.

Year 9 German

Year 9 students are working on their first topic for the GCSE curriculum - Me, My Family and Friends - which is part of GCSE Theme 1, Identity and culture. They have been revising the grammar and vocabulary they need, and extending their vocabulary. Skills-wise, as part of our emphasis on developing speaking skills throughout Key Stage 4, they interviewed two other students about themselves and their family, using a mixture of the questions below. This practised the important skills of recognising and understanding what question they were being asked, and being able to answer it orally. We also discussed "emergency fixes" - how to ask in German for the question to be repeated, which will be another essential skill when it comes to the GCSE speaking exam. Students consolidated their work with a short piece of writing on the same topic.



Year 10 Spanish

The class are currently learning about customs and festivals in Spain. In lesson we studied an article about the Tomatina festival which is celebrated in Buñol. Students had to complete a

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comprehension task on the text. They have also seen clips of different festivals in Spain which enable them to get a feel for what they are like. The links are below:

- La Tomatina
- Las Fallas de Valencia
- La Feria de Sevilla

The idea is for students to be able to compare customs in Spain with customs in England and to communicate what they do during special festivals.



Year 10 German

Year 10 German students have been writing letters to their pen pals in the Fritz Karsen Schule near Berlin. Here are some of our

Year 10 students with the letters they received from their German pen pals in September. As well as learning about what sort of music is popular among German teenagers, they are getting lots of practice writing about themselves, their families and life at home and at school.

Year 11 French

Year 11 are currently working on Unit 8 "Travel and Tourism" which is the last unit of Theme 2 (Local, National, International and Global area of Interest). In one of our lesson the objective was to write an article on holidays for a French blog. However, students had to achieve all the micro skills and think of the steps that they will need to achieve the final product. It's like building blocks and scaffold to aim to reach the final goal. First the students had to choose the correct translation for each expression. Then using the expressions from the task they had to translate the passage into French.

On traduit!

Les réponses



1. I have never been	
a. je ne suis allé jamais	b. je ne suis jamais allé
2. it would be	
a. ce sera	b. ce serait
3. A big fan of	
a. un grand fan de	b. un gros fan de
4. I would love	
a. j'adorais	b. j'adorerais
5. to go there	
a. y aller	b. aller y
6. My ideal holiday destination	
a. Ma destination de vacances idéale	b. Ma destination idéale de vacances

Finally, using the knowledge from the first task they were able to write their paragraph. This paragraph will eventually be used once the unit is taught to produce a final writing task.

On traduit!



Translate the following passage in French in your book

I have never been to Japan but I think it would be a fantastic country to visit because the culture is so different. I like Japanese food a lot. Also, I am a big fan of manga. I would love to go there in the future. It would be my ideal holiday destination.

Year 13 Spanish

Our A-Level Spanish students are researching about the issues of racism, emigration and immigration in the Hispanic world. By researching authentic materials, they are analysing from different points of view and different sources how these issues are affecting the Spanish society.

They also visited the London Spanish Film Festival in Hammersmith. We watched the film "Marixabel" which depicts the life of a woman, victim of terrorism in the Basque Country (North of Spain), that agreed to meet with the terrorists that had killed her husband. At the time there was turmoil in the Spanish society due to this.

We were lucky enough to meet the director of the film, have a picture with her and attend an informative session of Q&A with her.



A-Level students with film director Iciar Boyain

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Music

We are incredibly glad to welcome all students back to Music this year. All of our music clubs are back up and running and we have enjoyed seeing so many new Year 7 students join our ensembles. It has been wonderful to see the pupils working collaboratively and musically together again, in particular the developing Instrumental Group (photos below).

Our Sixth Form and Key Stage 4 pupils have been assisting with leading sectionals for this group. All students have come back engaged and enthusiastic about the topics that they have been looking at. We would like to congratulate all of them in their hard work this half term and we look forward to inviting them all to audition for a spot in the Winter Concert and look forward to seeing you all there on Tuesday 13th December.

Miss Ogden and Miss Gravenor



Year 7: Vocal Traditions

Year 7 have been looking at how music is structured through song. We have gone from call and response to strophic and song form in the space of 6 weeks and the pupils have been outstanding.

They have challenged themselves to be adding Italian terminology in their responses and have been performing as a whole class ensemble and in smaller groups – keep it up Year 7!



Year 8: Blues & Jazz

Year 8 have been developing their ability to improvise through the Blues & Jazz topic. We have looked at some of the great jazz performers and have been using the blues scale and 12 bar blues chords (with inversions and 7th chords!) to create a piece of blues music as an individual composition.

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Year 9 Extended Curriculum

The extended curriculum focuses on how dance music has developed and changed via Baroque dances, Bhangra, disco and EDM. We thank 9MX1 and 9MX2 for their hard work and dedication and wish them well in their next rotation of subjects and we look forward to meeting our next set of pupils. The work that both groups did on their Bhangra compositions was outstanding.

Year 9: Pop Music and Step up to GCSE

Our GCSE Music group has been working on their ensemble skills this half term with performances of songs they have chosen to perform and this culminates in their final performance next week. They have also been working hard on developing their music theory, knowledge of key terminology and have worked hard at grasping everything we have thrown at them.

Year 10: Composition Techniques

A big aim and focus for Year 10 this year is to gain confidence in their composing skills. Pupils have created a number of composition ideas, but also extended these into songs for musicals, song writing and blues music compositions. Pupils have enjoyed this process and are starting to feel more confident about how to develop and extend melodic ideas. The whole of 10Mu1 are a joy to teach – bravo everyone!

Year 11: Toto – ‘Africa’ and Bach ‘Badinerie’

Continuing with their work from Year 10, our pupils have handed in their first composition component for marking, are working towards their solo performances and we have split the specialisms of pop and classical between Miss Ogden and Miss Gravenor as to allow us to teach all pupils in depth.

This half term we have been going through the two set works on their Eduqas exam paper. They have been answering exam questions, learning parts of the pieces and developing their compositions using techniques from these set works. They are working incredibly hard and all pupils need to continue to analyse their scores.

Year 12: Development of the Symphony and Musical Theatre

Much like Year 11 – the specialisms have been split between teachers. Miss Gravenor has done in depth analysis on Haydn ‘London Symphony’ with the pupils which is one of their set works.

The pupils have so far been looking at how the Mannheim School has impacted the composing of future symphonic composers. We have also been introducing the Musical Theatre Area of Study and it has been wonderful to see the pupils enjoy the work of Richard Rodgers so far.



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Physical Education

Years 7 to 11 have been enjoying a range of sports within Core PE, such as Netball, Hockey and Badminton. GCSE PE classes from years 9 to 11 have been focusing on Netball, Handball and Football, all of which could be sports used towards their final Practical grade within the course. Wednesday saw the return of staff vs student’s sports competition! This time the sport was Benchball, the games were very high energy with both staff and students wanting to finish as winners. The final result was close, but the staff have managed to maintain their unbeaten record.

The Sports Scholarship Programme is also ready and raring to go, details of events and opportunities will be shared closer to the time. However, there is a lot we are looking forward to within the Programme, including ways in which the students can further support the

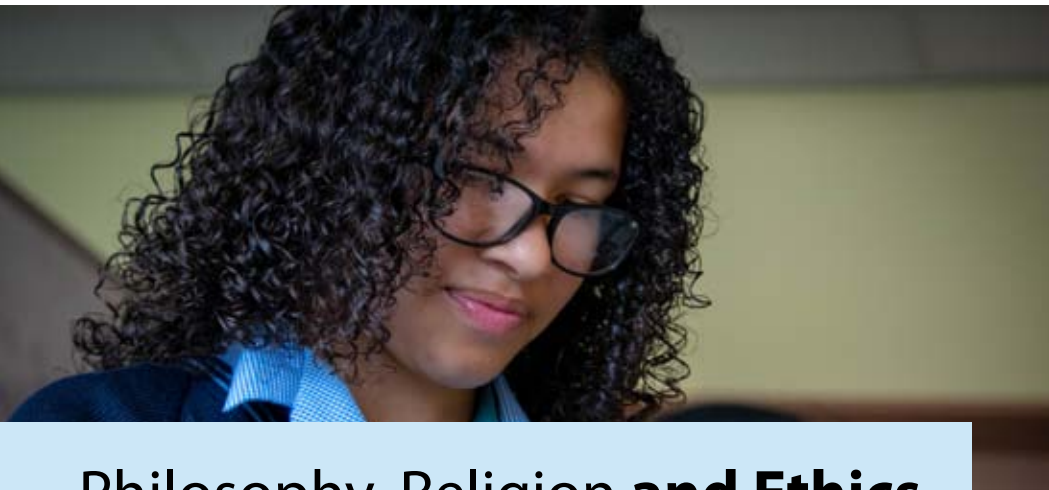
PE and Dance Department and represent the school within competitive sports. Furthermore, we had our first Football match of the academic year against Oaks Park with our U16 team.

The U16 team includes a range of year 10 and 11 players, most of which have played on the school team since years 7 and 8. It is great to share that we started the league with a 2-0 win, our year 11 Marissa scoring both goals.

On Thursday 13th October 21 students went to Sutton Borough Cross-Country. They completed the 2-mile course in lovely sunny weather and one our Year 8 students Marnie got through to the next round, competing against students in Year 8 and Year 9. Huge congratulations to all the students involved and we wish Marnie luck with the next round.

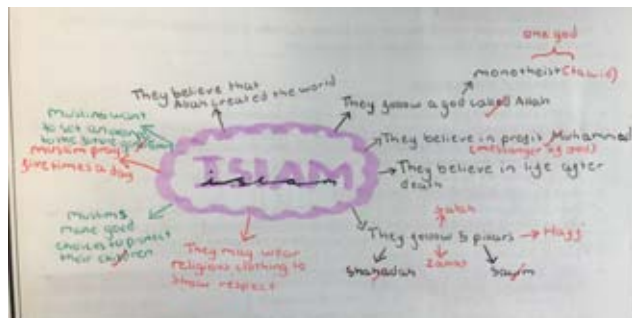


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Philosophy, Religion and Ethics

Year 7: An Introduction to Religion and Belief

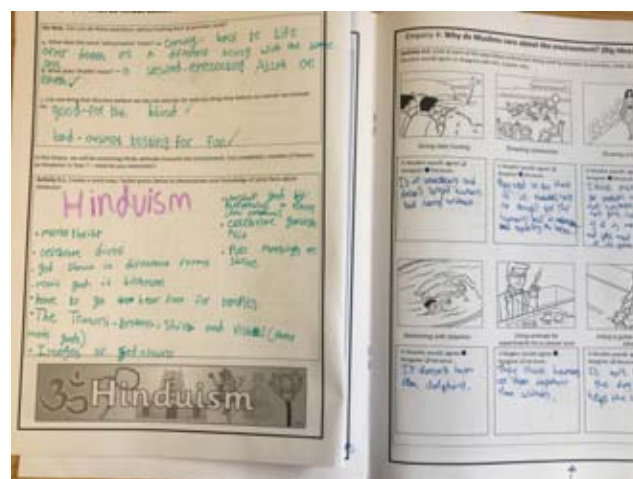


Year 7 have made a great start to Religious Studies at CHSG! We have been learning what the differences are between ‘facts’, ‘beliefs’ and ‘opinions’ and asking ‘What makes someone religious?’. Students have shared lots of their own ideas and there have been some brilliant discussions about how understanding religious beliefs can help us to promote respect for diverse world views. We have also started to learn about Abraham as a founder of three major world religions: Christianity, Judaism and Islam.

Year 8: The Environment

Since September, Year 8 Religious Studies students have been discussing moral and ethical questions around our planet’s future, and asking whether or not we all have a duty to respond to environmental challenges. We have studied how Christians, Muslims, Hindus and Buddhists might respond to questions

such as, ‘Are humans solely responsible for the protection of the earth?’, ‘Should we be allowed to eat meat?’, ‘Do animals have the same rights as humans?’ and ‘What can we do to help the planet before it is too late?’.



Year 9: Philosophical Investigations

Can we prove that the world around us is real? Does God exist? What makes something right? Is truth fixed or can truth change according to our circumstances? – these are just some of the questions that we have been exploring in our Year 9 Religious Studies carousel lessons this half term.

The department is also running a Philosophy essay competition this half term, and we encourage students to get involved with this to share their thoughts on some big topics such

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as 'Does truth exist?' and 'Should footballers be paid more than nurses?'. We look forward to reading student ideas on these topics as we approach the end of the half term.

GCSE Religious Studies

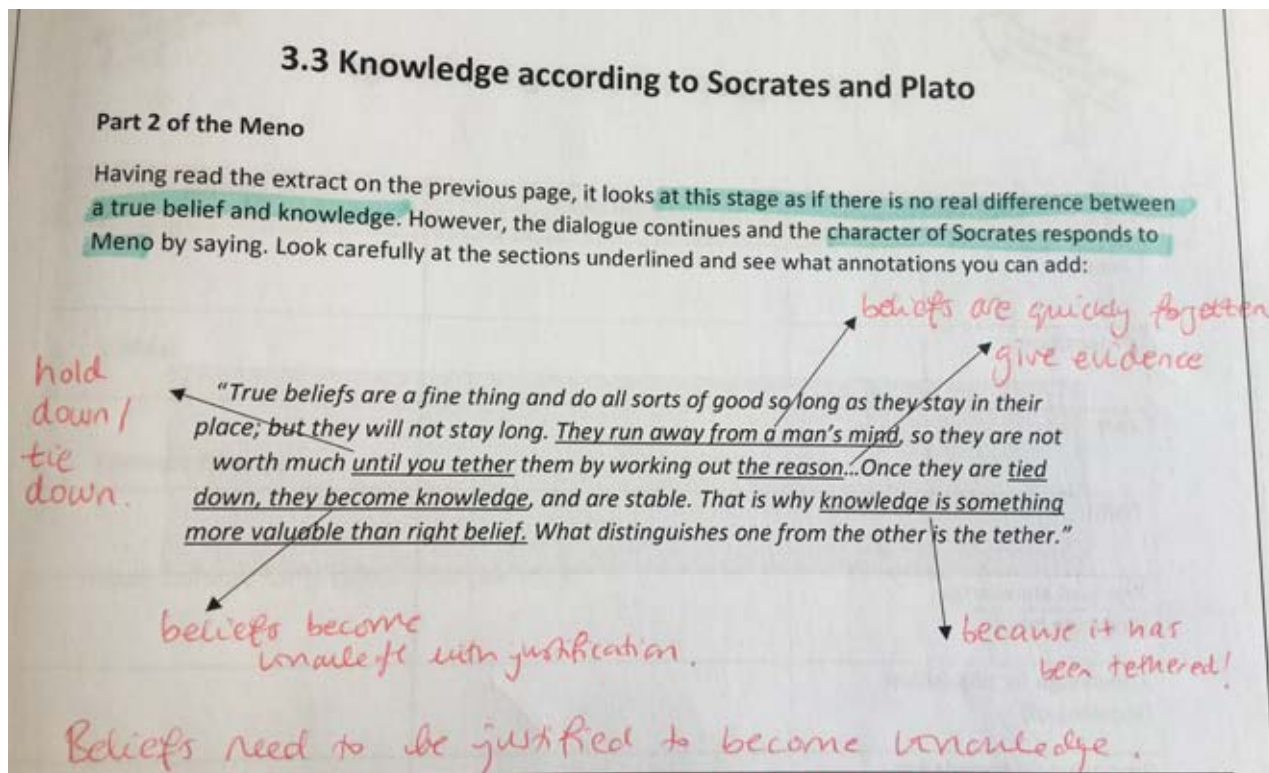
Our GCSE Religious Studies students have made a good start to their new units, and are progressing well through their course. Year 9 have been learning about key Christian beliefs, Year 10 have been exploring questions around medical ethics, such as abortion and euthanasia, and Year 11 have been re-capping Muslim beliefs as we begin to prepare for their GCSE exams next year.

We continue to encourage students to read around the subject as much as possible to help extend their understanding of Religious Studies and its place in contemporary society. Our top recommendations for this half term are the books, 'Amazing Muslims Who Changed the World' B. Islam and 'Can a Robot be Human?' P. Cave.

Year 12 Philosophy

We are excited to have started a new Philosophy A Level course at CHSG this year and the first cohort of students have settled in brilliantly. Students have begun by studying 'An Introduction to Epistemology' and 'An Introduction to Moral Philosophy'; in epistemology, students have been asking what the nature of knowledge is and what it means to claim to know something. In moral philosophy, we have studied teleological ethics in the form of Bentham and Mill's utilitarianism, and students have engaged in high-level questioning and debate.

We would encourage Year 12 to make use of the wider-reading list available at the back of their work booklets to help embed their learning in class, and to make use of the growing Philosophy library; access to books and resources can be arranged via students' A Level teacher, who will be happy to help them get started.



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Science

Physics

Welcome to our first Physics department curriculum newsletter of 2022-2023 and I am particularly excited to say our new laboratories C1 and C4 have been well-received by students, staff and prospective parents alike. These spaces were originally Design and Technology rooms but due to the new build of F block and the expansion of the Science area, we were able to create these stunning learning environments as you can see below.



Year 7 Physics

In September, we welcomed our new Year 7 students into Physics. We started the year with our Introduction to Science unit that looked at how to be a great scientist using new lab equipment, how to do practical work and lighting a Bunsen burner which is the highlight of this topic. All students are currently working on the unit 'The Universe' which explores what makes up the universe, the Solar system, how the Moon's phases happen as well as what causes day / night and the seasons.

Year 8 Physics

Students are currently working the 'Energy' unit in Year 8. This unit focuses on our energy resources of the present and how these are being developed in the future and includes how we use energy in the home and ways to reduce energy loss which is obviously quite topical at the moment. This unit will take the students past half term when there will be an assessment of what has been learnt in November.

Year 9 Physics

In September, we started off by looking at the topic of Energy use which follows on from the Year 8 work covered. We have looked at different stores of energy and energy transfers and we will be calculating our own power output when going up a flight of stairs. Following on from our Year 8 work we will be studying energy efficiency and how to reduce energy loss in the home.

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Year 10 Physics

Students have started to work on energy transfer by heating. We have looked at the three ways in which thermal energy moves and what conditions are needed for this to take place. Students have been doing some practical work around specific heat capacity of materials and how this impacts on objects in everyday life.

Year 11 Physics

In Year 11 students have been reviewing their work – electric circuits. This is a particularly important unit as it covers all the ground work for electricity that is needed for other units to be studied in Year 11. We have looked at two required practical activities this half term covering some important work on electrical resistance and conductivity of several important electrical components.

A Level Physics

The students have been working on the areas of thermal physics and the use of capacitors in circuits. The students will be looking the most exiting parts of the Physics course later on the is term when they look will be studying the Big Bang and the ultimate fate of the Universe.

Chemistry

Year 7 Chemistry

Our new Year 7 students have made a fantastic start to the year with their introductory unit. During these lessons they have learned how to work as scientists including selecting equipment, collecting and recording results, and the most popular skill – lighting a Bunsen burner. Students are now working on the unit ‘The particle model’ - investigating what the matter around us is made of, how and why substances change state, and carrying out practical work on diffusion, solubility, and evaporation.

Year 8 Chemistry

Students in Year 8 have started the year with a refresh of the skills needed to work

scientifically. This has included safe practical work in the laboratory, planning investigations, and gathering and recording data. Year 8 are currently working on the ‘Separating techniques’ topic. This links their ideas about elements, compounds and mixtures from Year 7 with new concepts about separating these from each other. This is a popular topic with plenty of practical work including crystallisation, distillation, and chromatography.

Year 9 Chemistry

On their return to school in September, Year 9 students completed a series of lessons to prepare them for the Required Practical component of the curriculum. These focused on working safely and effectively in the laboratory and how to gather valid data to make conclusions. Year 9 are now learning about Atomic Structure – the cornerstone of a solid understanding of Chemistry. They will learn about how the model of the atom has changed over time, the nature of subatomic particles, and how ions are formed.

Year 10 Chemistry

Year 10 students are studying Chemical Calculations. This is a notoriously challenging topic with important applications in industry. Students have been learning how to calculate the amount of substance present in certain chemicals, and were astounded to find out that the number of atoms in a grapefruit is the same as the number of blueberries you could fit in the Earth!

Year 11 Chemistry

In Year 11 Chemistry students are learning about Rates of Reaction. They began this topic by investigating how surface area, concentration, pressure, temperature, and catalysts can affect rate and discussing the reasons behind this in terms of particles and collision theory. Students are now exploring equilibrium and how chemical engineers can manipulate this to their advantage. We have discussed the Haber process and debated whether Fritz Haber’s contribution to modern

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agriculture outweighs that of explosive manufacture during the First World War.

Year 12 Chemistry

Year 12 Chemistry students have started the term by developing their ideas about the structure of the atom from the GCSE course. They have also been working on calculating amount of substance and manipulating mathematical expressions to solve chemical problems.

Year 13 Chemistry

Year 13 Chemistry students have been working on Rates of Reaction, using their ideas from previous years and expanding on these using mathematical proof such as The Arrhenius Equation. We have carried out several practical activities including the 'Iodine Clock' - an initial rates method. They have also begun to explore the chemistry of benzene and the molecules that can be derived from it.

Biology

Year 7 Biology

Year 7 students started off their first Science lessons learning about keeping safe in the laboratory, how to use various apparatus and how to plan an investigation. This was followed by starting off their first official Biology unit, Movement. They first looked at the seven life processes that all living organisms carry out of which one was 'movement'. This unit will end with their very first dissection involving looking at antagonistic muscles in chicken wings!

Year 8 Biology

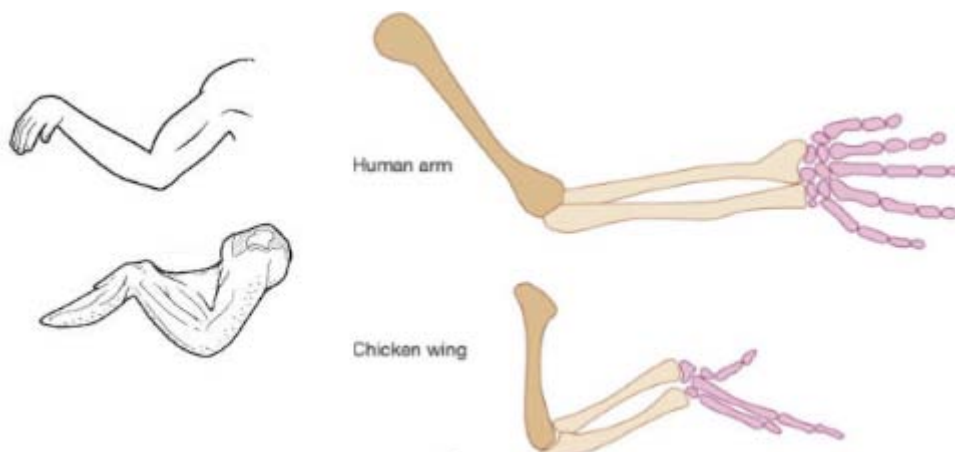
Students in Year 8 began the year looking at practical and investigative skills that they will use throughout the year when carrying out practical activities. The first unit they have started studying is ecosystems. Students have learned about photosynthesis and will go on to investigate how different factors could affect plant growth. As they work their way through the unit they will learn about respiration, food chains and food webs.

Year 9 Biology

In order to build confidence in practical skills, collecting and analysing data, Year 9 started the year completing a Working Scientifically unit. They then started their GCSE Biology course on the topic of Cell Structure and Transport. Throughout this topic, students will learn about the structural differences between the types of cells and how they are adapted to carry out specific functions. One of the two required practicals will involve investigating the effect of antiseptics on bacterial growth.

Year 10 Biology

Year 10 students are studying communicable and non-communicable diseases this half term. It has been a great opportunity for them to explore the science behind how bacteria and viruses make us ill and how vaccinations help protect illness in an individual. They also looked at the process behind discovering and the development of potential new medicines for the future as well as the effect of lifestyle on some non-communicable diseases.



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Year 11 Biology

Year 11 have been studying biological responses within the body. They have been getting to grips with understanding the structure and function of the nervous system and have completed a required practical testing their reflex actions.

Following on from this, students study of the endocrine system focusing on how hormones control blood glucose levels and how conditions such as diabetes are managed. We have also studied the hormones that play a part in the menstrual cycle and how these hormones are used to control fertility. Plants have hormones too and we will be looking at how plants respond use hormones to respond to light and gravity, all to be completed by half term. A busy time for our hard-working students.

Year 12 Biology

Year 12 Biology students started their new course by studying topics biological molecules and cells, that they studied during their GCSEs but this time at a molecular level. They looked closely at how the molecular structure of various carbohydrates, proteins and nucleic acids affects the functions. Although it was a big jump from the previous year, all the students have made excellent progress and had a great start to their year!

Year 13 Biology

Year 13 Biology students are currently studying

photosynthesis and how organisms respond to the environment in greater depth. They learned that there are two parts to photosynthesis and how one reaction doesn't even involve light!



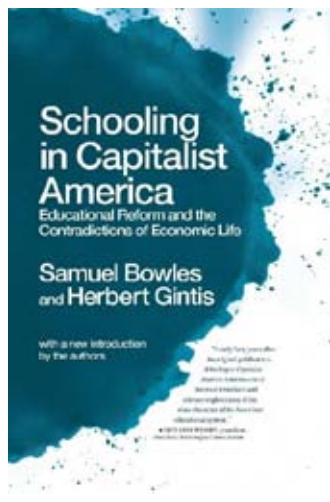
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Sociology, Criminology and Politics

GCSE Sociology

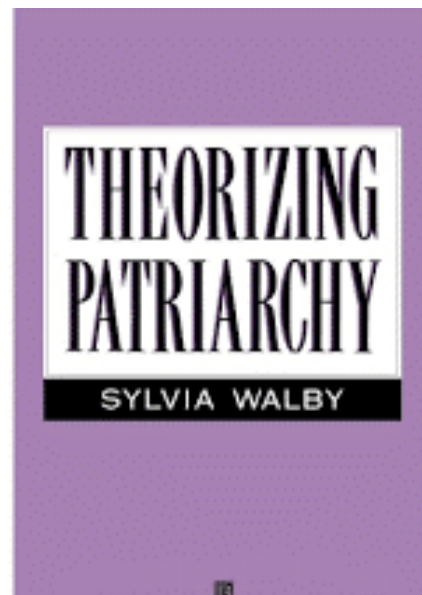
Year 9 Sociology students have made an excellent start to their Sociology GCSE course. Students have been working on sociological key concepts such as socialisation and gender. The students are currently writing articles based on feral children and working on a gender socialisation project to analyse examples and consequences of gender socialisation. After half term, students will be studying sociological theory. Students will be introduced to the theories of Marxism, Feminism, Interactionism, the New Right and Functionalism and will need to apply theories to the key concepts they have learnt this half term.



Year 10 Sociology Students have been studying the topic of Education, considering the role and functions of education in society. They are now moving onto considering the social factors affecting educational achievement.

Students will be studying classic case studies investigating the impact of gender, social class and ethnicity on achievement.

Year 11 are continuing with their topic of social stratification, with a focus on sociological explanations for poverty. They have enjoyed evaluating the work of Charles Murray and the 'underclass'. They will now begin considering the impact of political power upon social groups and how patriarchal structures might impact upon the power of women.



Year 12 Sociology students have made a fantastic start to the A Level course. Students have been working on the diversity of contemporary family and household structures and analysis of this from a range of Sociological perspectives, including Marxists, Functionalists and Feminists. In their education unit, students have been exploring the role and function of education in society.

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Year 13 Sociology students have been studying the relationship between ownership and control of the media. Students have enjoyed exploring case studies on media mogul, Rupert Murdoch and debating the extent to which audiences have a real insight into what is going on in the news. In their crime unit of work, students have been working on sociological explanations of crime from Marxist and Functionalist perspectives.

How much of the media does Rupert Murdoch own?

by No Majesty / January 26, 2021 / Culture, World



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Criminology

Year 12 Criminology Students have made a great start to the Criminology course. Students have been working on analysis of different types of crime, such as white-collar crime, organised crime and hate crime.

They have started to consider the reasons that certain crimes are unreported. Additionally, students have been exploring specific examples of how different forms of media are used to portray fictional and factual representations of crime.

ACTIVITY State crimes
In small groups, research one of these examples and prepare a short presentation to show the rest of the class.

Ethnic cleansing. Rohingya refugees forced out of their homeland in Myanmar.

Technological crimes
These are offenses involving the use of information and communication technology (ICT) such as the internet, social media etc. They are also known as cyber-crimes or e-crimes.

Criminal offences
Criminal offences involving ICT include the following:

- **Financial crimes**, e.g. phishing frauds
- **Cyber-trespass**, e.g. hacking social media accounts or releasing viruses
- **Identity theft** (stealing someone's personal data)
- **Hate crimes** such as racist abuse, online threats to rape or assault individuals etc.
- **Illegal downloading** of copyrighted material such as music and videos
- **Publishing or viewing child pornography.**

Data breaches can threaten millions of social media users.



Criminology cont...

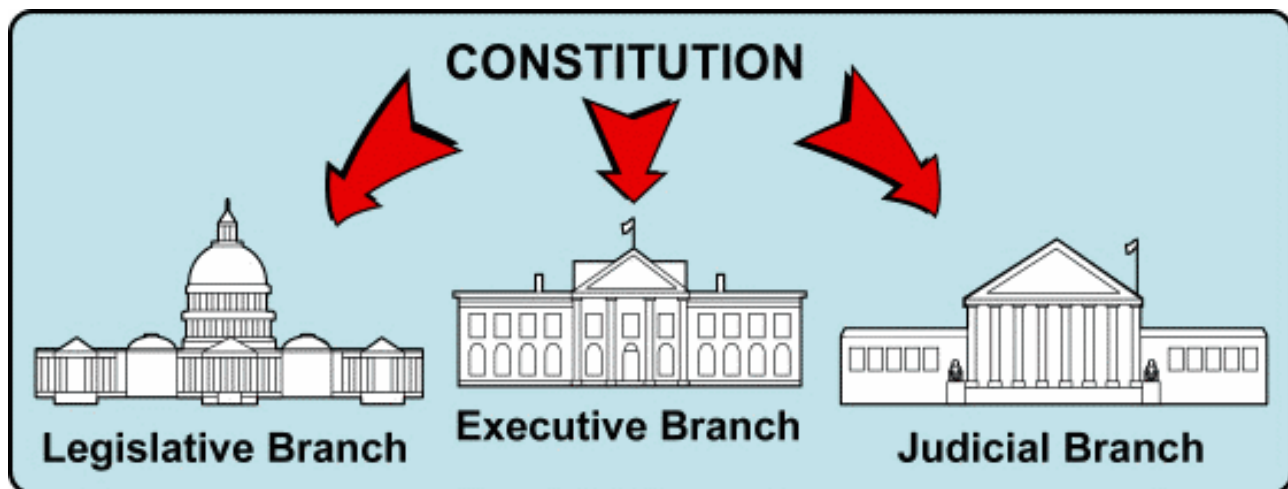
Year 13 students have been working on the personnel and techniques involved in criminal investigations. Students have gained an understanding of the range of investigative techniques and have assessed their usefulness in a range of different types of criminal investigations, considering situations and types of crime. They have enjoyed studying the work of forensic specialists and the Crown Prosecution Service.



Politics

Year 12 Politics students have made a fantastic start to their A Level Politics course. Students have studied the topic of democracy and participation, gaining an awareness of the development of democracy in the UK, from the Great Reform Act onwards; in order to understand how the right to vote has changed over time. They completed work on assessing the various methods available to citizens to participate in the democratic process. Their second topic of the UK Constitution, considering the extent to which the Constitution has been transformed and whether a codified constitution is necessary.

Year 13 Politics students have made a great start on their study of US government and Politics. Students have been confident in making comparisons between the British and American political systems. In their unit on Congress, students have focused on how effectively congress performs its role of legislation. Alongside this, they are studying the constitutional principles of separation of powers, checks and balances and federalism and how they underpin the US political system.



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Uniform

TRUTEX

- Clearance sale of CHSG uniform From October 17th -29th

- Not available online
- Opening hours 9.30am-5.30pm
- Closed 1-2pm
- Monday Tuesday Friday Saturday
- Cash only instore
- No returns/exchanges

Blazers	£20
Blouses	£15
Hoodies	£15
Polos	£5
Tracktrousers	£5-£14
Jumpers	£15
Skirts	£10
Sport socks	£2.50
Shorts	



Second hand uniform Scheme 2021-22

Is your uniform a bit of a misfit?
Do you no longer need it or do you need an upgrade?
Why not donate it back to school where it can help to **reduce, re-use and recycle?**

How do I donate second hand uniform?

Due to Covid-19 please follow the guidelines below:

- All items **MUST** be washed at 60 degrees and bagged up.
- Please itemise everything in your donation bag by type, size and quantity.
- Please attach this list to the outside of the bag
- Please deliver your uniform donations to reception or send in with your child to pass to their Head of Year

Uniform that is in lost property and is unnamed and unclaimed by the end of the academic year will be considered second hand uniform.

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