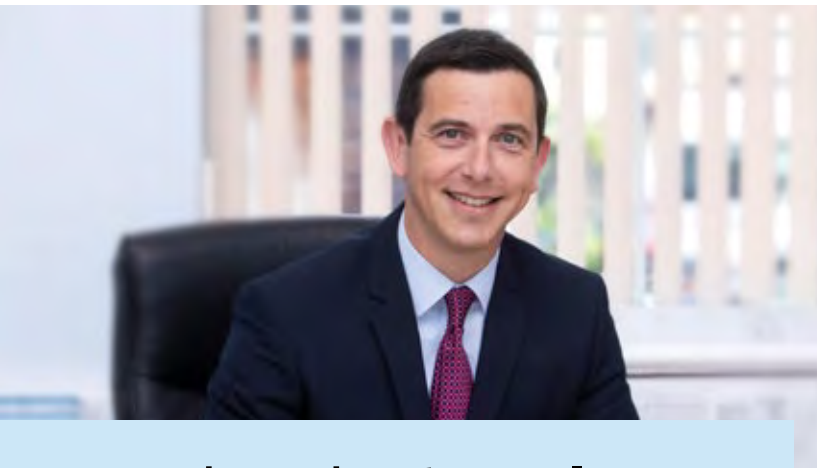




CARSHALTON HIGH SCHOOL FOR GIRLS

CURRICULUM NEWSLETTER



Headteacher's **Welcome**

and Politics and to Soha who is our first student to get an offer from St George's to study medicine! Thank you to departments and the Sixth Form Team for providing such great support and guidance, especially Mrs Norman, our Director of Sixth Form.

With the slightly improving weather it's great to see us getting back into the swing of school trips and competitions. Over the past few weeks Year 7 went on an Art trip to the Tate modern to study Cezanne, our Sixth Form Film Studies went to the BFI for a study day, Year 8's reached the finals of the Utilita cup football tournament, scholarship students had a session with Surrey Cricket Club and the Elite Dance students took part in the South London Regional Finals. There a number of other trips on the horizon across all year groups so look out for these in the near future.

Dear Parents/Carers

Welcome to our second curriculum newsletter of the academic year focusing on the content that has been covered in subjects since October. You will find lots of information on each subject and it is really useful for our students to take a peek at the content in subjects they are studying in future years.

Many of our Year 13 students have now received a wide range of offers from universities and are in the process of choosing their final and insurance choices. Many congratulations from everyone in #teamchsg to Eve who is our first student to receive an offer for Cambridge to study History





We have been celebrating Children’s Mental Health Week this week with the theme of ‘connectedness’ this year. Students were encouraged to write and decorate positive affirmations on strips of paper which connect together to form paper chains that will wrap around the school. With the continued theme of positivity they also wrote gratitude cards for teachers and their peers. Last week we held our Time to Talk day with a number of activities for students to open up about any concerns they may have. Both events were superbly supported by the students and we hope they enjoyed the sessions.



Year 11 are looking very smart as we gave out the first round of pink t-shirts! An annual feature of Carshalton High School for Girls, t-shirts are awarded to those who have achieved at least their expected grade in their mocks for English, Maths and Science. There will be a second round after the February mocks and we wish everyone all the very best and good luck. I can’t wait to see more pink t-shirts on display!

Upcoming Events

- **Monday 20th February INSET Day** - we will be taking part in our Girls Learning Trust conference on Monday 20th February. Students should remain at home on this day.
- **Year 7 Parents Evening Thursday 23rd February** - a reminder to our Year 7 parents that the online portal for bookings is open and you can arrange appointments with your daughter’s teachers.
- **Thursday 23rd February** - As this is a parents’ evening we will have a 1.20pm finish.
- **Wednesday 1st March - CHSG Dance Show** - tickets are now available for sale on www.parentpay.com

Have a peaceful and relaxing half-term

Mr M M J Devenney

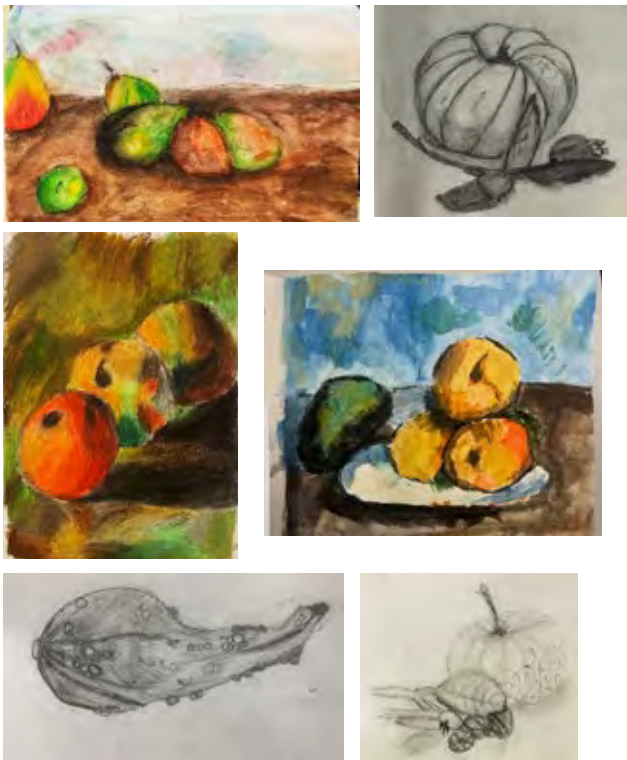
- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Art

Year 7 have been exploring the theme of Still life, learning about and improving their drawing and painting skills. Students have been learning about some of the great masters of Art, and most recently discovering the work of Paul Cezanne. To enrich the students' learning, Year 7 will be going to see Cezanne's exhibition at Tate Modern in person.

Below are just a few of the amazing pieces completed by our year 7



Year 8 students have been developing their drawing skills while also learning how to create a portrait and about the place of portrait in the History of Arts. Students have learnt about

the anatomy of the eyes and nose. Having mastered their skills in drawing facial features, students applied their knowledge and skills to produce some excellent portrait drawings. Students have also started to explore the idea of deconstruction and digital collage-joiners; in the process they have created some brilliant, distorted photographs of joiners, using Photoshop.



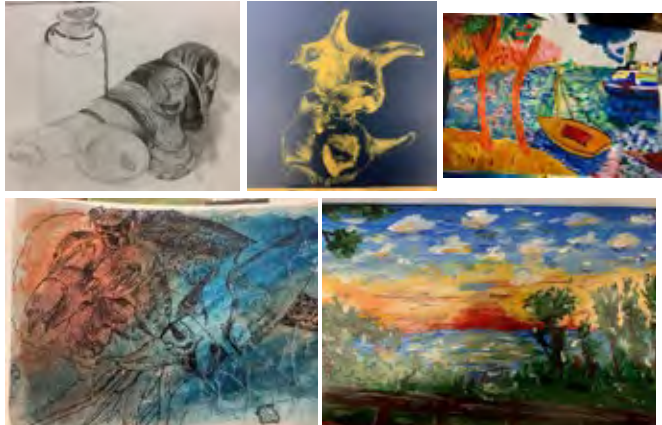
Our Year 9 Extended Curriculum students once again have produced some superb "Exquisite corpses"; these are vividly imaginary creations based on the Surrealism game.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news

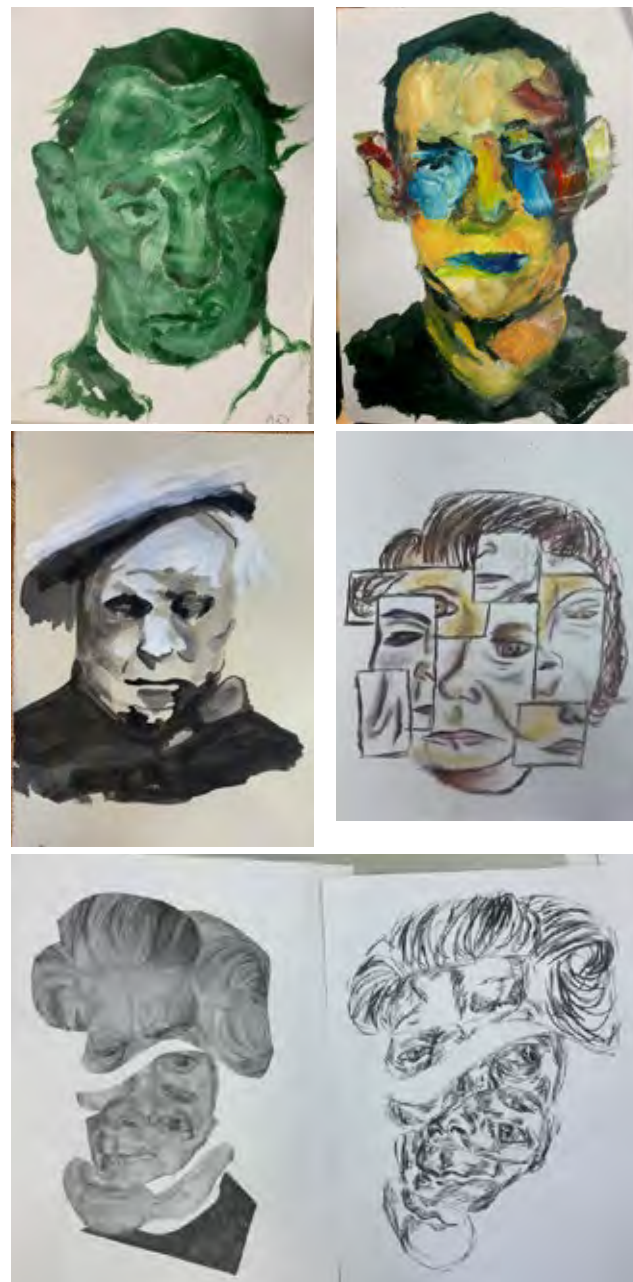
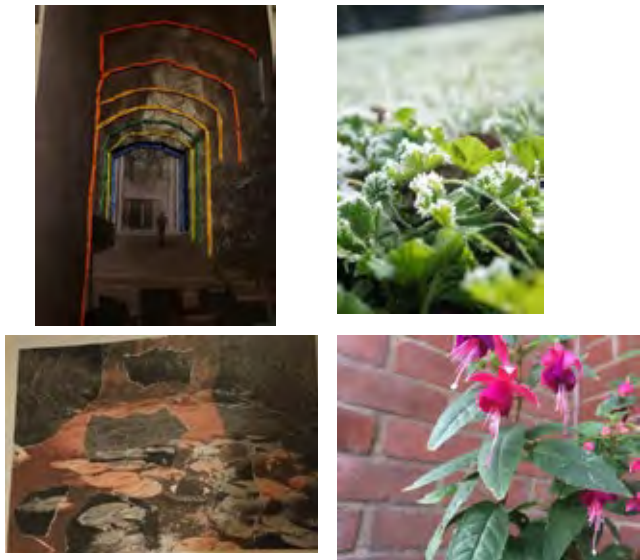


Year 9 GCSE Art students have been exploring different drawing techniques while using bleach and rough surfaces. Having explored still life, they have started to learn about landscape and major art movements. They fully embraced the idea of painting in the style of Fauvists and Post Impressionists and thoroughly enjoyed themselves. Excellent work Year 9.



create more striking portraits from secondary sources. From photographic imagery they created studies of form, character and energy. Combining observation, imagination and mark making they investigated processes that takes portraiture beyond a mere collection of features. The girls were very engaged and grew more confident in using charcoal and working under the pressure of time, where they had to make quick decisions and take risks. They all evidently enjoyed the workshop very much! We are looking forward to be able to run more workshops with various artists in the future.

Year 9 GCSE Photography students have embraced the entirely new set of skills and knowledge needed for photography at this level and have produced some excellent pieces. They have learnt about camera settings, Photoshop skills, physical manipulation. Students have been introduced to the work of several exceptional photographers.

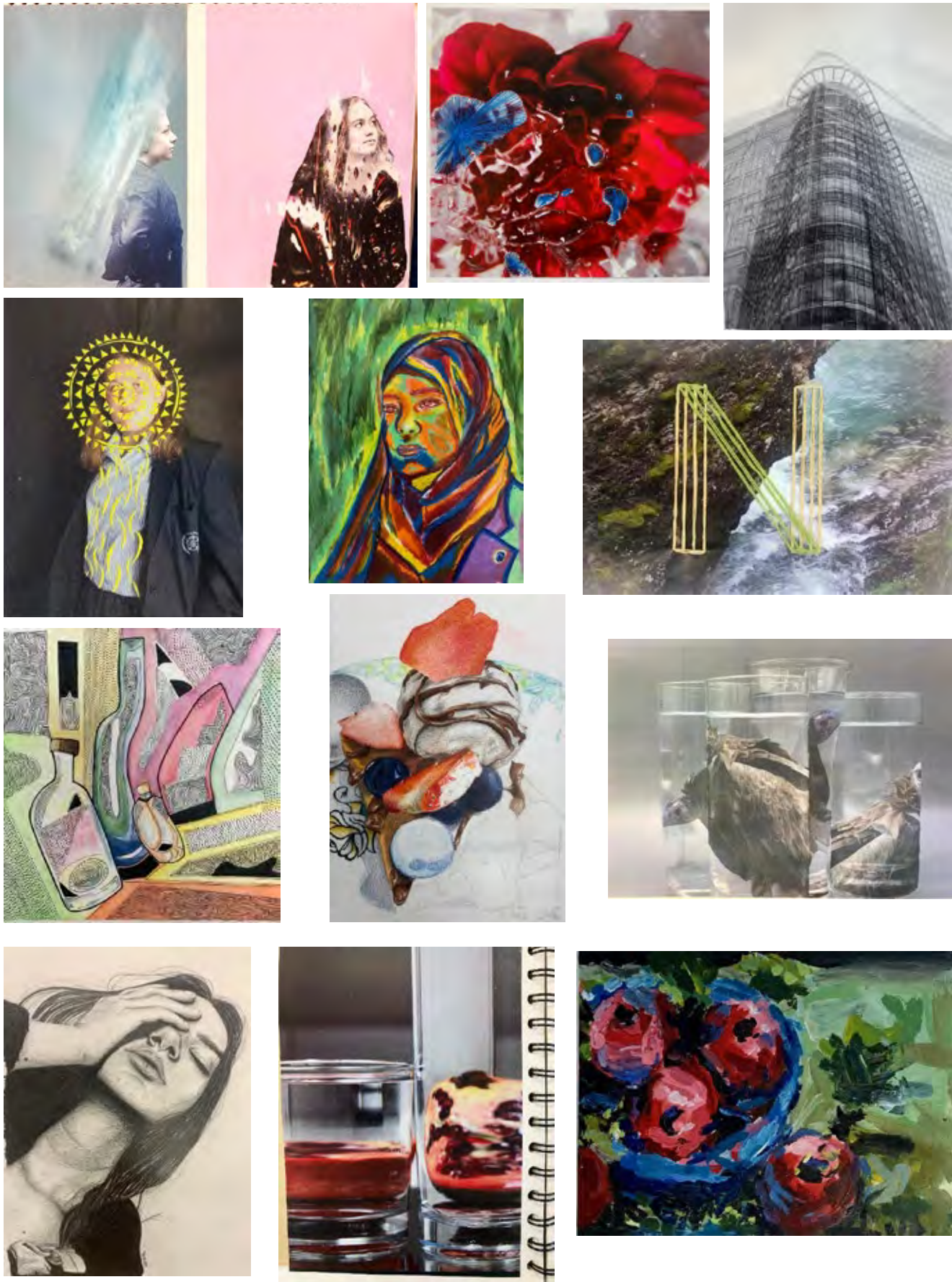


Before Christmas students were given the opportunity to participate in a portrait workshop run by established artist Paul Brandford. Students explored expressive drawing with charcoal and pastels as well as approaches and materials which can be used to

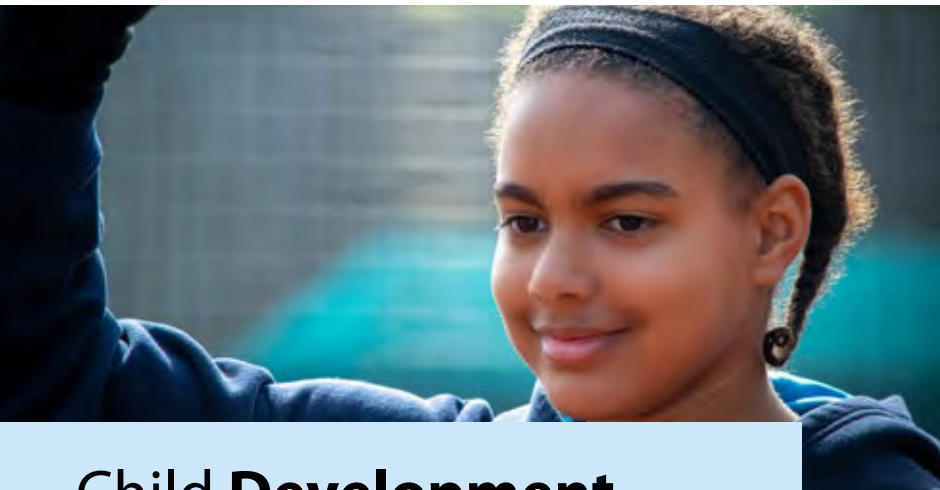
- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



We would like to take this opportunity to share some of the many excellent pieces created by last year's GCSE students. We are very proud of the high quality work our students produce.
Kaila, Kezi, Bella, Anna Julia, Izzy, Evie, Ania, Nawal, Nicolle, Lucy



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Child Development

Year 9 and 10 have been working very hard. Year 9 are focusing on the content of their examination: Health and well-being for child development.

In the last half-term, they have studied pregnancy and labour. They are currently learning about postnatal checks.

While Year 10 have been completing coursework; having just finished a detailed comparison of childcare equipment. Year 10 are now studying 'Create a safe environment and

understand the nutritional needs of children', Topic 3: Nutritional Needs of Children from Birth to Five Years.

There is a Coursework Intervention on Mondays in B19, from 3.00-4.00pm for those who need extra support.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Citizenship

Year 7

Our Year 7 students started this half term by exploring the topic of identity and community. They have been learning about what identity means and how it can change over time. They have also been examining how communities are changing and how we are all connected in the UK and internationally. Through these lessons, students should have been gaining a deeper understanding of the world around them and their place within it.

Following on from this, students are now focusing on Local Democracy. This unit is designed to help students understand the structure of government and their local community. They will learn about the role of local councils, how local elections work, and how young people can get involved in local decision-making. By the end of this unit, students will have a better understanding of how government affects their daily lives and the wider community.

Year 8

Year 8 students have been learning how individuals, regardless of age, can have a voice in their communities. As part of the course, they have been examining the age of criminal responsibility, and have taken it upon themselves to express their opinions on this issue. The students have written letters to the local MP, presenting well-reasoned arguments and expressing their views regarding the age at which children should be held legally

responsible for their actions. We eagerly await the MP's response to the letters. This is a great example of how our younger students can be engaged citizens, and make their voices heard.

Dear Mr Gibson MP,

My name is Stacey Apsion and I am a student at CHSG. In citizenship we have been studying the age of Criminal Responsibility and I am writing to you because I believe that you should lower the age of Criminal Responsibility to the age of 8.

My first point is the case that took place in Norway where a 6 year old killed a 3 year old child. The children knew what they were doing and were put in jail. I believe that if a child is old enough to plan and murder, they should be held responsible for their actions. The age should be reduced to eight years old.

Secondly, children had a degree of protection for children aged 10-14 years, the protection had to prove that the child knew the behaviour was wrong rather than just naughty or mischievous and intentionally committed these crimes. So as a result of this, the age of Criminal Responsibility really needs to go down to 8 years.

In conclusion, I urge you to support a change in the law to lower the age of Criminal Responsibility to at least 8 years. Thank you for reading this.

Yours Sincerely,
Stacey A

Dear Mr Gibson MP,

My name is Eva Pishumala and I am a student at CHSG. In citizenship we have been studying about the 'age of criminal responsibility' and I am writing to you because I believe the age should be increased since most children do not commit crimes. My claim is backed by statistics as only 49,500 children under eighteens have been to jail in 2019 and in 2016 it was 37,585 children which shows evidence that less and less children are committing crimes. This is very less considering that the population of children in England is over fourteen million, this means that only 3% of their population have been arrested.

In addition, I am not asking to change the age dramatically just up to three. In my opinion, even your side do not understand the whole process of court which gives them a disadvantage. Also a child's mindset depends greatly on their upbringing so I believe the government should make sure that every child gets a safe environment at home.

Thank you for taking some out of your day to read my letter, it really means a lot to me. Please support me by proposing a change to increase the age of criminal responsibility to three. I would really be grateful if you could get back to me as soon as possible.

Yours Sincerely,
Eva P

Year 9

Year 9 students have been exploring a range of social, political, and moral issues in their Extended KS3 Curriculum class this half

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



term. Through engaging in discussions and debates, they have been able to develop their understanding of different perspectives and form their own opinions on a variety of challenging contemporary debates.

We are really impressed with the positive attitudes and willingness of our Year 9 students to engage in these discussions. They have shown a strong desire to engage and a commitment to understanding complex issues. We believe that this unit is helping to prepare them for their future roles as informed and active citizens.

Year 10 / 11 / 12

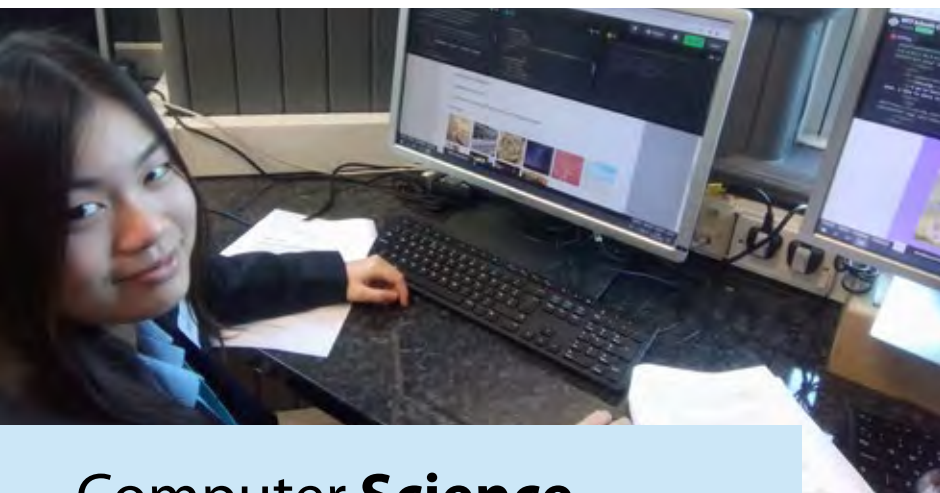
A team of Citizenship and Law students from Years 10, 11, and 12 recently participated in the Bar Mock Trial competition. This competition provides a unique opportunity for students to apply their knowledge of the law and engage in real-life simulations of legal proceedings.

Our students competed in a heat against other schools from around the country, and although they did not win, we are incredibly proud of their professionalism and hard work in rehearsals and on the day of the competition. The students demonstrated a strong commitment to the subject, and their dedication and passion for Citizenship and Law

was evident throughout the competition. We would like to extend our sincerest congratulations to our students for their efforts in the competition. Their commitment to the subject is truly inspiring, and we are proud to have such talented and dedicated students in our school. We look forward to seeing their continued success in the future.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Computer Science

Year 7

Our Year 7 Computer Science students are about to be introduced to the Scratch programming environment and began by reverse-engineering some existing games. They will then progress to planning and developing their own games, learning to incorporate variables, procedures (using the Broadcast function), lists and operators. They will then be able to create a fully working game with lives, scoring and some randomisation of objects. Finally, they will learn to test and debug their programs.

Year 8

Year 8 students have looked in to how computers translate data in to a format they can process. They converted positive decimal whole numbers (0-255) into 8-bit binary numbers and vice versa, and learnt how text characters are represented using the ASCII code. This was followed by some simple binary addition and binary shifts. Students also defined the different storage sizes bit, byte, kilobyte, megabyte, gigabyte, and terabyte. They then moved on to looking at Boolean logic. Students were constructing and interpreting the results of a truth table for the following logic gates: NOT, AND, OR.

Year 9

Year 9 have started the computer systems unit. Students have been looking at Boolean logic, moving on to software classification including

the function of the Operating System. Lessons continue to cover systems architecture and factors affecting performance. The many forms of memory available in modern computers including RAM, ROM and cache are also covered along with secondary storage devices and their uses. In their final lesson students will sit an assessment test comprising questions similar to those found on the GCSE exam paper.

Year 10

Year 10 have been covering the digital impact of ICT. Students have been looking at different computer technologies, such as, mobile technologies, wireless networking, wearable technologies, computer-based implants and autonomous vehicles.

Students have been discussing the impacts of digital technology on the environment including: the impact of manufacture and disposal, the impact of upgrading or replacing, and the impact of e-waste.

Students are also aware of the environmental impacts of technology and are able to describe legislation relevant to Computer Science including The Data Protection Act 2018, Computer Misuse Act 1990 and Copyright Designs and Patents Act 1988.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 11

Year 11 students have been revisiting how to code using the Python language. 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 programmes 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 and two-dimensional arrays in their design of solutions to simple problems. Students are also going through exam style questions and techniques in preparation for their GCSE examinations.

Raspberry Pi event

This term we held a Raspberry Pi event. Below is an extract from a student:

“ Hello! My name is Sae. I am in Year 9 studying GCSE Computer Science. Our Year 9 GCSE recently had a Computer Science Career Event in which we explored the life in a STEAM (Science, Technology, Engineering, Arts, and Math) career.

We explored coding using various programming languages like HTML, CSS, and JavaScript and many more interesting things. In this event, we created a blog all by ourselves! We had used a software application called 'CodePen'. This application was user-friendly and easy to learn. It was really fun. I like coding very much, and this was a great opportunity for us to learn about the basics of coding.

I am obliged to thank our Computer Science Teacher, Ms Morgan and Raspberry Pi for coming in and spending their time with us to teach and explain to us how to do coding in the different programming languages. I would like to share

the feedback from my friend who were also attending the event with me.

Lilia said, 'It was a good opportunity to develop our coding skills. The external facilitators who came in to teach us were friendly and helpful.' I personally think that the event was wonderful and very fruitful as it helped us widen our knowledge about programming. I consider it my privilege to be a part of this program and I enjoyed it a lot.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Dance

Year 7 have been studying A Linha Curva by Itzik Galili, a dance inspired by Brazilian Culture which is also studied at GCSE. Students have learnt the Brazilian styles of Samba and Capoeira to create a high energy piece of choreography.

Year 8 dancers have started their Dance Through Time unit. They learnt a repertoire in 5 styles: Ballet, Charleston, Jive, Old School Hip-Hop and Contemporary. We have looked at how each style was developed and how they have influenced other styles through time.

Year 9 GCSE Dance students have also been studying A Linha Curva by Itzik Galili. They have analysed the work, looking at the production features such as lighting, costume, set design and aural setting. Practically, they have created a vibrant piece of choreography using the techniques Galili used to create the work.

Year 10 GCSE Dance students have created a sophisticated piece of choreography based on Wayne McGregor’s Infra. They have explored complex and challenging choreographic techniques used by McGregor to create their own emotive piece of contemporary ballet.

Miss Johnson would like to congratulate the Year 11 GCSE Dance students on completing

their second exam; duet performance. They worked extremely hard learning the duet with professional dancer Mel Simpson and really did themselves proud on the day. They are now moving on to their Own Choreography in response to one of the five stimuli set by the exam board.

Year 12/13 BTEC students have also been working exceptionally hard in preparation for our dance show ‘Come Alive’ on Wednesday 1st March at 7pm. They are creating and developing dances in numerous different styles as well as learning about pioneering contemporary dance practitioners.

Miss Mitchell and Elite Junior and Senior Companies have been preparing for their competition at Langley Park Boys’ School.

Here’s an account of how the day went:

“ Thursday 9th of February was the day that Elite Dance represented our school in the South London Secondary Schools Regional Final.

After a term of hard work and preparation we had made it to the dance final where only the best of the schools dance crews across South London competed for the two trophies; one for

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Key Stage 3, one for Key Stage 4. The air buzzed with anticipation as all seven groups filed into the main auditorium of Langley Park School for Boys.

At first the dance crews got a chance to practise their dance moves and skills. You might think this could spoil the surprise but this was without music, so the anticipation was still there. Judging the competition were three former professional dancers, who were incredibly enthusiastic about the occasion.

When the time came to perform our dances (we were one of only two schools reaching the finals in both age groups!), we were trembling with excitement! Elite juniors performed to 'Fire On Fire' by Sam Smith while Elite seniors performed to 'Crazy In Love' remix by Beyoncé.

Both performances were amazing! The dancers were fluid, in time and on beat, not only that but they expressed the emotions, fitting with the performance. They were inspiring to watch.

Before announcing the results the judges critiqued the teams; both CHSG teams received the feedback of great choreography and fantastic teamwork. Competition was fierce as all the teams involved were incredibly impressive, performing an array of styles and genres - some even including gymnastics within their routines.

Elite juniors came in close second for the second year in a row (KS3) and Elite seniors came fourth narrowly missing the podium (KS4). We are very proud of our achievements, and looking forward to winning next year!



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Drama

Schools Club at The Old Vic

Since the Autumn edition of the curriculum newsletter, the Drama department has taken 30 students from years 9, 10 and 13 to see Eureka Day and A Christmas Carol at The Old Vic. In addition to this, the same Schools Club participants did a playwriting and a sound design workshop led by experts from the Old Vic theatre. We are looking forward to seeing Sylvia and Groundhog Day, later this academic year.

The Tempest

Year 8 and 9 students are currently producing excellent work in their rehearsals for a production of The Tempest by William Shakespeare.

Year 7&8 Drama Club

Sixth form Drama students have been leading a drama workshop that is open to all Year 7s and 8s. This is happening in J32 each Thursday, from 3pm-3.30pm.

Year 7

Students are currently working on a unit which explores how theatre design elements can be applied to a scripted extract from The Lion, the Witch and the Wardrobe.

Year 8

Students have been developing their understanding of how to perform a Shakespearean duologue, using an extract from A Midsummer Night’s Dream. They are exploring use of stage space, vocal skills, asides, use of gaze to suggest other characters, and much more.

Year 9

Students have been exploring the play text, Hard to Swallow, as a way to understand how theatre is developed from the perspective of a director. Additionally, they are working on a unit in which they will be performing sections from a scripted version of Malorie Blackman’s Noughts and Crosses.

Year 10

Students are about to perform their devised pieces which they have been working hard on since September. Their next phase involves the completion of a portfolio which discusses, analyses and evaluates the devising process.

Year 11

Students are nearing the culmination of their 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

Students are working towards a full mock exam, in which they will have to delineate how they would interpret, as a director, different performance texts. They are also nearing the culmination of their work towards their scripted performance exam in which they will each perform both a monologue and a group piece from professionally published plays.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news

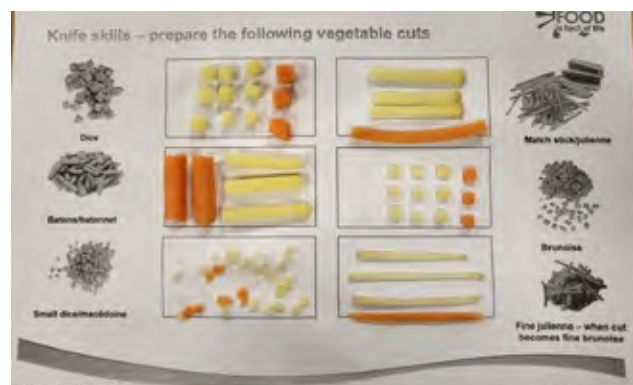
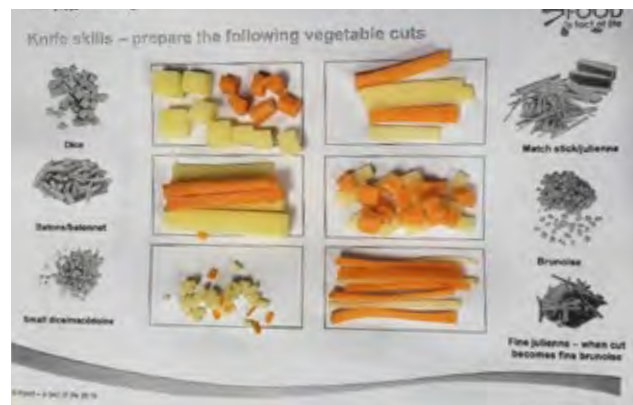


Design and Technology

The unpacking has begun: we are looking forward to being able to teach in our new kitchens and workshops. The majority of students have responded well and demonstrated patience whilst waiting for the new F Block to be completed.



This half-term Year 7 and 8 Food Preparation and Nutrition students have been practicing their skills to cut a range of vegetables, demonstrating precision and control. They have also learned about the correct way to wash up!



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news

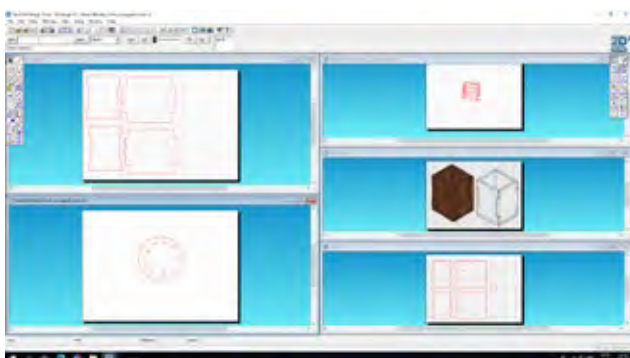


Year 7 and 8 students studying Design & Technology have successfully completed their Graphics project by designing and creating their 'Funkopops' style characters.

They will use the skills that they have learned in this project when designing in their future work.



Year 9 D&T students have been completing some short design and prototype tasks as well as improving their CAD skills.



The Hospitality and Catering students have been working well and have been cooking recipes that they have researched at home. Year 9's have been studying International Foods; we are looking forward to seeing what they cook

over half term. Year 10s have been learning about high risk foods and how the risk can be, minimised in the production of food. Year 11s completed their practical exam last year and are busy revising for their written exam in the summer.

Year 10 D&T students have begun a 'mock' piece of coursework in preparation for the release of their live exam question on the 1st June this year whilst Year 10 Fashion and



Textiles students are continuing with their coursework.



Our Year 9 STEM groups have once again had some interesting conversations about AI and its positive and negative points.

- Where will AI lead us in the future?
- What will the consequences be to the way that we live and work?
- What are the risks?
- What are the benefits?

STEM students have also been able to engineer and test practical outcomes to the challenges that have been set.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



English

*'There is no time like Spring,
When life's alive in everything'*
(Christina Rossetti)

So many exciting developments in the English Department will take place in Spring term. We are looking forward to the launch of Access It, a new digital library management system which will support students to easily and purposefully select books to borrow from the Wider Reading catalogue. The Carnegie Reading club will begin later this term and the blockbuster CHSG Globe trip to see Shakespeare's 'The Tempest' will take place in March.

Spring Term in the English Curriculum centres on the great literary genre of the novel. Do you have a favourite novel of all time?

Year 7's novel study focuses on the theme of Identity. They embark on their study of knowledge about characterisation, plot and setting by reading one of a selection of texts that explore questions about who we are and how writers build a sense of self in literature.

In Year 8, students will build on their knowledge about novelistic concepts through studying

one of a collection of novels on the theme of survival. Students investigate characterisation methods such as the hero and anti-hero and plot methods like cliffhangers and manipulation of suspense.

The literary theme of inequality, an enduring idea in literature, will be Year 9's focus this term. One text from a range of novels will be studied, expanding knowledge of novelists' methods such as foreshadowing and omniscient narration.

Robert Louis Stevenson's Gothic mystery 'Strange Case of Dr Jekyll and Mr Hyde' continues the GCSE English Literature journey for Y10. After an immersive reading, they will deepen their knowledge about novels by looking at the epistolary mode, plot devices such as red herrings and the fascinating theme of human duality. The GCSE English Language course moves into a study of Non-Fiction. Students learn how to analyse a range of texts from articles to letters as well as practise writing arguments in speeches and articles of their own.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Y11 is preparing for their first set of mocks in GCSE English Literature will be in February. To that end, lessons are focused on the Shakespearean tragedies of 'Macbeth' or 'Romeo and Juliet'. Students will also enhance their knowledge about writing successful literature essays.

Having studied the novel for GCSE, Y12 students will continue their A Level course with the study of two novels: Margaret Atwood's 'The Handmaid's Tale' and the modern American classic F Scott Fitzgerald's 'The Great Gatsby'. Building on the complex schemes of knowledge developed throughout KS3 and KS4, students explore the genre of dystopia and complex narrative methods such as unreliable narrators. Explorations of the preoccupations of Modernism and Post-Modernism as historical and literary phenomena add richness to their scholarly pursuits.

Year 13 are finalising their coursework (the NEA, non-examined assessment) worth 25% of their overall grade, comparing the Gothic classic 'Frankenstein' with a text of their choice. This has been an intensive, challenging and rewarding endeavour but one through which our students emerge as credible literary scholars. After their second set of mocks, students begin their final revision programme during which they will refine their exam technique.

The Literacy Curriculum

The Tutor Reads programme continues to thrive each morning as students read from a brilliant collection of books that include contemporary youth fiction, classics, non-fiction and poetry. As part of the Home Learning Programme, students from Year 7- Year 10 read aloud a specially selected passage once a fortnight using Microsoft Teams Reading Progress on



Assignments. Teachers and students receive feedback from these submissions on accuracy, fluency, pronunciation and self-correction with an overall percentage score. Nearly all of our students regularly achieve highly with the average score progressing from 62% to 88% in recent months.

In January, Paired Readers began. Students from Year 7 read three times a week with trained Sixth Form Reading Mentors to develop their accuracy and fluency as readers. These sessions take place in the Careers Room. Our school dog, Douglas, also attends the sessions as a reading therapy dog.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Geography

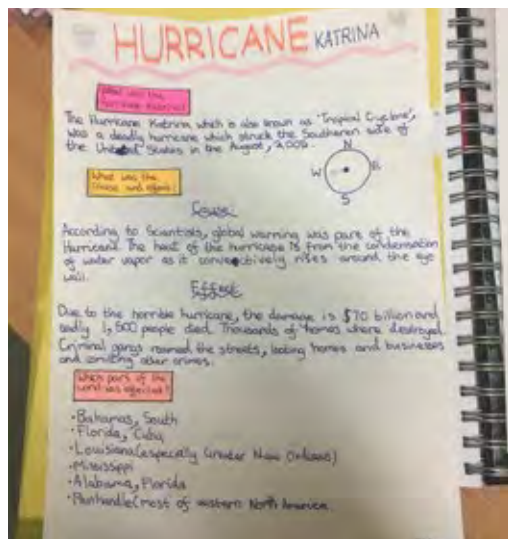
Academic Distinctions

It was another challenge to narrow our teacher nominations down to just one student per year group to be awarded with our Geography Academic Distinctions this half term. The awards go to:

- Year 7: Amirah Z.
- Year 8: Martha S.
- Year 9: Katie H.
- Year 10: Riya J.
- Year 11: Beatrice S.
- Year 12: Eleanor A.
- Year 13: Ana F.

KS3

Year 7 have been learning about weather and climate this term. They have written an evaluative paragraph using our PEA structure for the first time and produced some amazing work. Year 7 have also been busy with the optional extended home learning task researching hurricanes. Hibba's example shows how to write concise case study notes on one side of A4.



Year 8 have been looking at world population growth and differences. They too have written a PEA paragraph on why LICs tend to have higher birth rates than HICs. Martha in 8B1 wrote such a well-structured paragraph, that hers was selected for our new 'Culture of Excellence' classroom displays. Check out Martha's exemplar on the bottom left!



Year 9 all started looking at coastal processes and have been learning lots of associated key words for their home learning tasks. They have been using MWB to show what they have learnt and to apply these new words into sentences. It is always lovely to read their examples as some are very imaginative and bring a smile to my face.

KS4

Year 10 have completed all of their Physical Geography Paper 1 units and are now looking at Urban Challenges and Lagos. This culminates in looking at London and a Summer Term fieldwork trip to Stratford to look at urban regeneration.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 11 are working incredibly hard both in and out of lessons. They are on their final unit looking at resources in the UK and an in-depth study into the global resource availability and challenges of water. Many are attending our Week 2 Thursday lunchtime revision sessions. Why not bring your lunch along and join us too?

KS5:

Year 12 have completed their first two units of work: Contemporary Urban Environments and Water and Carbon Cycles. They will be completing some fieldwork activities on and off site which connect these two units in preparation for planning their NEA in the Summer Term.

Year 13 are on their last unit, Global Systems and Global Governance, which looks among other things at the global commons (resources

that are shared and accessible by all, with no single governing country or power). These include areas such as Antarctica and the internet. They will then be spending the final lessons before their exams practicing a wide range of exam questions.

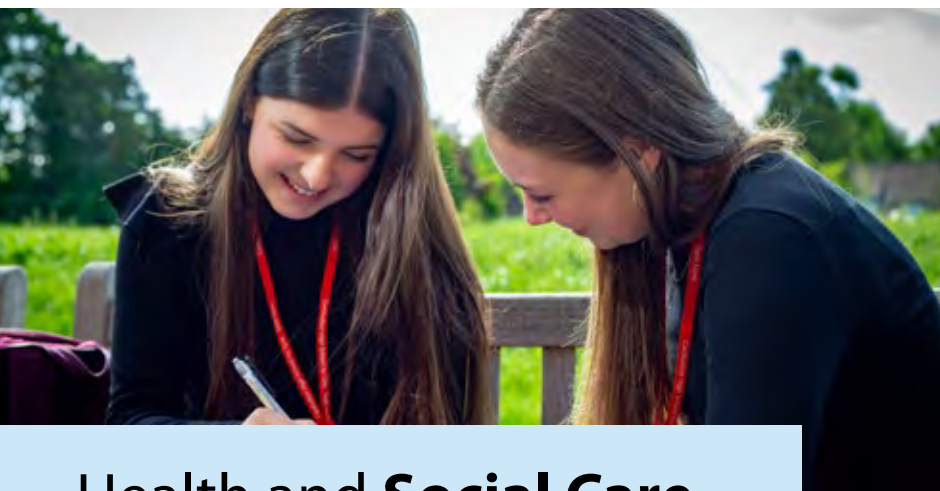
Geography SharePoint

If you've not visited our Geography SharePoint page yet, you are missing out on revision lists and resources, links to our YouTube channel and recommended videos and websites, as well as copies of workbooks and lesson PPTs. Let us know what you find most useful and if there is anything else you would like us to add to help you.

Mrs Stangroom
Curriculum Leader for Geography



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Health and Social Care

Our sixth form are working very hard. Students completed external assessments in January, and now students are all working very hard on coursework.

Year 12

Meeting Individual Care and Support Needs

“We are learning about how to meet individual needs and provide anti-discriminatory practice. This unit is interesting and challenging. The unit has links to range of careers in health and social care – which has really made me think about what I want to do in the future. We are planning to go on a visit to an exhibition about labelling and stigma in mental health care in the local area, where we will be meeting with the CEO of a mental health charity to discuss anti-discriminatory practice in mental health. This should really bring this unit to life.”

Year 12 Student

Promoting Public Health

“Unit 8 is all about Public Health and it covers a wide range of topics, from epidemiology to how legislation moves through Parliament. So far, I have particularly enjoyed learning about Ebola”

Year 12 Student

Year 13

Physiological Disorders and their Care

“Unit 14 is about physiological disorders. It is a demanding unit but is very informative as I have been researching and reading deeper into different conditions. This research allows me to

understand how conditions like asthma work and the wider impact on different individuals. The information can be difficult to find as it requires a lot of deep reading of scientific and journal articles. I have learned to Harvard Reference, which was hard to do at first. This unit enables us to understand planning and support given to individuals including roles of practitioners, causes and effect of illness, risks and vulnerabilities, and investigating varieties of treatment and approaches used. I feel I have really benefited from working on this unit- and we are only a third of the way through.”

Amelia, Year 13

Principles of Safe Practice

“We are finishing off the unit which focuses on safeguarding and prevention of harm. It is the best unit for me personally. I have learnt lots of new information and analysed case studies to identify theory in practice. This unit has really made me understand the different needs of different vulnerable groups. This has made me want to know more about the topics.”

Urvashee, Year 13

Health and Social Care Clinic

Health and Social Care Clinic continues on a Monday, after school. The clinic is held in D10, from 3.00pm and gives the opportunity for extra tutorials and support with coursework.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



History

Over the last half term, History classes have been studying some of the most important areas of the curriculum. Year 7 students have just completed their first enquiry on the medieval period in which they have studied the Norman conquest of England. Some classes even had the opportunity to re-enact the Battle of Hastings before analysing the reasons for William’s victory.

Year 8 classes have been tackling the impact of the industrial revolution on the lives of people living in Britain, including children in the mills. This unit of study has been newly redeveloped and now includes the opportunity for our students to find out about some of Britain’s pioneering female inventors including Ada Lovelace, Henrietta Vansittart and Sarah Guppy.

Meanwhile, our Year 9 students have been exploring the development of the Holocaust and the experiences of those who lived through it using eyewitness testimony provided by survivors including Harry Bibring.

Year 10 students have completed their analysis of Hitler’s consolidation of power and the methods through which the Nazis controlled the German people. They have now embarked on the final unit of their study of this period which focuses on the lives of ordinary people in Nazi Germany including women, workers and young people.

In the meantime, our Year 11 students have embarked on the final component of their GCSE History course, namely the Early Elizabethan

era, where they have already explored the problems facing the young Elizabeth I on her accession to the throne in 1558.

Among other things, Year 12 students have investigated the period from 1906-1914 in Russia, sometimes seen as a moment of calm before the turbulence of the 1917 revolutions, while Year 13 have been engrossed in analysing how Stalin’s policies to modernize the USSR after 1929.

Once again, the History Department is pleased to announce that its Sixth Form subject mentoring team is now hard at work supporting the learning of younger historians. The team of subject mentors has been put together by Mrs Gill and consists of students who have been handpicked for their extensive knowledge of the GCSE History course and their skills as expert historians. They have volunteered to give up some of their time to support the learning of their peers in the department. Having already achieved excellent results at GCSE History, they are ideally placed to do this. We expect them to be on hand to give some one-to-one assistance and tutoring in lessons by fielding questions, sharing their subject expertise and guiding our GCSE and Key Stage 3 historians in the development of their skills and technique. We are delighted to see our Sixth Formers taking up this opportunity. Furthermore, we are pleased to give them a valuable chance to develop their own communication skills.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Law

Year 12

We have started to look at criminal law looking at actus reus - the guilty act and mens rea - the guilty mind- which means that year 12 have been getting to grips with some Latin terminology!

Students have been investigating how a jury would determine a guilty mind and looking at foresight of consequence. We have been looking at causation and omissions and how we can prove whether someone is the legal and factual cause of a crime.

Year 12 Law students have completed a variety of practise exam questions around these topics building on their AO1 and AO2 knowledge. As they start to practice longer scenario questions they have demonstrated a high level of understanding of this part of A level law. Well done Year 12!!

Next term we will be looking at non-fatal offences against the person and Tort Law, including occupier’s liability.

Some of the students in the Year 12 Law class recently took part in the Bar Mock Trial competition. The students competed in a heat against other schools from around the country and, although they did not win, we are incredibly proud of their professionalism

and hard work in rehearsals and on the day. The students should be commended for their dedication and commitment to the competition and their efforts are a testament to their passion for the subject. We look forward to seeing their continued success in the future.

Year 13

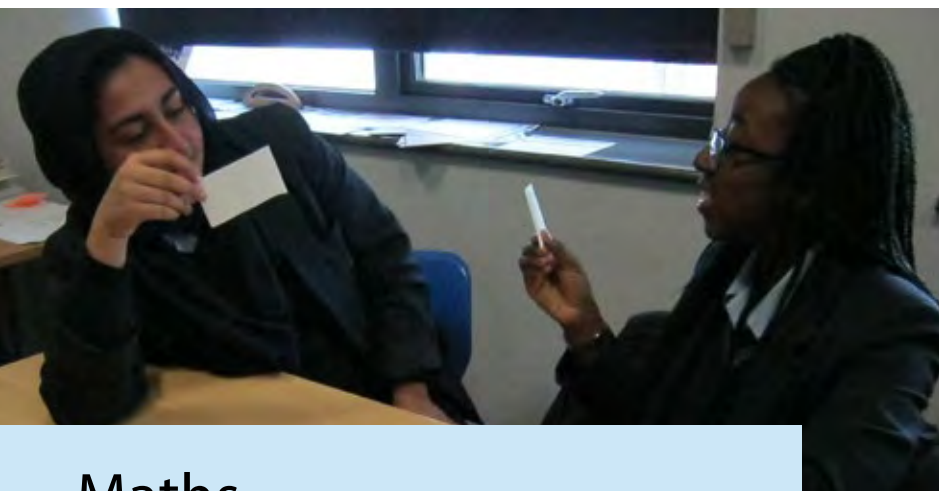
In Year 13 Law we have been looking at our last unit Human rights.

Students have been looking at article 2 ‘the right to life’ and have entered into debates on euthanasia and when life begins as part of this. We have also been looking at article 5 which is the right to liberty and freedom. In this part of the course students take a closer look at the domestic law in the UK around arrest and stop and search.

Students have done really well in their debates in these topics which are often very emotive and they have been able to apply the law using their AO1 knowledge and their AO3 evaluative skills.

We will continue to look at article 8, article 10 and article 11 over the next half term. Year 13 show commitment to their subject. They are always enthusiastic and I am so proud of their hard work in lessons and leading up to their exams. Well done Year 13!!

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Maths

Year 7

Our Year 7s have really impressed their Maths teachers so far, and at the halfway point through the year, they are doing brilliantly in their lessons. Mrs Foley is very impressed with what she has seen when she visits Year 7 classes, and the enthusiasm and dedication to their learning is wonderful to see.

After half term, Year 7 will move onto Angles & Shapes, where they will learn about mathematical geometric notation, key angle facts, understanding how 2D shapes behave and what their properties are, and how to solve problems involving all of this. Students will need access to a Geometry set or have a compass, protractor and pencil in addition to their usual school equipment.

SPARX XP Champion for Year 7
Mahrosh I - 85505 XP - Level 8



Year 8

At this point in the year, we are halfway through the curriculum, and in Year 8 we are prioritising topics for students that will prepare them best for their next steps in Year 9. Topics that students will be studying after Spring half term include Solving Equations (algebra) and factors & powers (Number).

SPARX XP Champion for Year 8
Riya L - 98645 XP - Level 9



Year 9

Year 9 are the only year group to all be working at the same pace as they started their GCSE course after the pandemic. The students are now working on Unit 18 and will shortly sit the Unit assessment for this topic. The assessments are all on the same day for year 9 and there is a real buzz about the work as the assessment day arrives. You will see in their exercise books the learning feedback sheets – so you can see exactly how they are doing. An example of one is below.

Objective	Max	Obtained	%
Place value	3	3	100
Number skills, including approximating a decimal number squared, estimating a square root and calculating a cube root	3	3	100
Estimating and then finding the exact value of a calculation using a calculator	2	2	100
Writing a number as a product of its prime factors and applying this to a more challenging question	3	3	100
Finding the HCF and LCM	3	3	100
Basic rules of indices	3	3	100
Basic rules of indices (power to a power)	3	3	100
Problem solving using prime factors by identifying whether 2060 contains $2 \times 2 \times 2 \times 2$ as prime factors	2	2	100
Writing numbers in standard form	3	3	100
Law of negative indices	2	2	100
Simplifying surds in the context of a word question	3	3	100
Rationalising the denominator	2	2	100

We go through the assessment with the students and then encourage them to independently work on the area (not the specific question) that they can see needs additional work to improve on.

SPARX XP Champion for Year 9
Shaista J - 117265 XP - Level 11



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 10

Year 10 are approaching the halfway point through their GCSE course, and we are working on exam technique and recall of the topics covered so far. The Unit test scores are really encouraging. We now need to use the exam technique to improve on the end of term assessments, where multiple topics are grouped together and are assessed all in one go.

The Year 10 Additional Maths class are coping well with the GCSE and A Level Maths content delivered so far. Currently, they are working on the Binomial expansion/distribution using pascals triangle and factorial notation. It is a very busy class, full of keen and enthusiastic students after school on Wednesdays and Fridays, week depending. Well done to all involved.

SPARX XP Champion for Year 10
Afua A - 55210 XP - Level 5



Year 11

Year 11 have now completed 15 practice papers(!) in the build up to their second mock exam series. The first of these Maths exams is on Tuesday 28th February and the second is on Monday 6th March (they are allowed a calculator for this paper). The practice papers have been completed diligently by all the year group and the Maths staff have been picking specific areas of difficulty to go over in class time based on the completion of the papers.

We are approaching the end of the curriculum for many classes and will start the revision process in class shortly – this depends on the class. Students have been encouraged to start creating mind-maps and revision cards for topics covered so far and we will be using these in class time when revising.

The Year 11 Additional Maths class are nearly through the content in preparation for the exam and have been covering much of the A level Maths syllabus in the process. They are just about to move onto the Calculus topics of Differentiation and Integration. An enjoyable and focussed atmosphere after school every Wednesday in J46 – well done to all involved.

Year 12 and 13

Year 12 and 13 are working very hard through their curriculum and have come to the end of the first phase of exam preparation. Every Monday (A level Further Maths) and Wednesday (A Level Maths) students come together to complete exam papers with worked solutions available to them as and when they need them.

Over the weeks, they will be able to complete more of each paper as they move further through the content, and they are building valuable exam skills whilst they are doing this. After half term, we will begin to unpick those papers together and run through questions as a group in these sessions.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Media studies

Year 9

This half term students have been busy continuing with their magazine project. They've made real progress in their analysis of magazines, with many producing amazing essays. They've also been learning the practical and technical skills needed to take good quality photographs and create their own magazine pages.

Year 10

Year 10s have been working on units on advertising and the film industry this half term, producing some excellent analysis work for both topics.

Year 11

Year 11 are working on their final exam topics now, with a current focus on British television and the sitcom genre. They are also entering the final stages of their production pieces for coursework. We've had some outstanding work so far.

Year 12

Year 12 Film Studies students have had a busy half term, they've shot and edited their own short film and have been studying a period of film history (from around 1930 to 1960) known as the "Classical Hollywood" era. They've studied the 1947 Orson Welles film The Lady From Shanghai and learned a lot about Welles as a filmmaker and how he worked in the studio system of the 1940s. In January they also went

on a trip to a study day run by the British Film Institute in central London,

Film studies trip

Last week Year 12 Film Studies students attended a silent film workshop at the BFI. In the morning they took part in a workshop on films from the silent era (one of the topics they study as part of their A level Film Studies course) and in the afternoon watched a screening of FW Murnau's 1927 masterpiece, Sunrise, with a live piano accompaniment followed by a question and answer session with the pianist. The BFI runs a great series of educational events and other industry related experiences for young people - our students have always got a huge amount from them. We'll be attending other events run by them this year and in the future.



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 13

Year 13 have been studying television industry and television crime dramas this half term and also completing their major coursework projects.

Additionally, out of the blue, we've received some amazingly generous comments this half term from two ex-students who are now studying media/film production at university or have gone on to work in the media or film industries. A significant number of our A Level Media and Film Studies students have gone on to work in these areas, and we hope this illustrates the difference we are able to make for the students we teach:

“ I studied Media Studies at CHSG 4 years ago. I have just completed my Masters degree in Ethnographic Documentary Filmmaking from UCL and I wanted to say a massive thank you for being an amazing and supportive [department]. Studying Media Studies and being taught by [the Media department at CHSG] inspired me to continue to study film in higher education. ”

“ I'm in my third year of my studies now [at Bournemouth University, which runs one of the most competitive courses for film and television production in the country]... Bournemouth was a great option and I love the course. Thank you for encouraging me to look into this university. I also just wanted to say thank you for your efforts in teaching me... [The Media and Film department at CHSG] definitely made a big impact on my life and I never would have pursued this path if it wasn't for you, so thank you. You are... great teacher[s] ”

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Modern Foreign Languages

French

Year 7 French

Our Year 7 Linguists have enjoyed using our ICT rooms to practice their listening and reading skills. We are working on “En classe”. The students have been learning new vocabulary about school subjects, to giving their opinion using a range of opinion words and giving a range of reasons for their opinions. We used an online platform Linguascope. The students love reinforcing their learning through fun games in French lessons!

Year 8 French

Linguists have been grappling with the verb endings for all 3 verb categories in the present tense. They now know the order of pronouns when conjugating a verb and they can chant the correct ending to apply for -er, -re and -ir verbs. They enjoy using their white boards to test each other and it is an easy way for me to see at a glance if the students have understood the work.



Year 9 French

Year 9 are currently working on; technology in everyday life. They have learnt key language about gadgets, internet use and mobile

technology which they then revisit in different types of texts such as reading, listening and writing. Below is text from their booklet which they had to analyse, translate and then use as a guide in order to produce their own written piece. This was preceded by a task where the students had to categorise statements about social networks in to ‘advantages’ and ‘disadvantages’ which is what their written task was about.

1. ...devenir célèbre.	11. ...être victime de vol d'identité.
2. ...trouver des informations rapidement.	12. ...manquer de sommeil.
3. ...rencontrer l'amour.	13. ...se sentir déprimé.
4. ...recevoir des messages haineux.	14. ...promouvoir son commerce.
5. ...partager des connaissances.	15. ...combler un vide.
6. ...restar en contact avec des amis.	16. ...lutter pour une cause humanitaire.
7. ...être moins productifs.	17. ...souffrir de cyber-intimidation.
8. ...passer moins de temps avec sa famille.	18. ...manquer de vie privée.
9. ...faire des nouvelles connaissances.	19. ...se relaxer.
10. ...répandre des rumeurs.	20. ...devenir accro à internet.

Advantages désavantages

Example of a model paragraph

What I like most with/about...
Ce que j'aime le plus avec les réseaux sociaux c'est qu'on peut rester en contact avec ses amis. En plus, grâce aux réseaux sociaux, on peut trouver des informations rapidement. Cependant, il est possible de recevoir des messages haineux et on peut être victime de vol d'identité.

Year 10 French

Our Year 10 Linguists are extremely lucky to be a small size class this year! The opportunity to work on their Speaking Skill is great!! The Speaking and Translating activity we completed in class was focused on the topic of ‘Healthy and Unhealthy living’.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 11 French

Our Year 11 Linguists are currently working on 'Current and future study and employment'. In one of our lessons the objective was to describe your school uniform and school rules.

In that particular part of the lesson, students were working on exam style question. The students then had the opportunity to look at the transcript to make corrections if necessary.

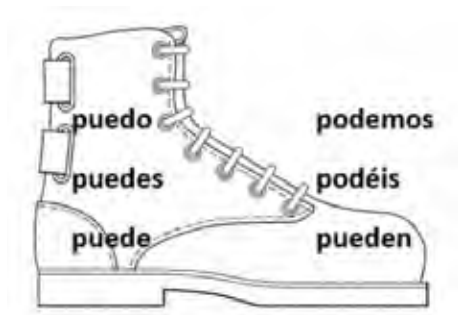
7.8 Lee y completa. En inglés: _____

Los jueves, estudio (1) francés, (2) (3) (4) y (5) . El profesor de francés, el señor Carignan, es (6) aburrido. La (7) de español, la señora Mallol, es (8) simpática. El profesor de ciencias se llama señor Núñez y es muy (9) . Mi profesor de historia es (10) severo. Escribo y leo mucho en clase. ¿Y tú? ¿Estudias (11) ? ¿Cómo es el (12) ?

1) _____ 5) _____ 9) _____
 2) _____ 6) _____ 10) _____
 3) _____ 7) _____ 11) _____
 4) _____ 8) _____ 12) _____

by using the image to help them work out the word in Spanish. I extended the task by asking them to work in pairs to translate it and then write a similar text of their own.

Year 8 Spanish



Year 8 in Spanish are working on improving their conversation skills and dealing with invitations to different activities during their spare time.

This has led to many one-to-one activities where they put in practice their speaking skills and many listening activities, where Spanish native speakers were having conversations and we had to find out what the activity proposed was, where they were going, at what time and where they were meeting. Our Year 8 students put all this into practice themselves and incorporated saying no and giving different reasons for it.

Grammatically, they had their first incursion into the Conditional Tense and a special category of Spanish verbs: the boot verbs. The picture represents one of these verbs. We will go into more details with this category during our GCSE course.

On écoute!

Listen to these people talking about school uniform. Answer the questions in English.

1. Why does Florentine think school uniform is a good idea? Give one detail.
2. What other points does she make in favour of having a uniform? Give two details.
3. Why does Marc disagree? Give two details.
4. What does Elodie think? Give two details.

Use the transcript to correct and mark your work.

1. **Que penses-tu de l'uniforme scolaire, Florentine?**
 Les uniformes sont bien moins chers que les vêtements que les élèves portent habituellement.
 De plus, les uniformes aident les professeurs à reconnaître ceux qui sont dans l'école sans permission. En ce qui concerne les élèves, ils sont plus disciplinés et arrivent en classe prêts à travailler.

2. **Tu es d'accord, Marc?**
 Non, je suis contre l'uniforme parce que généralement les uniformes ne sont pas à la mode. D'ailleurs, on ne voit pas de différences entre les élèves et ce n'est pas bien parce qu'ils ont tous des personnalités différentes.

3. **Et toi, Elodie, qu'en penses-tu?**
 Comme c'est tous habillés de la même manière, on ne peut pas se moquer des vêtements des autres. Avec un uniforme, on ne perd pas de temps le matin à choisir ce qu'on va porter pour aller au collège.

After correcting it as a class, we looked at strategies and tips to help them succeed in their listening exam paper which is worth 25% of their French GCSE.

Spanish

Year 7 Spanish

Year 7 have been studying unit 2 which is about school. In this unit they have been learning the subjects, how to give their opinions about subjects and school and give reasons why.

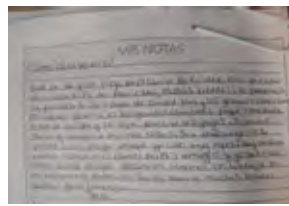
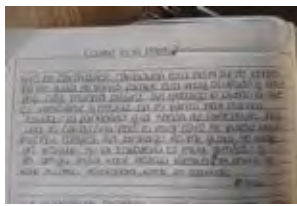
The grammar focus has been on adjectives, adjective agreements, the gender of nouns and regular verb conjugation in the present tense. Across is an example of a reading task from their booklet. Students had to fill in the gaps

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 10 Spanish

Year 10 have been studying unit 5 which is about their home and neighborhood. They have learned how to describe their homes, which then has extended to describing their local area and giving their opinions. The grammar focus has been on formulating complex questions, quantifiers and prepositions in order to describe where rooms and items of furniture are. Below are student examples of extended writing describing where they live.



Year 11 Spanish

Year 11 are currently finishing their units 9&10, which are related to school and career choices. After this, they only have one more topic to go through: the world of work, which we are hoping to finish by Easter.

They have started, very successfully, their last GCSE Speaking mock. They will gain lots of experience from it. By the time they have their real exam, they will feel completely at ease.

We have also started intervention sessions, separated into Foundation and Higher tiers. The sessions, every Monday, are short and sharp, straight to the point. Our aim is to make them meaningful so that students feel they have achieved something. We have published the list of topics, as we are conscious that we are clashing with other subjects, as well.

The activity shown here demonstrates the complexity of the language our students are already facing, with modal verbs, conditional tenses, complex opinions and even the

subjunctive mood of the verb. They are being trained at the highest level now.

14.2. VAMOS A LEER. Read this text and circle the right answer statement.

- Para empezar, hay que decir que nuestro instituto tiene muchos años y es normal que las paredes estén feas y sucias. En la primera clase del día siempre hace mucho frío y lo que cambia es la calefacción, que debería encenderse más temprano.
- El patio principal no es muy bonito, pero no necesita mucho para mejorar el aspecto. Solo habría que ponerle algunas plantas para alegrarlo un poco.
- Otra de las cosas que cambiaría serían las sillas de las aulas, ya que son muy incómodas y algunos días pasamos horas sentados y es malo para la espalda.
- En cuanto a los profesores, hablando en general, deberían tardar menos en corregir los exámenes ya que nosotros cumplimos con nuestro trabajo a la hora de estudiar.
- También creo que deberíamos hacer más cosas de ocio como juegos, deportes o excursiones, para que ir al instituto no sea a veces tan aburrido.
- Hace falta comentar también que los profesores deberían utilizar las pizarras digitales ya que las antiguas están deterioradas y no se van bien. Y ya que la mayoría no sabe utilizarlas hay que enseñarlas.



Year 13 Spanish

Our A-Level Spanish students are working on their individual chosen topic for research. They have gone in very different directions: feminism in Spain, immigration or the evolution of the fashion industry. They are becoming true experts in these topics and we are learning alongside them.

In our lessons, our topics are focused on the political side of the Spanish speaking world, and we are learning about Monarchy and Dictatorships, and also about social protests, which are particularly interesting in South America.

They are very skillful in commenting the film we have studied during these two years, 'El Laberinto del Fauno' (Pan's Labyrinth), and the book we have read, 'Como agua para chocolate'. We are just tuning our essays to aim for the highest grades.

In the last months, we will focus on improving the translations and practicing the speaking exams to gain some experience and exam techniques.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



German

Year 9 German

In German, Year 9 students have been working on the topic of “Technology in Everyday Life” - practising all four skills (reading, writing, speaking and listening) and acquiring a wide range of new vocabulary about the internet, social media, mobile phones and the like. This is the second unit in GCSE Theme 1, Identity and culture. In grammar, they have returned to the essential skill of working with the past (perfect) tense - one of the more complicated areas in basic German grammar due to the large number of variations and exceptions, so we revisit it periodically throughout KS3 and 4, from Year 8 onwards. Under the rubric of metacognition – reflecting on the language learning process itself – students were intrigued by the list of German words below, all of which have a near equivalent in English, which they enjoyed working out!

Understanding these and similar cognates is a useful skill when reading and listening to German.

Year 10 German



Alongside their GCSE study of being able to read, write, listen and speak about their home and area, Year 10 German students have been getting wider reading practice. Every couple of weeks, the class reads a chapter of the detective story “Die Skorpion-Frau – Liebe und Tod in Heidelberg” (The scorpion woman – love and death in Heidelberg), an adapted reader for learners of German.

This is an excellent way of them practising their literacy, including the skill of reading aloud, and extending their cultural knowledge of Germany (parts of the story are set in the renowned Heidelberg Castle and University). Exercises and questions after each chapter give them extra reading practice, and a chance to discuss what they have understood. So far, we haven’t yet worked out who committed the crime!

11.1 Can you give the meaning of each word in the list, simply from recognising its similarity with an English word? Note down what you think each word means, then use a dictionary to check.

1	aggressiv	_____	13	Mai	_____
2	Bär	_____	14	Natur	_____
3	Charakter	_____	15	Ofen	_____
4	Datum	_____	16	Passwort	_____
5	Ende	_____	17	Qualifikation	_____
6	Fisch	_____	18	radikal	_____
7	Gast	_____	19	Salat	_____
8	hart	_____	20	Tabak	_____
9	industriell	_____	21	Universität	_____
10	Jahr	_____	22	Vampir	_____
11	Klasse	_____	23	Waffel	_____
12	Luxus	_____	24	Zentrum	_____

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Music

We started the Spring term following the success of our Winter Concert. All pupils performed outstandingly well and were a real credit to the school and the department. We would like to thank those who attended to support the pupils, especially with the cold weather.

Heading into brighter evenings, our department ensembles are going from strength to strength and all pupils coming into the department are working incredibly hard to make progress and better their musical understanding and appreciation. Keep up the hard work! Especially Year 11 who are in the final stages of completing their non-examined assessments.

Miss Ogden and Miss Gravenor

Year 7: Music of Asia

Year 7 have developed their reading of notation this half term and have been introduced to keyboards. For some pupils this is the first time that they have had access to these instruments and it has been wonderful to see their partnerships and performances of improvised pentatonic scale compositions in their end of topic assessment.

When asked what they enjoyed about the topic, Lexie R in 7R1 said *“Learning how to play a new instrument has been really great – I have picked*

something up that is now a new skill and I have joined an instrumental group since January to support my keyboard playing.” Pupils will be building on these skills and their singing in their next topic of ‘Musical Theatre’.

Year 8: Rap & Grime

Year 8 have been developing their lyric writing, by looking at different types of rhyme, slang and repetition in rap lyrics. They have been working on creating their own backing tracks using SoundTrap and have worked to include multiple different effects on these tracks as part of their assessment.

Pupils have written wonderful things about their school and home life as part of this topic and their imagination has been outstanding. Pupils will develop their compositional skills in Pop Music after half term and Film Music in the Summer term.

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.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 9

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 starting to look at how the orchestra has changed over time and identifying key features within these areas.

They have also been developing their music theory, knowledge of key terminology and have worked hard at grasping everything we have thrown at them. Pupils have been working on a solo composition based on an Egyptian soundscape and scale and have recently started a paired composition in the Theme & Variation style.

Year 10: Music for Ensembles & Badinerie

Having completed a topic on their set work of 'Badinerie' at the start of this term, pupils have moved onto focusing on their free composition element of the course and have started Music for Ensembles as a topic. We felt that this was most appropriate as it develops on the different genres pupils will come across and after their detailed score analysis of 'Badinerie' we felt that pupils needed to focus on their wider listening again.

Pupils have worked incredibly hard to re-call information on these types of ensembles and 10Mu1 and 10Mu2 have enjoyed the diverse listening of Musical Theatre so far. We look forward to developing this over the next half term.

Year 11: Toto – 'Africa' and NEAs

Year 11 have once again been working incredibly hard. There has been a focus on completing their second set work, 10-mark essay answers, key terminology, wider listening, music for ensembles and their coursework since our last newsletter entry.

Pupils continue to work hard and some pupils have completed 30% of the course already having finished their performance element (solo and ensemble). We want to give Year 11 the momentum and drive they need for the last push on their NEAs next half term and focus on developing their wider listening skills.

Year 12: Development of the Symphony, Into the Twentieth Century & Musical Theatre

Much like Year 11 – the specialisms have been split between teachers. Miss Gravenor continues to challenge the Year 12 pupil's musical analysis by delving even further to their set Haydn 'London Symphony'. The Year 12's are pushing themselves to develop their music theory and ear training to support this.

Miss Ogden has challenged everything they know about music so far with the introduction of the unit 'Into the Twentieth Century'. The pupils have already looked at impressionism in music and the use of the 12-tone-row. We are proud of how hard they are working in all areas of their work including a solo free composition this half term.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Physical Education

KS3 PE have continued with their Spring sports including handball, football, gymnastics and hockey whilst our KS4 students have branched out into new sports such as Volleyball and, after half-term, trampolining. GCSE PE students are looking exceptionally smart in their new PE kits and we wish them all the best as they start their coursework.

Miss Bartram has been working hard with our Sports Leadership Award students as they continue with planning and leading sessions in a variety of sports, developing their skillset as leaders.

Our Sports Scholarship students have also had exciting opportunities to attend sessions with Surrey Cricket and Carshalton Athletic Football Club learning new skills and being taught by industry professionals. Miss Marshall has more exciting opportunities coming up for our Scholarship students in the near future.

Our under-13 football team made it to the finals of the Utilita Cup football tournament held at Charlton Athletic, here's a recap of one of the matches from a student:

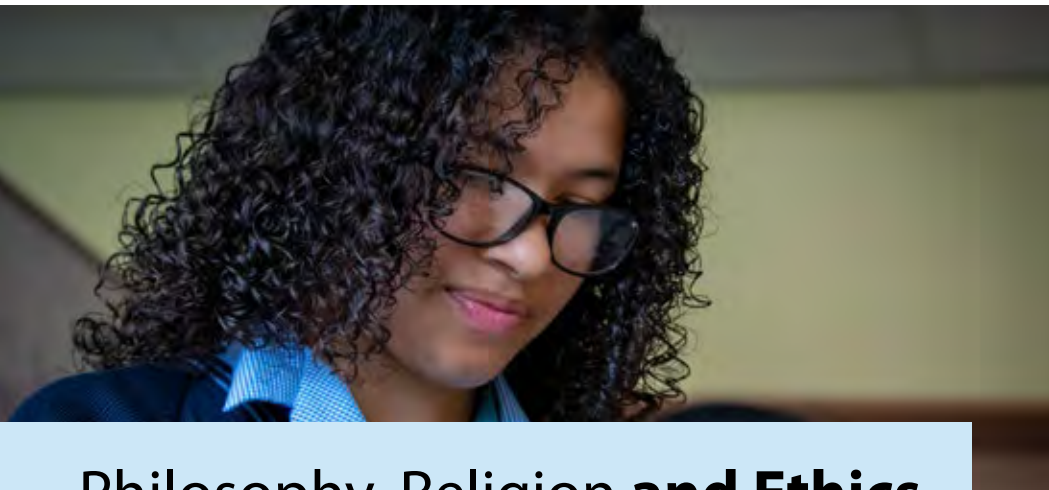
“ The game started with lots of great passes from both teams, and the ball was going up and down the pitch very quickly. Lola had a throw in which was by their goal, but many great tackles took the ball swiftly away, however, very good defense meant that the ball was taken back down the pitch, and the other team scored a goal!



Great tackles from both the opposition and our team CHSG (representing Sutton United) made very tense watching! A huge kick sent the ball way down the field, and Robyn very nearly scored a goal.

The other team had the ball, but our team had great defense, so we kept the ball away from the goal. The game was over, with a final score of 1 - 0, but a great game for CHSG. ”

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Philosophy, Religion and Ethics

Year 7

This term, Year 7 have concluded their study of symbolism through booklet two (Code Breaking) and have started work on booklet three (Beliefs about God).

Booklet three begins with an examination of the reasons for and against believing in God before turning to beliefs specific to a range of religions. Pay attention Year 7 as your Spring exam will feature some of this content!



Year 8

Year 8 have been examining the Problem of Evil through their third booklet of the year (called Evil and Suffering). A number of students were surprised to find an attempt to disprove God's

existence in one of their Religious Studies' books, but healthy debate has since followed – we've examined a number of different religious responses to the question: 'why would an all powerful and loving God allow suffering to happen?' As with Year 7, this content will be assessed in the Spring exam, so do revisit those arguments for and against God's existence Year 8!

Year 9

Year 9 continue to move through the Edexcel GCSE course at a good pace, having recently concluded a core unit: Muslim Beliefs. We've examined Islamic attitudes towards God, prophets, holy books and life after death amongst other things. Students have been tested on their keyword vocabulary and some lesson time has been dedicated to exam practice ahead of the next major round of assessments before Easter.

Our attention now turns to a new unit: Crime and Punishment. How should we treat criminals? Should we bring back the death penalty? Plenty of debate to be had in Year 9 at the moment!

Year 10

Year 10 have recently finished a core unit: Living the Muslim Life. In this, they examined the Five

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Pillars of Islam in some detail, exploring the importance of prayer, fasting and pilgrimage. Islamic festivals and commemorations were also studied.

The new unit (Peace and Conflict) has allowed us to explore the ethics of violence and war: is it right to use violence in a just cause? Do we have a right to defend ourselves? We've also taken the opportunity to practice some particularly difficult exam techniques relating to part (d) questions. Keep going Year 10!

Year 11

Year 11 are quite fed up at being reminded how little time they have before their first Religious Studies' exam (Monday 15th May in case you've forgotten Year 11!) – but the good news is that they're working very hard. This term, they've mainly been engaged in revisiting units disrupted by Covid back in Year 9 (Marriage and the Family / Crime and Punishment), with the next few weeks set to be focused on preparation for Spring exams.



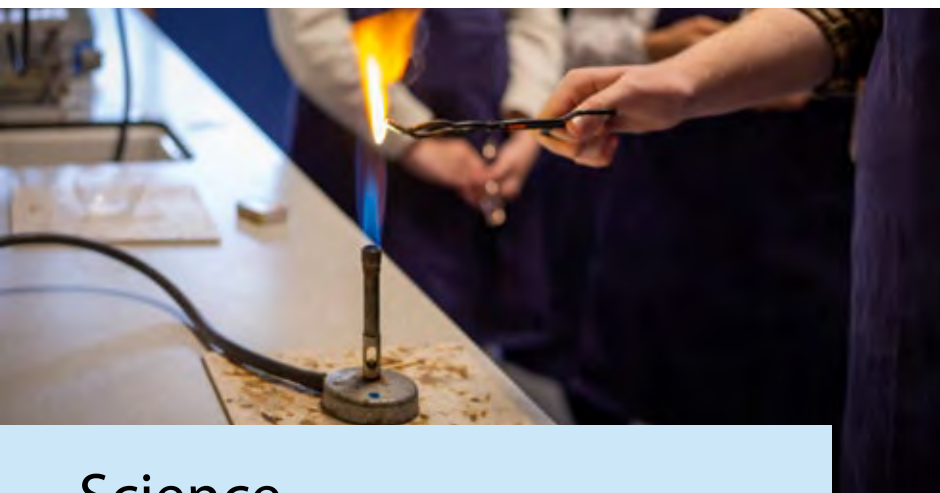
More time will be dedicated to past units from Year 10 and then: the real thing (just to remind you – Monday 15th May). Good luck Year 11!

Year 12

Year 12 are halfway through their current booklet on Epistemology (Perception as a Source of Knowledge) and have been practising their keywords in the newly scheduled assessment periods.

In Moral Philosophy, Kant is the current theme; quite the contrast from the preceding unit on Utilitarianism. March will see the next round of assessments which will include an introduction to 12 mark questions, with more exam technique guidance to follow in lessons.

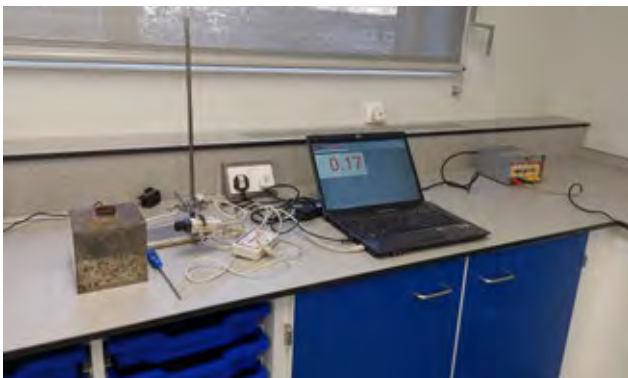
- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Science

Physics

Welcome to our second Physics department curriculum newsletter of 2022-2023 and I am particularly excited to say our new labs are proving to be a great success with students and staff. They are such a bright, modern and airy environment which allows us to be able to do a wide range of practical work that can be limited in other labs. It also allows to leave key pieces of practical work out (thus reducing the need for technician time) for us to demonstrate activities with various classes such as our required practicals that our GCSE students are working on now.



Year 7 Physics

Since the last time of writing, our students have completed the topic on the '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. Students completed their first set of exams in December and the results were very pleasing on

the whole. We are now completing our work on Forces which is one of our Big Ideas in Physics as the work studied is fundamental to everyday life. Once students have completed Forces, we're moving onto study two types of wave phenomena, those being Light and Sound.

Year 8 Physics

Students enjoyed the first unit in Year 8 covering work related to Energy. The basic and fundamental ideas are further developed in the other topics covered in Year 8. Students are finishing Motion and Pressure now. This unit covers such topics as speed and velocity, acceleration areas of Physics last covered in Primary school and then we moved onto look at pressure in gases, how pressure can be transmitted through liquids and the effects of pressure on solid objects. We worked out why tractors have wide tyres, camels have large feet and why skiers don't sink into the snow when wearing skis.

Year 9 Physics

Following on from Energy at the start of Year 9, students have been looking at work on module P2 which covers 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 these impact on objects in everyday life.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Year 10 Physics

Students have continued their work on the module P2 at the start of last term and have worked through modules, P3, P4 and P5. The latter two are our units covering electricity and the P5 looks at how electricity is used in the home. Looking at particular aspects of why we use ac as opposed to dc and why our electricity is transmitted at a frequency of 50Hz while other countries use a different value. We have also looked at safety aspects of electricity in the home focussing on fuses, Earth wires and RCCB devices. We are now moving on to look at Molecules and Matter which is the crossover unit with Chemistry.

Year 11 Physics

In Year 11 students have been studying modules on wave properties, focusing on electromagnetic waves, their dangers and their uses. We have looked at some cutting edge technology in the use of ultrasound in hospitals and dentists.

We have also completed most of our practical activities, these are known as Required Practicals. Students will be asked about some of the practical work covered as 6-mark questions in the GCSE exams so it is vital all students understand what was covered and why we did the practical work as we did. Students are now working towards the final push to GCSE with only one or two more units to cover before our revision programme starts.

A Level Physics

The students have been working on the areas of gravitational fields with Mr Mahmood. Students in Mr Elstone's lessons have been working on nuclear physics and radioactive decay. We will be moving onto looking at some ideas surrounding the origins of the Universe. The students will be looking at the most exciting parts of the Physics course later on in this term when they will be studying the Big Bang and the ultimate fate of the Universe.

Chemistry

Year 7 Chemistry

Our Year 7 students have continued to show excellent scientific skills throughout this term. During lessons they have been learning about elements and compounds, including how atoms can bond to form molecules. This unit has included some exciting practical work making iron sulfide from iron and sulfur, then comparing the properties of these substances.

Year 8 Chemistry

Students in Year 8 have been working on building their understanding of the Periodic Table and how this underpins lots of core ideas in Chemistry. They have been making predictions about properties of elements and researching the lives and work of Scientists in this field including Dmitri Mendeleev. This unit builds towards a more complex understanding of the link between atomic structure and The Periodic Table in Year 9.

Year 9 Chemistry

Year 9 have been developing their knowledge and understanding of The Periodic Table. This builds on work completed in Year 8 and includes how the Periodic Table is arranged, historical developments in the Periodic Table as new discoveries were made, and the link between electronic structure and position within the Periodic Table.

Year 10 Chemistry

Year 10 have completed a unit of study on Chemical Changes. This includes work on how metals react with acids, and develops ideas from Year 7 on acids and alkalis by introducing a numerical component to the pH scale. Students have enjoyed the extensive practical component in this unit, including making their own reactivity series, complex titrations, and making beautiful blue copper sulfate crystals.

Art
Business & Economics
Child development
Citizenship
Computer Science
Dance
Drama
D&T
English
Geography
H&S
Law
History
Maths
Media Studies
MFL
Music
PE
Philosophy, Religion, Ethics
Science
Sociology, Criminology, Psychology, Politics
Other news



Year 11 Chemistry

Year 11 have continued their excellent attitude and engagement in Science this term. They have been studying Chemical Analysis, including investigating substances using chromatography, flame tests, and precipitation tests. Students have also applied their mathematical skills to carry out calculations of retention factor values for their chromatography investigations.

Year 12 Chemistry

Year 12 have made huge strides in their understanding of quantitative chemistry this term. They have carried out complex practical work including titrations, making standard solutions, and finding the water of crystallisation of hydrated substances. They have also continued to develop their knowledge of bonding and are using this to consider the structure and reactions of alkanes.

Year 13 Chemistry

Year 13 Chemists are approaching the culmination of their studies. They have been working incredibly hard on complex calculations related to physical Chemistry, including entropy calculations, pH calculations, and developing energy cycles to calculate related quantities. They have also continued to develop their knowledge and understanding of organic chemistry and the associated mechanisms by which these molecules react.

Biology

Year 7 Biology

Our Year 7 biologists are continuing their great start to this academic year! They have just finished learning about cells, learning how the basic units of life are so important to everything we know. They will now be looking at gas



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



exchange systems of different organisms and how these are adapted to their function. The number of practicals which they are conducting is also increasing as they continue to hone their skills.

Year 8 Biology

Our Year 8 biologists are approaching the end of their unit on adaptations. They have learnt that each plant and animal on Earth is perfectly adapted for its environment and this process is still continuing. They will be moving on to health and lifestyle shortly, predominantly focusing on humans. Here they will learn how different actions, foods and chemicals affect the body in either a negative or positive way. They will also learn crucial lessons in how to look after their mind and body.

Year 9 Biology

Our Year 9 biologists have just finished learning about the process and importance of cell division. They have discovered how growth, repair and reproduction all rely on this amazing process. They have now made an excellent start to learning about the digestive system and food, having already completed practicals to test different food types. They will continue to learn the more complex details of what food is made of and how our bodies are perfectly designed to extract the maximum amount of nutrients from our meals.

Year 10 Biology

Our Year 10 biologists have just finished learning about one of the most crucial processes on Earth - photosynthesis, which we can thank for being able to breath in oxygen right now! They will now be moving onto an equally crucial process which occurs in every living cell on Earth, respiration. This amazing reaction which provides us and all other lifeforms with the energy to do everything will be studied in detail and linked to their previous topic, as photosynthesis shares many features.

Year 11 Biology

Our Year 11 biologists are performing incredibly well and are approaching the end of their

course. They have just finished learning about variation and inheritance, which explains all the amazing differences we see between us and every organism on Earth. They are now moving onto the fascinating topic of genetics and evolution. In this unit they will learn about the process which causes this amazing variation they have previously covered. They will learn about the theories of evolution and also the arguments for and against them. We will be focusing on exam technique and revision very shortly to ensure they are in the best possible form for their exams.

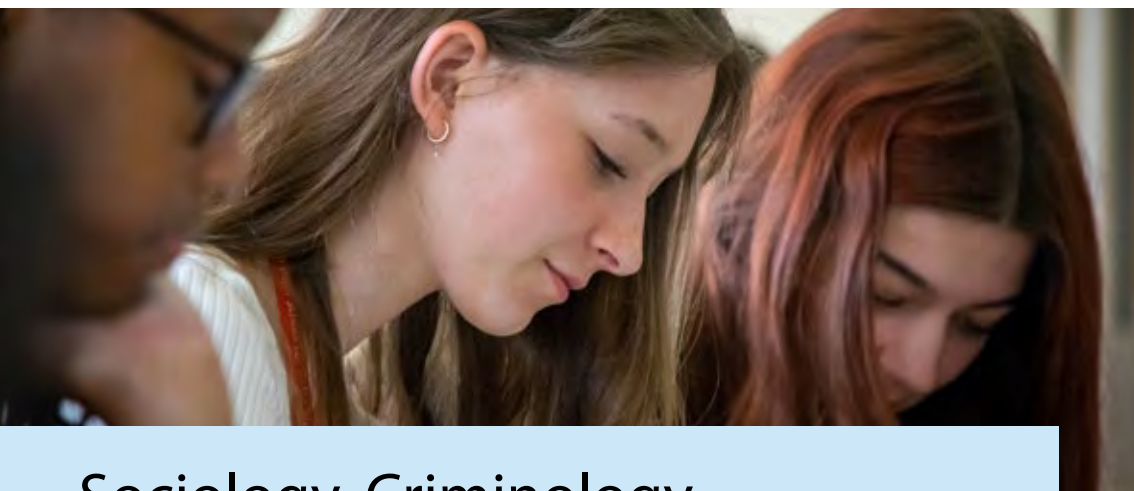
Year 12 Biology

Our Year 12 biologists are continuing to approach the course with an incredible level of drive and maturity. They have just finished learning about the human body, particularly with regards to how it exchanges so many substances so efficiently. They are now moving on to the exchange processes which occur in plants. On the other side of their course they are continuing to learn about the amazing variation of life on Earth and how by studying genetics we can investigate relationships between organisms. This will prepare them well for year 13, where there is a significant focus on genetics.

Year 13 Biology

Our Year 13 biologists are continuing to show incredible focus and motivation as they approach the end of their course. They have finished learning about gene expression and have discovered how different genes can either be suppressed or expressed. They have also learnt how this links to cancer and its treatment. They are now on their final unit which focuses on gene technology. Here they are learning about the fascinating and rapidly evolving area of gene testing and gene therapy, which in the future may well provide the treatments for some of the most common genetic disorders among humans.

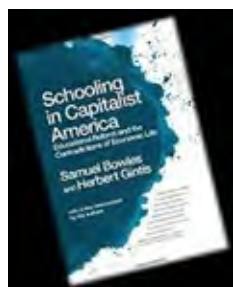
Art
Business & Economics
Child development
Citizenship
Computer Science
Dance
Drama
D&T
English
Geography
H&S
Law
History
Maths
Media Studies
MFL
Music
PE
Philosophy, Religion, Ethics
Science
Sociology, Criminology, Psychology, Politics
Other news



Sociology, Criminology, Psychology and Politics

Sociology

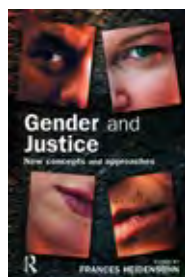
Year 9 Sociology students have been studying the topic of research methods, focusing on how sociologists plan, design and conduct research. They will be using this knowledge in their next unit on the family to consider how sociologists have investigated family life. Students have enjoyed analysing the effectiveness of using questionnaires to investigate poverty.



Year 10 Sociology students have been studying the topic of Education, focusing on social factors affecting educational achievement. Students have enjoyed learning about the marketisation of education and debating private vs state education.

The next topic of social stratification focuses on how people are stratified in society, with links to social class, poverty and power.

Year 11 Sociology students have been working on their final unit of Crime and Deviance, with a particular focus on social groups and criminality. Students particularly enjoyed working on a female serial killer task, applying criminological theories to a range of case studies.



Year 12 Sociology students have been focusing on internal and external factors affecting educational achievement in relation to social class, gender and ethnicity. Alongside this, they are studying the social construction of childhood and how childhood changes over time and place.

Year 13 students have been studying the effects of globalisation on crime and the media, making connections between types of crime and media representations of crime. In particular, students have enjoyed looking at contemporary moral panics and the effects they have on society. Students have been considering the rise of new media and how it differs from traditional media forms.



Figure 2. Which types of video content do children like best?

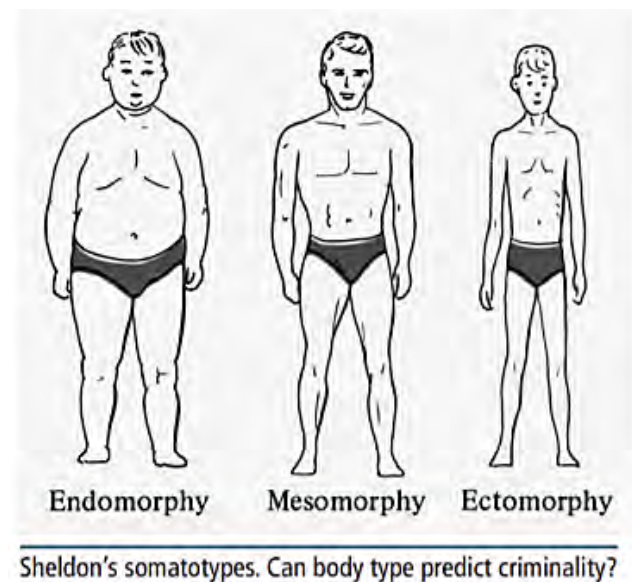
- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Criminology

Well done to Year 12 and 13 students for completing their controlled assessments this half term! Year 13 students have now started their final unit of Crime and Punishment. This unit focuses on different forms of social control and how effective they are in deterring crime.

Year 12 have started their unit on criminological theories, with a particular focus on biological, psychological and sociological explanations of crime.



Year 13

Our students are working very hard – with a great deal of extra attention paid to ensuring that revision isn't done just before an exam.

We review the first years work every week and an additional section on current content. In terms of our current curriculum we have been studying how and why bullying behaviours occur in school and the workplace. Interestingly it happens that bullies are often the most popular students in school.

Politics

Year 12 Politics students have been enjoying the topics of Elections and Referendums and Devolution. Students have been analysing a number of key elections, including the 1997 Labour landslide victory. They will be moving on to Parliament and Political parties after half term.



Year 13 Politics students have been studying political ideologies. They are enjoying the study of Liberalism and its impact on UK and US politics and will soon be starting to compare liberal and socialist ideas after half term.

Psychology

Year 12

We have had quite a busy time in the department. Year 12 have spent the last few weeks grappling with the complexities of the Behaviourist approach.

They investigated the pros and cons of using reinforcement on children. Let's just say the results are mixed! We also studied how behaviourism can be used to treat simple phobias. The students are also learning how to answer more complex exam answers.

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



School counsellor



Hello everyone, I am Mrs Chettiar, the new school counsellor at CHSG. I have completed half a term already, working with some of the pupils from years 7 to 13, trying to help them manage their mental health more effectively. I am embracing my new role with much enthusiasm and passion and hope to incorporate counselling into the everyday wellbeing of school life.

I have come from a background of primary school teaching, which I enjoyed for over twenty years and this has equipped me to

understand the rather daunting transition from year 6 to 7. For many children, it is an experience that can be a testing time on their mental health. For a short period, I also worked as an Educational Welfare Officer, here in Sutton, primarily liaising with schools and parents around the issues of truanting. I recently qualified as a therapeutic counsellor and am a registered member of the British Association of Counselling and Psychotherapy. I have been working with young people and adults for the past fifteen months, in the NHS and have experience of dealing with mainly anxiety and depression, but have also dealt with a number of other mental health issues.

As a mother of two teenagers, I am well aware of the struggles our young people are facing in today's society. I see my role as helping them to navigate their way through this stage of their lives, in order to practice good mental health and wellbeing, which they can take forward into adulthood. Talking therapy is a great way to start making small changes, which can have a big impact on a person's mental health, right here at CHSG!

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Uniform

Supply of School Uniform

Uniform will officially be available to order from our new supplier's website, or from their shop in Worcester Park on 2nd January 2023.

Schoolwear Inc Ltd

198 - 202 Cheam Common Road
Worcester Park
Surrey
KT4 8QJ

www.schoolwearinc.co.uk

T: 020 3051 7488

Please see below for the uniform policy, 'How to order guide' and the uniform price list.



Second hand uniform Scheme

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?

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.

Purchase second hand uniform from our Uniformd shop, here:

www.uniformd.co.uk/carshaltonhigh

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news

Reduce, re-use, recycle and raise funds for our school!

We've teamed up with Uniformd to enable you to purchase second hand uniform at the fraction of the cost of new, with all funds raised going back to our school.

Visit our Uniformd shop to purchase:

www.uniformd.co.uk/carshaltonhigh

We're Collecting!

Help us raise funds for our school!
We are collecting gently used school uniform:

Shirts, jumpers, trousers, PE kit,
blazers, skirts.

See the range at www.uniformd.co.uk/carshaltonhigh





COME ALIVE

CHSG Dance Show 2023

Wednesday 1st March

**7PM-9PM
SCHOOL HALL**

**TICKETS £4
VISIT [PARENTPAY.COM](https://parentpay.com) TO BOOK**

REFRESHMENTS WILL BE AVAILABLE



National Online Safety Hub

The online world is posing an ever-increasing risk to young people, and it is important that schools, parents and carers work together to take an active role in teaching children about online dangers. Learning how to act safely when using the internet is an incredibly important part of safeguarding our children.

We are therefore delighted to announce that Carshalton Girls are continuing to show our commitment to protecting our pupils online by working with National Online Safety- providing resources for all parents and carers.

The resources include Parents & Carers courses (presented by Myleene Klass), online video resources and weekly guides covering a huge range of topics, including:

- Online Relationships
- Fake Profiles & Social Bots
- Online Bullying
- Online Grooming
- Child Sexual Exploitation
- Sexual Harassment & Violence
- Sexting
- Live Streaming
- Online Identity
- Screen Addiction
- Online Challenges
- Overspending
- Social Media Platforms
- Online Gambling
- Radicalisation, Terrorism & Extremism
- Age Inappropriate Content
- Copyright & Ownership
- Hacking
- Fake News
- Online Fraud
- Online Reputation
- Personal Data
- Pornography
- Targeted Adverts & Pop-Ups
- The Dark Web
- Games & Trends

To create your account, please follow <https://nationalonlinesafety.com/enrol/carshalton-high-school-for-girls> and complete your details. When you're set up, you'll be able to set 'Parent/Carer' as your user type.

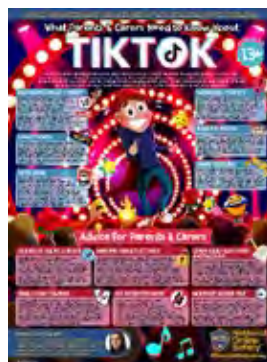
You can access National Online Safety online via any device- including via our brand-new smartphone app. To download the app, please go to:

<https://apps.apple.com/gb/app/national-online-safety/id1530342372>

<https://play.google.com/store/apps/details?id=uk.co.nationaleducationgroup.nos>

Alternatively, search for 'National Online Safety' in the App Store/Google Play Store.

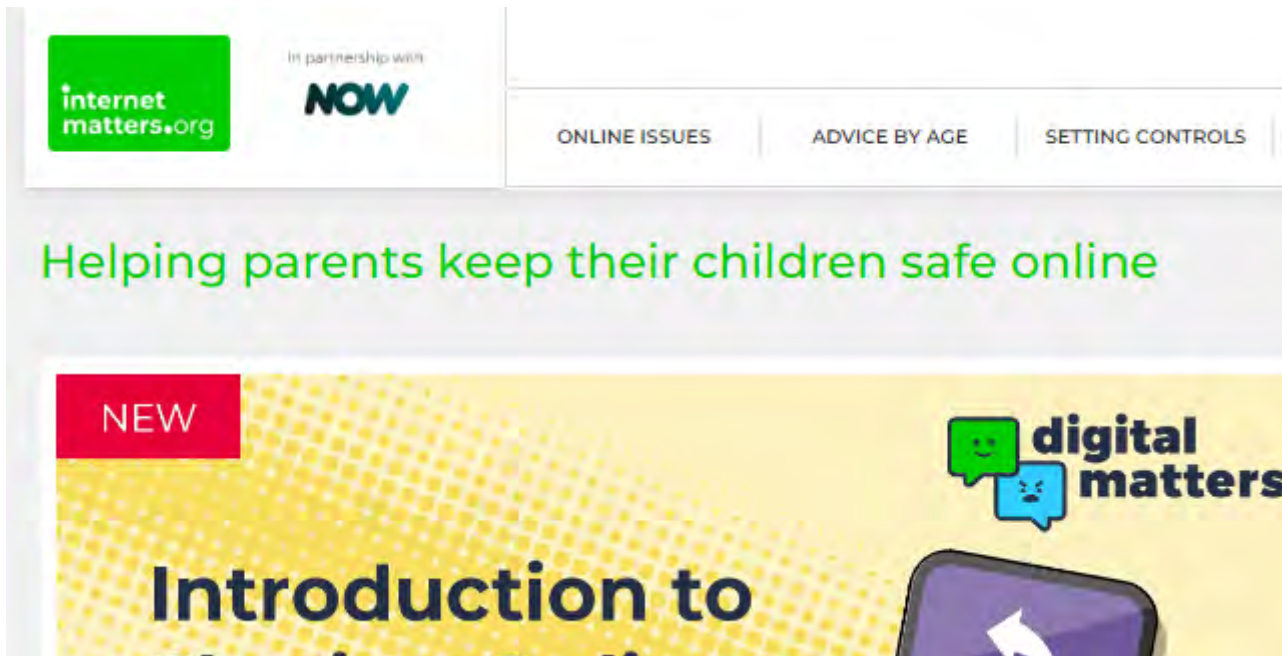
Answers to frequently asked questions and customer service can be accessed at <https://helpdesk.thenationalcollege.co.uk/helpcentre>.



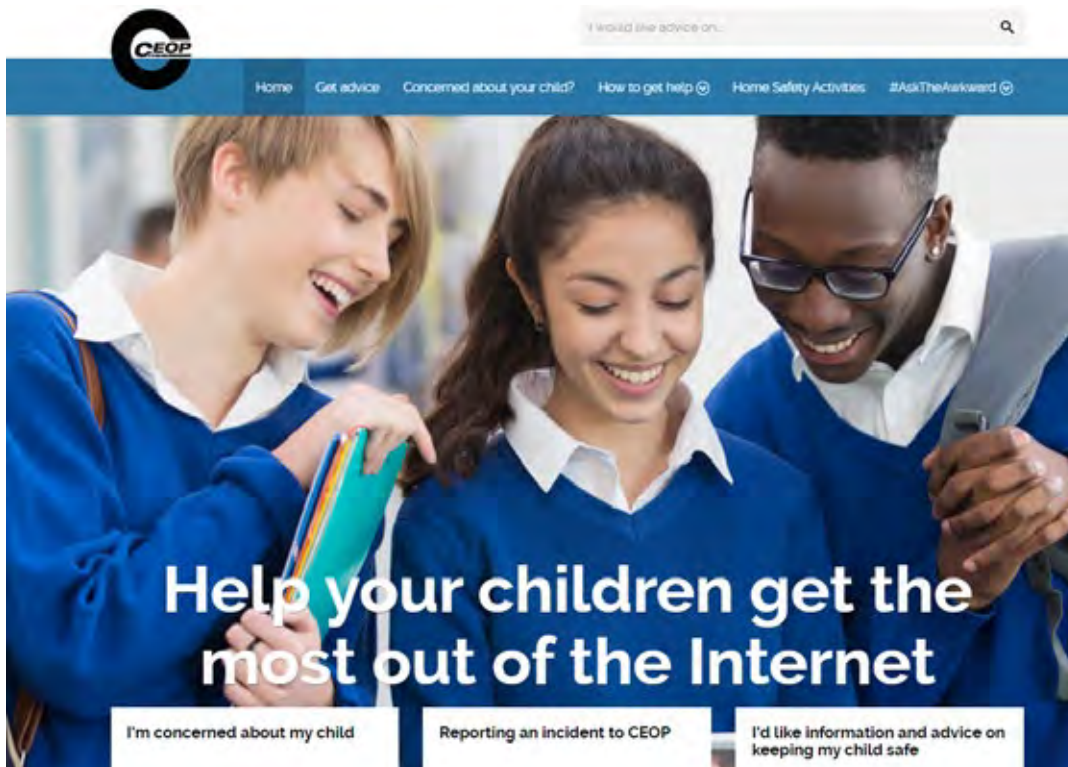
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- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Online Safety Resources for Parents



<https://www.internetmatters.org/>



www.thinkuknow.co.uk/parents/

- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news



Online Safety Resources for Parents

UK Safer Internet Centre

Online issues Guides and resources Training and events Safer Internet Day Blog Research About

Home Guides and Resources Parents and Carers

Guides and resources

Parents and Carers



Tips, advice, guides and resources to help keep your child safe online

www.saferinternet.org.uk/guide-and-resource/parents-and-carers

NSPCC

EVERY CHILDHOOD IS WORTH FIGHTING FOR

Online shop NSPCC Learning Online safety advice

Donate



Reporting online safety concerns

What to do if you're worried about something a child has experienced online.

Find out more



Report Remove

Information for parents and carers about Childline and IWF's Report Remove, a tool to help young people report unwanted images online.

Read more



Online abuse

We've got advice and support for you and your child to help keep children safe online.

Find out more

www.nspcc.org.uk/keeping-children-safe/online-safety/#guides

Art

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H&S

Law

History

Maths

Media Studies

MFL

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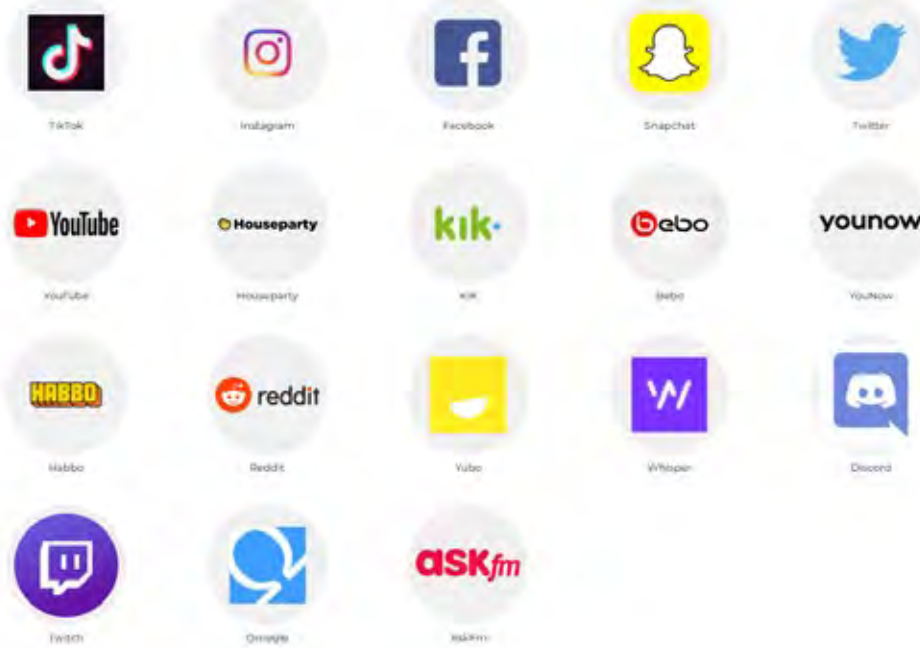
Sociology, Criminology, Psychology, Politics

Other news



Minimum age on top social media platforms

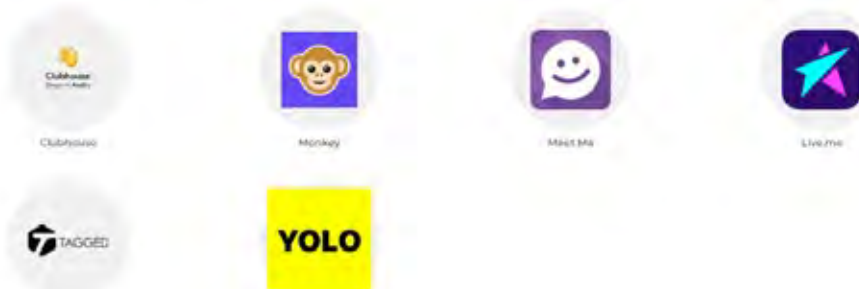
13 year olds and upwards



16 year olds and upwards



Not suitable for under 18 year olds



- Art
- Business & Economics
- Child development
- Citizenship
- Computer Science
- Dance
- Drama
- D&T
- English
- Geography
- H&S
- Law
- History
- Maths
- Media Studies
- MFL
- Music
- PE
- Philosophy, Religion, Ethics
- Science
- Sociology, Criminology, Psychology, Politics
- Other news