

October 2021

CARSHALTON HIGH SCHOOL FOR GIRLS

# CURRICULUM NEWSLETTER

Excellence: everywhere, every day.



## Headteacher's Welcome

Dear Parents/Carers

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

Returning to this half-term, I have to say it has been a fantastic start to the year. It has been an incredibly busy and productive term that seems to have disappeared very quickly! Walking around the school there is a daily buzz of activity and enjoyment of learning and, having moved out of bubbles, it is fantastic to see the students returning to as normal a school life as we can at

this stage. Our Year 7 students have settled in magnificently, with all year groups being kind, considerate and aware of each other as they move between lessons. The table tennis tables have been a fantastic addition to recreation times and it is great to once again see our students participating in science experiments and food technology lessons. We have been overwhelmed by the number of students participating in our co-curricular programme each evening, with an exciting range of additional activities planned for the next half-term. Attendance has been very good and students have been introduced to the new core values we expect from all of the members of our community:

- Be our best
- Be together
- Be involved
- Be ambitious
- Be aware

However one thing really sticks in my mind that demonstrates the culture that exists within our school. I cannot let our recent fire drill pass by without telling you how proud I was of the students, and I really must commend them for their excellent behaviour and maturity during our practice. I have never seen our students respond so well to such an event and the way everyone conducted themselves throughout was commented on by a number of onlookers. We really have set a high

# HEADTEACHER'S WELCOME

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bar of expectations for ourselves and each other. This was certainly on display during this time. #teamchsg

Since I last wrote to you we have held a Year 7 Culture and Values Day, Year 10 Careers Day, Year 6 Scholarship assessments and Year 9 took part in the fantastic SPARK programme. We have also been busy celebrating Black History Month with a number of seminars, competitions and assemblies being held. You will see in this newsletter that we had a CHSG competition win in the Penguin Literature in Colour Book Giveaway which was fantastic news! Details of the other events will be in our next newsletter on Friday 12th November.

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

Year 11 will have a Careers Day on Wednesday 24th November but before that they have their mock examinations (10th – 15th November). In preparation, we have supplied all students in Year 11 with the necessary

revision guides for English and Science. We are awaiting the arrival of other guides and these will be distributed as soon as they arrive. Year 11 students who did not receive their guides should visit the School Office during the holidays to collect them. Please note the office is open on Tuesday 26th October and Monday 1st – Thursday 4th November.

Year 7, 8, 12 and 13 will have their first examinations of the year week commencing 29th November with Year 9 and 10 the following week, commencing 6th December. The first reports of the year for all year groups will be sent on 16th December. The final day of the term is Friday 17th December which will be a half-day for students. I will write to you again nearer the time with more details on the arrangements for the last day.

Finally, a huge congratulations goes to Mr Castro, our Head of MFL. Mr Castro was recently awarded and recognised by Maidstone Borough Council for his leadership of a programme that organised the delivery of food parcels to elderly members of the community during the recent lockdowns. Congratulations to Mr Castro, a worthy recipient of this award!

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

Kind regards,

Mr M M J Devenney

# ART

## Year 7

This half term our Year 7 set out on their journey of artistic learning by beginning to explore the formal elements of Art. These are the building blocks of all artistic composition: shapes and forms, textures, mark making, tone, composition and colour.

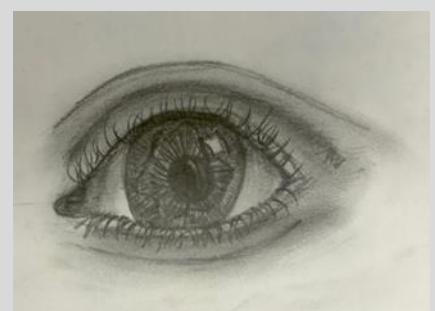
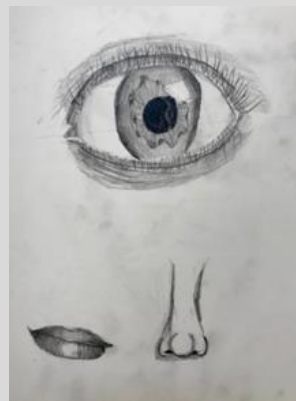
They have shown themselves to be a talented cohort, capturing natural objects with real skill and dynamism as part of a Still Life project. These are just few of many excellent examples their work.



## Year 8

Our Year 8 students have been discovering the ancient but still popular art of portraiture. As they have studied the art of portraits through the ages they have learned that portraits, far from being just a visual record, and much like social media profiles today, have been used to show off power, importance, virtue, beauty, wealth, taste, learning and other admirable qualities.

After admiring some of the most famous portraits in the history of art, our students tried their hands at this enduringly popular artform, learning how to draw facial features in the correct proportions; they have now started to work on self-portraits, working from their own photographs. They will use these to experiment with various types of media and to explore ideas of distortion.





# ART

## Year 9

Our Year 9 students have worked hard this half term and have a great deal to show for their diligence. They have been consolidating their skills while also learning to innovate and experiment, combining techniques and approaches to generate often surprising results. The students enjoyed applying their existing skills on various surfaces and exploring traditional drawing media in new and interesting ways, learning about Photoshop and physical manipulations.



## Sixth Form

Two weeks ago, our Sixth Form students had an opportunity to enjoy and admire the work of Auguste Rodin in a major exhibition, 'The making of Rodin'. Although Rodin is known for his bronze and marble sculptures, the exhibition focuses on the importance of plaster in his work. The show evokes the atmosphere of an artist's studio with plaster casts in all sizes. Our students completed a series of drawing from the exhibition and enhanced their A-level coursework.



We are running an **Autumn Photography Competition** for all students and staff and we hope to soon be able to share the winners and showcase some of the best entries for the competition. There is still time to submit your own work – simply email your best Autumn photograph to Ms Holmes as soon as you can. Watch out for the link to our virtual GCSE and A-level Art exhibition as well.

We are planning a few trips for Years 7 & 8 over the next several months; please watch out for announcements.

We will be starting a Year 7 Art club and we are currently running the ZINE magazine club for Year 9 – we can always make room for more if you would like to join us!

Follow us on Instagram:

[https://www.instagram.com/chsg\\_visualarts/](https://www.instagram.com/chsg_visualarts/)

Students have made a fantastic start to their Business and Economics education this academic year. Our **Year 9s** have been learning about enterprise and entrepreneurial skills, how to come up with a business idea, risks and rewards for a business and how to add value to a product. They have been so enthusiastic about developing the understanding of and skills for starting their own business in the future and they are looking forward to the project work that they will start after October half-term.

Our **Year 10** students have been engaged in financial aspects of a new business such as revenue, costs, profit and loss calculations, break-even analysis, cash flow forecasts and sources of finance. In this chapter, they started to question a key success measure for most businesses and looking at financial rewards, linking it to their Year 9 learning. They are becoming much more confident in seeing the bigger picture and being able to make references to their prior learning. They are also building on exam skills they had developed in Year 9 by attacking higher mark exam questions.

In **Year 11**, we have a real focus on ensuring that our students can handle a variety of familiar and unfamiliar contexts by working with a diverse range of case study material. These contexts can vary in terms of the markets they operate in, their locations being local versus international, nature of product, business size, leadership or ownership. As they progress into the content of their Theme 2, they learn more about how to grow a business, how larger organisations such as multinationals operate, mergers, takeovers and how to finance growth.

We have also been practising how to answer exam-style questions under timed conditions so that they are able to replicate these skills in the actual exams they will sit this summer.

Our A level Business students in **Year 12** have been learning about *Marketing and People* theme, which includes topics such as what makes a successful entrepreneur, financial and non-financial rewards, business aims and objectives as well as demand and supply and factors influencing these in a marketplace.

In **Year 12 BTEC Business** students have started their business education with the external exam unit, which is *Personal and Business Finance*. Their topics ranged from setting up current accounts, different types of insurance, learning about financial institutions and why businesses use accounts.

In **Year 13** A level Business have been learning about *Business Decisions and Strategy* theme, where students are building on their knowledge and skills from theme 2, which was *Managing Business Activity*.

This year's topics included changing business aims and objectives, critical analysis of mission statements, developing corporate strategy through the use of business tools such as SWOT and PESTLE analysis, Ansoff's matrix, Porter's generic strategies and Porter's five forces. There is a growing emphasis on how the students will handle case study material, extracts which include information and different types of data and how they can practice applying their knowledge into context that they might not always be familiar with.

In **Year 13 BTEC Business**, students have been familiarising themselves with the external assessment unit and the changes that the Exam Board Pearson Edexcel had recently announced for their January 2022 exam. They have practised conducting research on market size and trends, financial information, marketing activities including budgeting for a marketing campaign for this external unit, which is

# BUSINESS

## Developing a Marketing Campaign.

After the whole department spent valuable training time with the Exam Board on the recent changes and what is expected of the students, we acquired sample assessment materials and have started training our students as to how to approach research material and how to structure a report.

We are very pleased to be able to introduce **A level Economics** this academic year. It has been a highly anticipated and successful introduction where we have a fantastic group of **Year 12** students who are exceptionally hardworking and eager to develop their understanding of the world around them. We will be running micro and macro economics alongside each other throughout the whole year. This means that our students will be exposed to both sides of Economics all through the year.

Year 12 economists have been learning about the issue of scarcity, economics as a social science, production possibility frontier, demand and supply, key macroeconomic objectives for a government such as stable inflation, low unemployment, economic growth. They have also been taking it in turns to produce presentations on a weekly basis where an individual student conducts independent study and research, finds examples of how

theory that they have learned or about to learn can be applied into real-life contexts and presents in front of their peers.

The level of excitement and passion the students have encouraged the introduction of a debate club that we will be running after October half-term, where we hope to attract students from different disciplines such as the other types of social sciences but also creative subjects, mathematicians and scientists to debate topics in our newly-refurbished Careers Centre every fortnight.

We have also, once again, successfully launched our **Young Enterprise Company Programme**, supported by Young Enterprise and an external business advisor. We not only attracted business and Economics students into the group but also students who study various other subjects.

I am very pleased that I was able to witness how they were keen to take on their new responsibilities in their weekly meeting this week, allocating roles such as Managing Director, Digital Director or Finance Director. We cannot wait to share with you what they get up to throughout this year and the results of their competition entries.



[Company Programme - Young Enterprise & Young Money \(young-enterprise.org.uk\)](http://young-enterprise.org.uk)

# CHILD DEVELOPMENT

This half term, Year 9 have been engaged in the first topic of study, for the examined unit of work entitled R018: Health and well-being for child development. Within this unit students have started to develop essential knowledge and understanding in child development, covering the wide range of factors which affect the decision to have children, pre-conception health, conception, and roles and responsibilities of parenthood. This knowledge is the founding part of our curriculum and the students on our course this year have shown that they can approach the topics with a mature mindset and have made a great start to the course.



From September our Year 11 students have continued to study **R020: Understand the development of a child from birth to five years**. In the first section of this unit students have developed an understanding of physical, intellectual and social development of children from birth to five years old. Students are well underway with their coursework for learning objective 1: Understand the physical, intellectual and social developmental norms from birth to five years, creating information booklets or PowerPoint presentations to show their understanding of how children learn and develop and ways in which adults can support and encourage children to do this.

The department is running coursework intervention for Year 11 students who need additional support with their coursework on Week 2 Tuesdays, from 3:00-3:45pm.

# CITIZENSHIP

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

In **Year 8**, students have been studying the importance of local councils. We have researched the daily work of the council, the services they provide, the role of the

local councillors and the election process. This took us down a very interesting pathway of implementing the first past the post voting system. This is a vital stepping stone towards our GCSE course.

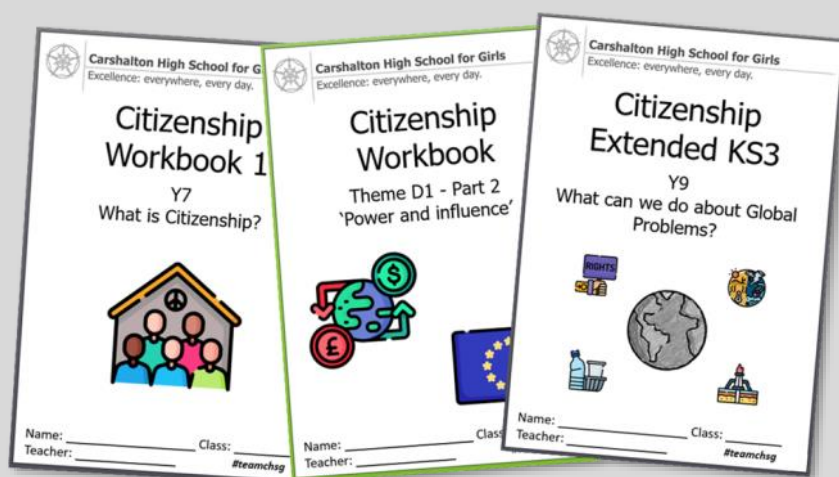
**Year 9** students have begun their GCSE Citizenship journey by delving into the history and social makeup of the UK, whilst our core Citizenship students have been looking at global problems such as climate change, fracking, human rights abuses, and plastic pollution. Students have been exploring how individuals and different societies can take action to tackle these global issues. We have been impressed by the maturity and imaginative approaches that all students have when discussing these issues.



# CITIZENSHIP

**Year 10** students have started exploring Politics in some detail this half term and the workings of Government and Parliament. We were pleased to learn that Parliament will once more be opening its doors to live school visits. Therefore, we are planning a visit in the Spring term to visit the Palace of Westminster to see the local MP Elliot Colburn in action. We will send out more information in due time regarding this opportunity.

Our **Year 11** students are well underway with their course and starting to think ahead to their action project. The project will involve students working in group: selecting an issue within society and speaking to councillors and MPs to raise awareness and bring change on their selected issue. As well as this, some GCSE students will be joining Sixth Form law students in preparation for a Mock Bar Trial in early 2022, and we wish them all the best as they take on this challenge.



Head of Department: **Mr S Ahmad**

Code: **lc**

## COMPUTER SCIENCE

### Year 7

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

### 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 tables for the following logic gates: NOT, AND, OR.



# COMPUTER SCIENCE

## Year 9

Year 9 have begun their AQA Computer Science GCSE. They have started the Data Representation Unit. Students have carried out conversion of integers from decimal to binary, together with the binary addition of up to three numbers and binary shifts. Students have extended their binary conversions to hexadecimal numbers. They understand the term 'character set' which includes both ASCII and Unicode and are able to describe the purpose of Unicode and the advantages of Unicode over ASCII. Students are currently looking at how a bitmap graphic is made up of individual pixels and that each pixel is represented in binary.

## Year 10

Year 10 have been covering the digital Impact of ICT Unit. 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.

## Year 11

Year 11 students have been learning 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 in their design of solutions to simple problems.

Head of Department: **Miss K Johnson**

Code: **Da**

# DANCE

## Year 7

Year 7 have nearly completed their *Introduction to Dance* unit. This unit requires students to demonstrate their technical skills such as posture, alignment, flexibility and strength. Student then demonstrated their creativity by adding choreography using choreographic devices such as repetition, canon and unison. Year 7 will move on to their next unit, a narrative piece of dance based on WW2 after half-term.

## Year 8

Year 8 have been expanding their knowledge of cultural dance in their Bollywood dance unit. Student have learnt Hastas (hand gestures) and Tatkars (foot rhythms) from Kathak and Bharatanatyam. Students have then applied their own choreography using formations and symmetry. Finally, students applied the appropriate Navarasas (emotions) to their dance. Students will go on to further their cultural dance knowledge as they complete our hip-hop dance unit *Emancipation of Expressionism*.

# DANCE

## Year 9

Year 9 GCSE Dance students have been introduced to the AQA GCSE Dance course and have begun to explore several aspects of the course. Students have learnt sections of the set phrase *Breathe* and have used this action content to develop a trio performance based on a stimulus of their choice. Students will complete a similar unit next term using the set phrase *Flux* to create another piece of choreography based on one of three given stimuli.

## Year 10

Year 10 GCSE Dance students have just completed learning the set phrase *Breathe* as part of their solo performance. Students are required to learn the phrase as accurately as possible, applying the relevant physical, technical and expressive skills. Students will go on to learn their second set phrase *Flux* next half-term.

## Year 11

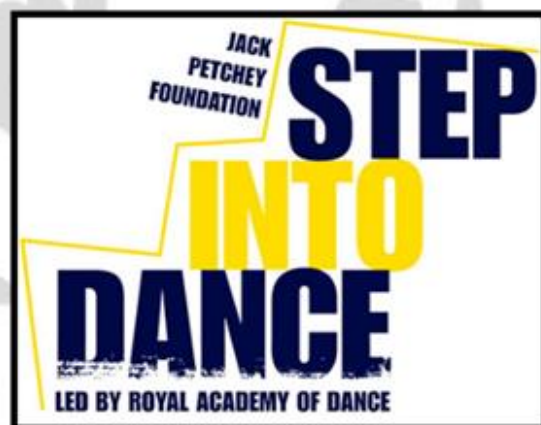
Year 11 GCSE Dance students have been rehearsing and refining for their *Breathe* set phrase exam which was completed this week. This was a solo performance and students did extremely well. They will now move on to their trio performance pieces until Christmas.

## Other Dance Activities

Our co-curricular programme has got into full swing with successful Elite Junior and Elite Senior Dance Company auditions. We have also welcomed Benji and Jeremy from **Royal Academy of Dance** who have started our Step into Dance Hip-Hop and Jazz/Commercial classes. Miss Johnson would also like to thank the Year 12 students for assisting in running Y7/Y8 dance clubs. Lastly, we will soon be promoting our dance show on the **9th December**. Watch this space!



*Elite Dance Company*



# DRAMA



## Camp Siegfried at The Old Vic

On 18th October, the Drama department took 25 students from Years 9,10, 12 and 13 to see Camp Siegfried at The Old Vic. This two-hander by Bess Wohl was inspired by the real-life history of the German American Bund, which in the 1930s set up camps across the US in support of the Third Reich. The performance was hugely informative and entertaining; it inspired some thoughtful conversations on the train journey back to Carshalton.

## Matilda

Rehearsals are now in full swing for the forthcoming whole school production of Matilda.

## Year 7 & 8 Drama Club

To start the academic year, students have been learning and developing their skills in improvisation.





# DESIGN & TECHNOLOGY

It has been a very busy term in the Design and Technology Department. It is so good to be able to have students back cooking in the kitchens and be able to complete practical work in the workshops.

Watching the Earthshot Prize and seeing the news about the impact that we are all having on our environment has reinforced the importance of teaching Design Technology and Engineering and the close links that these subjects have with other subjects in our curriculum such as Geography and Science. We will be working closely with our Global Citizen Leaders to help promote the United Nations 17 Sustainable Development Goals both in these subjects and around the school.

## Year 7

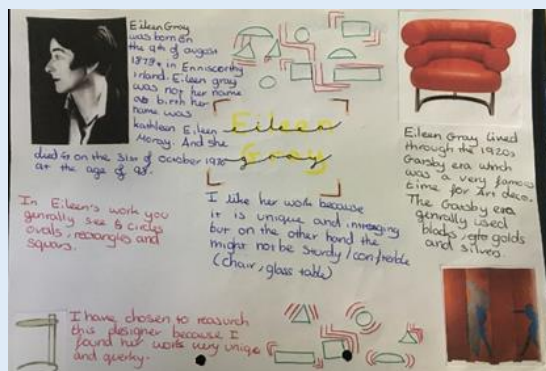
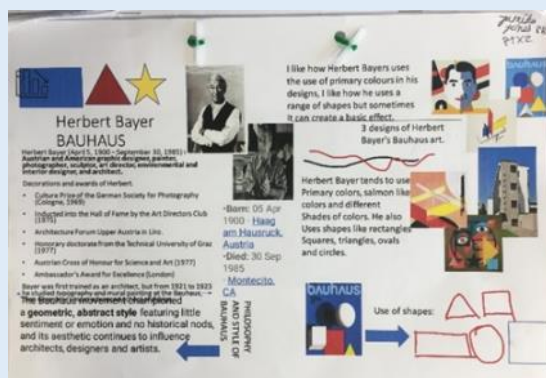
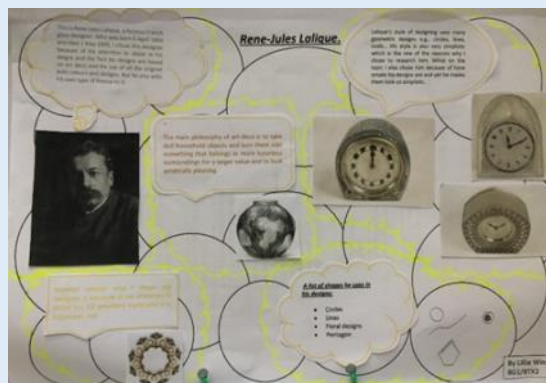
The Block Bot project has been the starting point for our Year 7s. Students have been exploring different materials, where they originate from and how they can decorate their products using 'waste' materials. You may get strange requests to collect materials that could be used from toothpaste tube lids to tomato puree tubes!

Health and Safety is vitally important in D&T. Students will be taught how to safely use basic workshop tools, including saws and the pillar drill.



## Year 8

During their Design and Technology lessons Year 8s have been researching the work of existing designers to inform their own design development ideas. Students are working in teams to create a range of clocks that are designed for their specific target market. The project asks students to reflect on the needs of others.





# DESIGN & TECHNOLOGY

## Textiles

This term Year 10 D&T students are studying the in-depth knowledge required for the Textiles section of Component 1 Design and Technology in the 21<sup>st</sup> Century. Students have been reinforcing their previous theoretical knowledge of fibres, fabrics and fabric construction techniques. This has included the weaving and bonding of yarns and fibres, as well as some surface decoration. Students are learning the engineering techniques necessary for joining fabrics, reducing fabric to add shape and form and the use of technical signs and vocabulary before creating a 3D prototype. We have also been discussing how we can change our fashion buying habits and why this is important. Please read the news report by Elise below.



### The High Cost of Cheap Clothes

The fashion industry causes many social and environmental issues across the globe. The term fast fashion is used to describe cheap, low quality clothing that is designed to only be worn a few times and then be disposed of. As the latest fashion or trend changes, so does the clothing in high street shops, resulting in most people buying more clothes than they need. These garments then end up in landfill sites, oceans/rivers or being burnt, damaging the environment. Approximately 2625 kilograms of clothing is burned every second across the globe.

Clothing uses natural resources, depriving many people of them. For example, one H&M jumper or hoodie made of cotton uses enough water for 25 years' worth of drinking water for one person. This is unleashing devastation on the environment and is not sustainable. The fashion industry causes the mass

destruction of land: water being used to grow products, and rivers polluted with chemical waste. In Indonesia, the Citarum river is relied on by many for washing and cleaning clothes. The waste of over 400 factories is abandoned in this river, containing high amounts of lead, mercury, arsenic and cadmium. This endangers the lives of people and wildlife. Fast fashion produces 20% of worldwide wasted water, contaminating soil, drinking water, oceans and rivers, all of which is contributing to the environmental crisis. Many of the 8000 different chemicals that are used in fashion cause cancer and other dangerous diseases in humans and animals. Is this throwaway culture worth the sacrifice of the planet and all of its inhabitants?

60% of these low-quality garments are made of synthetic or plastic based fibres as they are cheaper for manufactures,

# DESIGN & TECHNOLOGY

allowing them to make more profit. This clothing takes over 200 years to even begin to decompose in landfill sites. One shirt is worse for the environment than 50 single-use bottles. These synthetic fibres then split into harmful microfibres. To make matters worse, between 0.6-1.7 million tons of these microfibres end up in oceans and rivers every year, killing animals and wildlife. Microplastic fibres are also produced after washing these garments. During production, air travel and shipping of this clothing, greenhouse gases pollute the atmosphere. Factories pump out millions of tonnes a day. The fashion industry is the third most polluting on the globe.

For fast fashion to be able to maintain its low costs, the workers in countries such as Bangladesh, Brazil, China, India, Indonesia, Philippines, Turkey and Vietnam are abused daily, making wages that are so low, they are barely able to survive. Children as young as 9 are sent by their families to these factories in order to make more money so their family is able to live. These factories are unhygienic and dangerous, with workers putting their lives at risk every day. Factory fires, accidents and collapses are dangerous and common. In 2013, the Rana Plaza factory collapsed, causing a catastrophe, killing over 1100 workers. 80% of workers in factories are young women, who endure hazardous conditions and abuse every day that they work. Employees work for between 14-16 hours a day, 6 days a week, having only a few hours to rest before having to work again, earning around £1.47 an hour. 97% of garments are produced in these environments, countries having poor or no laws/human rights protections. Conditions in factories are outrageous, kept this way as the greedy owners do not care about the wellbeing of their workforce.

Many companies are introducing company sustainability policies, which are benefiting the environment. In many high street stores, plastic bags are no longer used, being replaced with reinforced paper bags or fabric bags, such as tote bags. Many high street stores and hotels are making use of their waste, through new synthetic fibres from single-use plastics. This saves them from going to landfill and gives them an on trend, sustainable purpose. H&M has recently introduced recycling boxes in stores. Here, old garments from H&M are deposited and recycled or reused by the company. This prevents products from going to landfill sites, polluting the environment. The denim company, Levi's, have developed sustainability goals. By 2025, they aim to use 100% sourced materials and renewable energy. 40% reduction in greenhouse gas emissions as well as 50% reduction of water use in their manufacturing will help to save the globe. This is influential to many other brands, becoming a globalizing act.

If the quality of these products were higher, the prices would go up. This would mean that workers in factories could be paid liveable wages and be safer in the workplace. It would also mean the people would not be so reckless in what they purchased as it would cost them more money. This means clothing items would not be disposed of after only a few wears. This would save the globe from environmental chaos. Overall, if longer term fashion was created it would benefit the world socially and environmentally. With brands using their influence over their consumers, more people would be able to see the impacts they have. This is known as consumerism.

by Elise 10DT1



# ENGLISH

We have had a strong, exhilarating start to learning in CHSG English lessons this September. It is such a pleasure to see students engaging with new concepts, building on and extending prior knowledge, being resilient and fearless when facing challenges. The English Department has been very busy at the start of this new year and I hope you'll enjoy reading our news!

Mrs Bhatt  
Director of English

## BREAKING News!

The English Department is thrilled to have won **130 books** in the Penguin Lit in Colour Book Giveaway competition. Mrs Bhatt wrote the entry and a panel of judges picked our school to benefit from this incredible collection of 101 different

Penguin titles by Black, Asian and minority ethnic writers. In addition to the 100 books for the department, we received a class set (30 copies) of 'Empireland' by Sathnam Sanghera, an interactive activity pack based on the book, and 5 free audiobook downloads.

*"I was in my final year at university before I read a brown author. I was well into my forties before I began to get my head around the complexity of British imperial history and its modern legacies. It has been a thrill to see Empireland seized upon by people, on the left and right of British life, as a balanced way into the often toxic debate about colonialism. And it's exciting that thousands of young people across Britain will not have to wait as long as I did to start thinking about these issues."*

Sathnam Sanghera



## Expanding the Year 7 and Year 9 Curriculum

It is very important to us, as English teachers, that students are able to, through our English curriculum, see how they belong and see who they can become. In our discussions as a team of literary experts, we have seen a need to extend our offer in two specific units of study: Y7 Novels about Identity and Y9 Novels about Inequality. Coming soon, then, to our curriculum units will be 'Ghost Boys' by Jewell Parker Rhodes (Y7), 'The Village By The Sea' by Anita Desai (Y9) and 'Their Eyes Were Watching God' by Zora Neale Hurston (Y9). All of these novels tackle weighty issues in age appropriate ways, instil powerful values and give a grounding in important literary concepts. We can't wait to teach them!



# ENGLISH



## Launching the New Wider Reading Curriculum

Our newest curriculum adventure is the **Wider Reading Curriculum**. We have always dedicated one lesson per fortnight to silent, independent reading. However, this year we have revamped these lessons. Students from Year 7-10 are provided with a text from their Wider Reading box which they take home, read from for 20 minutes each day and bring in to these Wider Reading lessons.

During the fortnightly lesson, English teachers will listen and give feedback to students reading aloud to develop their comprehension and fluency whilst the others read silently. Students also engage with a booklet which provides them with opportunities to make progress as autonomous learners, planning and

delivering presentations and projects focused on their texts.

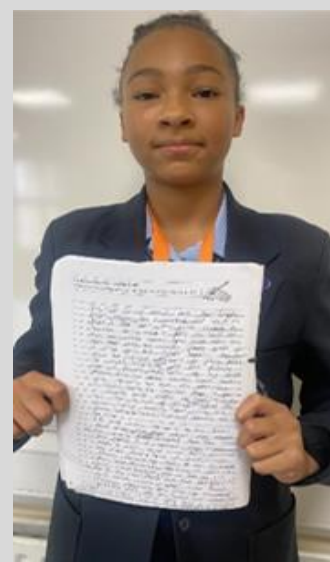
Furthermore, the titles for each year book have been chosen carefully to complement students' learning in English but also other subject curricula. For example, in Y8 students may read 'Cane Warriors' by Alex Wheatle which will enrich their learning about the Transatlantic Slave Trade in History.

Ms Crump, Deputy Director of English enthuses, *'It has been such a delight to see students habitually engaging with a wide range of high quality literature but also developing personal responses and making connections with other texts through the booklet activities.'*

## Year 7

Year 7 has spent this half term reading 'War Horse' and using the setting of the Devonshire countryside to write effective descriptions.

Soraya said, 'I enjoyed learning how to use sensory description and colour imagery to describe the same place in two different seasons: the contrasts, the smells, the weather. Finding ideas and vocabulary was fun!'

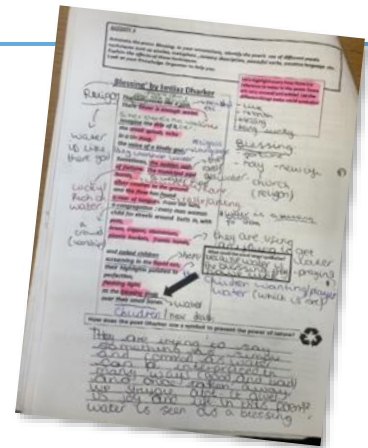




# ENGLISH

## Year 8

A collection of poems around the theme of Power has helped Y8 learn how to make detailed annotations. Rishika is proud of her annotations on a poem called 'Blessing' by Imtiaz Dharker. She said, 'This poem is about the power of nature. It is set in a slum in India during a drought. When a pipe bursts, water is depicted as a god. When Dharker writes the blessing 'sings' it made me realise how powerful and beautiful nature is seen to be.'

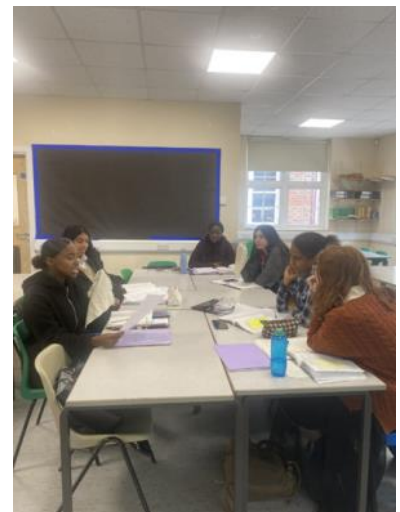


## Year 11

**Notices:** GCSE English Language mocks will begin after half term. Make sure you check out the Revision and Practice Paper materials that your English teacher has uploaded to Teams Files. And remember, don't wish for the grade you want, work for it!

## Year 12

Students arrived with their bridging work completed, ready to make the leap into Advanced English studies. This term's focus has been on the set drama texts, 'Othello' and Tennessee Williams' 'A Streetcar Named Desire'. In a recent lesson (pictured), Y12 explored Shakespeare's use of a significant prop: the handkerchief. Each student considered how a particular character came by it, what it meant to them and how they viewed it. From this study, complex ideas about fidelity, feminine purity, superstition and jealousy were drawn out.



## Year 13

Mrs Bhatt dropped into a Y13 lesson during which Miss Oladogba was exploring the poem 'Loud' from the set text anthology 'Feminine Gospels' by Carol Ann Duffy. Here is a snippet of a fascinating paired discussion between Lexie and Charlotte.

**Lexie:** *Does Duffy think women are aware of important news around the world? Do women develop their own political opinions? When I look at the last stanza, the listing 'the prayers of the priest, the pad of the feet in the mosque, the mother's sobs' – seems like the speaker pays more attention compared to the informal register of the start of the poem.*

**Charlotte:** *Yeah, look stanza 2 stands out because of the superficial items in those lists 'the national whoop for the winning goal, the boos for the bent MP, the cheer for the royal kiss on the balcony'. But by the end the details are harrowing.*

**Lexie:** *See - the rhyming trivialises it.*

**Charlotte:** *But nothing rhymes at all in that final, awful list.*

**Lexie:** *In stanza 4, the language is so emotive.*

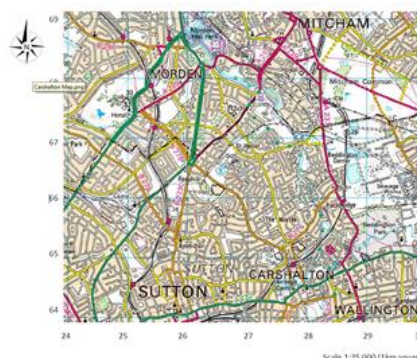
**Charlotte:** *Look at the onomatopoeia! 'Scream', 'shriek', 'hiss', 'wailing'.*

**Lexie:** *Emphasising everything that's wrong with the world.*



# GEOGRAPHY

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



**Year 8** have been looking at development and economic activity which has built up to looking at the 17 Sustainable Development Goals. They have the opportunity to enter their work promoting one or more of the sustainable development goals into a house competition. We'll share the winning entries with you next half term!



**Year 9** have made an excellent start to their GCSE course and have been investigating UK Physical Features: Coasts. This has involved a wide range of skills from maps at different scales to using fieldwork equipment in preparation for next year's trip to the coast. They discovered that the long and collapsible ranging poles, along with the clinometers require practice in both handling and in using to minimise errors. This half term has also seen a group of Year 9s exploring different environmental regions as of part of our extra-curricular Geography lessons. They have looked at tropical rainforests, cold environments and hot deserts, with the focus on the following: location; climate; resources; soils; plant and animal adaptations; threats and sustainable management.



**Year 10** has been investigating tropical storms and their causes, effects, how to mitigate against effects and how climate change could have an impact on them in the future. They are now investigating our changeable UK weather and collecting

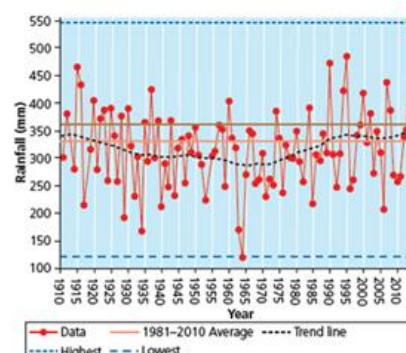


Figure 3.28 Winter rainfall in the UK, 1910-2015



# GEOGRAPHY

evidence to decide if it is becoming more extreme and how we can manage these changes through mitigation or adaptation.

**Year 11:** The recently announced changes to the Paper 3 exam for our Year 11s, where they will only be asked questions on the pre-release material, skills and unfamiliar fieldwork, has led to a half term of becoming more familiar with skills and fieldwork. The girls were incredibly pleased to be doing more practical Geography around the school site and completed Environmental Quality Assessments of the new Snack Shack area and the back entrance gate. This culminated in a traffic count and evaluation of each technique. The students then explored how ICT can help with data presentation and explored a range of graphs using Excel. The attendance at Tuesday's revision session has been strong, with students focusing on exam structure and technique.

**Year 12** has started their A Level journey looking at 3 units of work: Changing Places, Contemporary Urban Environments and Water & Carbon. They have been working on developing 6 mark skill based examination questions where the focus is on data manipulation, analysing, comparing sources, and finding connections between sources.

**Year 13** have been completing fieldwork investigations around the school site and in the adjacent Wrythe Park. They have completed infiltration, overland and throughflow investigations, carbon sequestration and environmental quality surveys. These are all in preparation for the NEA fieldtrip to Stratford after half term.



**Careers:** Geography hosted its first careers evening in the new Careers Centre this half term. The evening was open to years 8 to 13 and explored the theme of 'Where can Geography take you?'. The girls explored the wide range of transferable skills they develop through studying GCSE and A Level Geography, as well as how these skills open many doors for their Post 18 choices. We heard from some of the GLT staff on how these transferable skills had helped them in their careers before joining a live tutorial from the Geographical Association.

# HISTORY



**Year 7**

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

In connection with this and as part of the school's Black History Month events, students participated in a live session facilitated by the Museum of London with a member of the Windrush generation during which they were able to ask their own questions to find out about the experiences of new arrivals to post-war London. We were very impressed by the quality of students' questions during this session.

## **Year 8**

This half term, Year 8 has been delving into sixteenth century religious change through an exploration of how the Tudor dynasty changed the religion of England. As part of this, they have been using their contextual knowledge to write a series of ambassadors' reports on the religious policy of each of the Tudor monarchs.

## **Year 9**

Year 9 students following the extended curriculum this half term have completed their study of the Holocaust. As part of this, they have looked closely at contemporary evidence which documents the development of the Final Solution, including those who bravely resisted. Meanwhile, students following GCSE History, have successfully completed their first half term as GCSE historians. They have already gained a good understanding of the features of medieval medicine, including the influence of the Christian Church on treatments, preventions and medical care. After this impressive start to the course, they are now about to embark on their study of the medical Renaissance in England.



# HISTORY

## Year 10

Year 10 historians have begun to explore one of the most fascinating questions in 20th century History: how did the Nazis come to power in Germany? They have started by investigating the Weimar Republic, a fledgling democracy set up in Germany at the end of the First World War. After looking at the origins of the republic, students have already started to theorise about the reasons for its eventual collapse.

## Year 11

This half term, students have embarked on their study of superpower relations and the Cold War. In this first phase of the course, students are researching the origins of the Cold War among the closing stages of the Second World War in Europe. Having explored the brutality of Operation Barbarossa and the formation of the Grand Alliance, students are now engrossed in the study of early tensions between the leaders of the USA, Britain and USSR which set the scene for the subsequent Cold War.

## Year 12

Year 12 have made a flying start to their A Level History course. They have begun

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

## Year 13

Year 13 students have picked up where they left off at the end of Year 12 with their study of the early Tudors, the Russian revolutions and civil rights in the USA. Amongst these areas of content, they have begun to investigate the Russian civil war and, in particular, why the Reds came out on top. They have also been working hard to develop their examination technique under timed conditions. In this area, they have made real progress. Alongside this, they have made some important decisions on the shape of their coursework pieces. Plans have been made and contemporary sources selected: they are now ready to write up their first drafts. We are looking forward to reading them soon.

Head of Department: **Mrs B Norman**

Code: **Hs**

# HEALTH & SOCIAL CARE

Both Year 12 and Year 13 have made a great start in their Health and Social Care lessons.



## Year 12

Year 12 have transitioned well and are developing their study skills, independent study, organisation and presentation skills within the subject.

Currently Year 12 are studying:

**Unit 1:** Human Lifespan Development  
90 GLH Mandatory External

# HEALTH & SOCIAL CARE

## Year 13

Year 13 are currently studying:

**Unit 2:** Working In Health and Social Care

This year student on both Year 12 and 13 will be embarking on workplace placements after half term. This is a really exciting opportunity for our students and they have managed to secure a range of placements in primary schools, hospitals and care homes.

The students will be working towards 100 hours of placement time over the course of the next two terms. The placements will provide an insight for those who may want to work in the world of social work, community work, childcare, nursing, midwifery or counselling – to name but a few!

This compliments the work that Year 13 are also doing learning about safe practices in Health and Social Care.

Good luck in your placements!

Head of Department: **Mrs B Pearce**

Code: **Ft**

## HOSPITALITY/FOOD PREPARATION

### KS3 Food Preparation and Nutrition

Year 7 and Year 8 students have been in the school kitchens cooking for the first time. They have been practising their knife skills, learning how to cut regular-sized batons, dice, julienne strips and brunoise. Students have developed these skills in a kitchen setting whilst getting used to working together, cooking pizza toast which we were able to sit down and enjoy together.

Students have moved on to use the rubbing in method to make fruit scones. The next recipe is one of our department favourites – cheese and onion tartlets, where students will be extending their practical knowledge to make pastry.

We have had many more students with food allergies this year. It is important that any food allergies are communicated to the class teacher in order for Health and Safety risk assessments to be carried out to minimize the risk of cross contamination.



Ruby S - 8TX3



Abigail - 8TX3



# HOSPITALITY/FOOD PREPARATION

## Year 9 Hospitality and Catering

Year 9 students have been researching the history and nutritional content of Buddha bowls. They have been given a design brief to design their own Buddha bowl and have constructed their layers of ingredients, evaluated the results and then redeveloped their dishes. A Buddha bowl is essentially a simple, one-bowl meal, typically vegetarian or vegan that includes rice, legumes, fresh vegetables, and plant proteins. Often, they are served cold, but some Buddha Bowls are served with a warm base.

Buddha bowls are a great example of the 'Eatwell guide' in practice: half the plate (or in this case, bowl) is made up of vegetables, a quarter carbohydrate and a quarter protein, making it a healthy, balanced meal.



## Year 11

Year 11 Hospitality and Catering students will be completing the practical element of their Unit Two NEA task in February/March 2022. They have started to write their coursework notes to support the writing of their coursework, looking at the design brief, set by WJEC.

Year 11 has been back in the kitchen for the first time since Year 9 and has successfully completed two practical lessons to develop their skills.

In preparation for the Year 11 practical examination the students were given the task of making Spinach and Ricotta Ravioli with Sage butter.

They were provided with a recipe for both making pasta and for the filling. Using the recipe as a guide, the students had to create a practical plan which they could follow during the practical session.

The students certainly rose to the challenge and produced some outstanding ravioli.

The next step is to think about a fine dining presentation of this dish.





# LAW

## Year 12

We have been studying the English legal system and the way in which our laws are made by both judges and parliament. We have explored delegated legislation and have been looking at contemporary examples such as the laws surrounding Coronavirus and how these are being dismantled as the restrictions are being taken away.

More recently, we have started to look at the Criminal courts. We have been reading about how the criminal courts such as the Magistrates work and, for more serious crimes, the Crown Court. Students have investigated how more serious crimes are dealt with and what sort of punishments are handed down to the most serious offenders. Year 12 Law students have completed a variety of practice exam questions around these topics and have demonstrated a high level of understanding of this part of A level Law.

Well done all!

## Year 13

In year 13 Law we have been looking at property defences, including theft and robbery. These are statute law based and so students have spent time disseminating the statutes to work out Parliament's intention surrounding the law.

We have looked at contemporary examples of theft in the news and have been exploring an update in the men's realm of law 'dishonestly' as this is something which has changed in recent years.

We have also been learning about capacity defences; insanity, intoxication and automatism. Year 13 have been really enthusiastic and have spent a great deal of time looking at the impact that these defence would have on any offences committed.

# MATHS

A really great start to the beginning of the year. Students are producing excellent work both in class, at home and online.

Their workbooks and accompanying exercise books look great, have excellent organisation and show that the students really care about their learning.

The Year 11s have already completed over 500 exam papers!

The results are available on [www.chsgmaths.com](http://www.chsgmaths.com) in the results section.

OCR Additional Maths has just started with a group of extremely keen Year 11 students working on Advanced Algebra and Calculus.

Year 7,8,9 and 10 are being introduced to MyMaths and DrFrost Maths in lessons. The feedback has been excellent.

The efforts of everyone are clear to see: keep it up!

Mr Alleston



# MATHS

It has been lovely to welcome our Year 12 A level Maths and Further Maths students to the Sixth Form Maths team. We are using workbooks with the Sixth Form now in Maths, in line with the rest of the school.

This will help students to organise their work, help us to assess them more easily at the start of units, and make revision for assessments more straightforward.

Our GCSE resit students are beginning to work towards their November examinations and we wish them the best of luck.

We would like to remind all of the Sixth Form that the Maths team are here to help them achieve their goals, and to let us know if you have any questions that we can help you with.

Mrs Foley

Head of Department: **Mr M Nott**

Code: **Ms**

## MEDIA STUDIES

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

### Year 9

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

### Year 10

Year 10 Media Studies students have been busy this half term working on exam units on music video and film promotion. The film promotion unit explores the history and structure of the mainstream film industry and focuses on the promotion of two James Bond films released 40 years apart – highly appropriate with the release of the new Bond film **No Time to Die** this month! They've worked very hard and are developing resources that will stand them in very good stead as they prepare for

exams throughout Year 10 and Year 11.

### Year 11

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

### Year 12

Year 12 Media students have made an excellent start to the year, using an advertising unit to get to grips with the language and theory necessary to analyse media texts at A Level.

### Year 13

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

# MEDIA STUDIES

## BFI London Film Festival Short Film Friday

CHSG has close links with the British Film Institute and before lockdown the Media and Film departments regularly took students to educational events they ran. Last Friday, we were delighted to get involved with the BFI events programme again, with A Level Media students taking part in a livestreamed event, "**Short Film Friday**", run as part of the London Film Festival. Students watched a short film, **5 Stars**, premiered at the LFF, and engaged in a streamed workshop where they were able to engage with the film's production team as they discussed its production process.

We're very excited to be working with the BFI again and hope this will be the first of a number of events that we will be able to participate in this academic year.

<https://www.bfi.org.uk/find-resources-events-teachers/education-events/short-film-fridays/short-film-friday-lff-special>

Head of Department: **Mr J Castro**

Code: **Fr / Ge / Sp**

## MODERN FOREIGN LANGUAGES

All our groups have started in a very positive manner, making the most of their lessons, practising their speaking, listening, reading and writing skills and participating actively. In all three languages, students are going through the following topics:

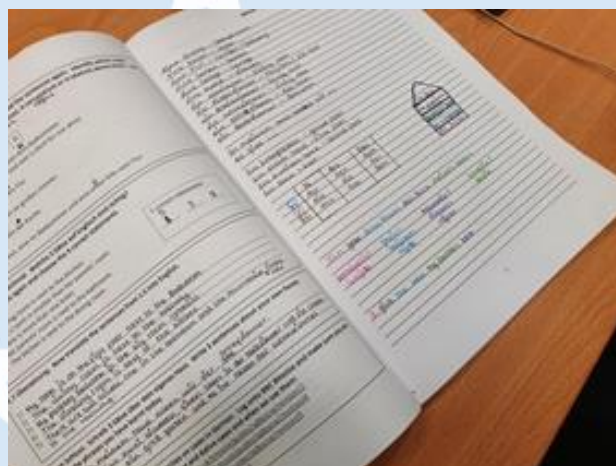
**Year 7** is establishing a solid base by learning numbers, months, the objects they may use in class. They can hold already relatively long conversations, talking about age, birthdays and more.

In **Year 8** they are going through descriptions in much more depth than they did in Year 7, also combining this with using the 3rd person of the verb. Quite a skill already!

**Year 9** has started their GCSE course going through vocabulary and descriptions for family and friends in great depth, progressively getting used to the particularities of the course.

All our Year 10 students are now learning to describe their homes and local areas in greater detail, with different prepositions and verbs.

Our Year 11 students are learning to talk about holidays in the past tense with precision, using connectives and sequencing words skilfully. They are preparing, too, for a practice speaking exam that will give them a sound preparation and idea of what the real one in May will be like.



## MODERN FOREIGN LANGUAGES

Aside from the academic aspect of our lessons, we have several extraordinary activities to enhance their cultural and cross-curricular experiences:

## The European Day of Languages

The MFL Department celebrated European Day of Languages the week beginning of the 27th September. During the week, students of all year groups were encouraged to say "hello" in different languages, were shown videos and learnt new and fun facts about languages around the world. Languages' posters were available around the school. The canteen also joined the celebrations by dedicating themed days of food from different countries.

## The Immersion Language Challenge

From the start of the new school year, our students across the three languages had the opportunity to embark on the above challenge organised by the Routes into Languages. This programme was open to all students from years 7 to 13. Depending on the number of challenges completed everyone who participated was awarded Gold, Silver or Bronze or certificates Platinum Certificate.

## Let's talk

Many Spanish students from Years 7, 8, 9 and 10 were lucky to have the help of a Sixth Former for a day. On that day, the students were able to talk exclusively in Spanish in smaller groups. The students really enjoyed the experience. As it was so successful, we have agreed with the Careers Centre that we are going to create a program to deploy our Sixth Formers studying languages as Language Assistants across all our different year groups. The Careers Centre will, at the end of the year, write a reference letter specifying the hours worked. They will be able to use this letter to enhance their UCAS applications or for their CVs in the world of work.

## Penfriends

After October half term, many MFL students will have the exciting opportunity to communicate with other schools in France, Spain or Germany. We are finalising conversations with schools in these three countries to start a penpal program that will benefit our students, educating them in a diversity of cultures and giving them to practise the language they are studying in real life situations.

## MFL Club

For next half term, we are holding a “**Movie and Boardgame Club**”. We will alternate languages (French, German and Spanish) and activities. The purpose of the club is to give a positive and fun experience to our students. They will have the opportunity to watch their favourite foreign films or play boardgames using only the language they are studying.



## Penfriend Letters





We are incredibly glad to welcome all students back to Music this year with lifted restrictions. All of our music clubs are back up and running and we have been able to sing for the first time in almost two years. It has been wonderful to see the pupils working collaboratively and musically together again.

Students have come back engaged and enthusiastic about the topics that they have been looking at. We would like to congratulate all of them in their hard work this half term and we look forward to inviting them all to audition for a spot in the Winter Concert and look forward to seeing you all there on Tuesday **14th December**.

Miss Ogden and Miss Gravenor

### **Year 7: Vocal Traditions**

Year 7 have been looking at how music is structured through song. We have gone from call and response to strophic and song form in the space of 6 weeks and the pupils have been outstanding. They have challenged themselves to be adding Italian terminology in their responses and have been performing as a whole class ensemble and in smaller groups – keep it up Year 7!

*'I have enjoyed doing singing, call and response and the physical warmups because I find it fun! We have learnt about call and response, strophic form, dynamics and how the diaphragm works. Practically, we have been put into groups and we are currently learning the song we have chosen in our groups and adding dynamics to it.'* Shriya A - 7R1



### **Year 8: Blues & Jazz**

Year 8 has been developing their ability to improvise through the Blues & Jazz topic. We have looked at some of the great jazz performers and have been using the blues scale and 12 bar blues chords (with inversions and 7th chords!) to create a piece of blues music as a paired composition. Year 8 has been fabulous this half term and Miss Ogden would like to particularly shout out 8G2 who have created some outstanding developed melodic ideas within their work.

*'I enjoyed improvising a melody on the keyboards because it was fun and learning about the blues has been interesting.'*  
Shannon S - 8R2



### **Year 9: Extended Curriculum**

New to this academic year – 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. We wish them well in their next rotation of subjects and we look forward to meeting our next set of pupils. Below you can see pupils creating their own piece of EDM using SoundTrap.

### **Year 9: GCSE**

Both GCSE Music groups have been working on their ensemble skills this half term with performances of classic Beatles

# MUSIC

hits from the 1960s or Journey's hits from the 1980s. They have also been working hard on developing their music theory, knowledge of key terminology and have worked hard at grasping everything we have thrown at them.

*'This half-term I have enjoyed working more practically and in groups. Creating a human piano was useful to help us understand the key chords used in pop music. I have learned how 1960s pop music differs from modern pop and key features it includes. Outside of school I have been taking part in choir and singing lessons and inside school I have enjoyed helping peers during practical work and the school choir as well as piano lessons.'* Hatti P - 9Mu1

## Year 10: Composition Techniques

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

*'Being in year 10 this term in music has been amazing: it's always fun and can always make me happy. I loved doing the group performances and creating our blues compositions. This half term we have learn about blues in Miss Ogden's class and musical theatre in Miss Gravenor's class. We have practically been working together in groups to perform a piece of music in lesson to a teacher: this has helped me develop in lessons but making me more confident and being more proud with the work I produce.'* Selale I – 10Mu1

## Year 11: Toto – 'Africa' and Bach 'Badinerie'

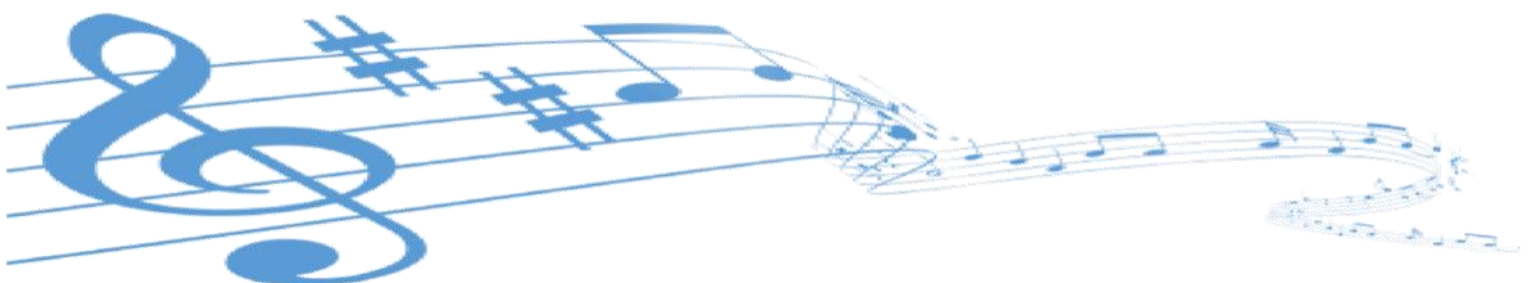
This academic year we have split the specialisms of pop and classical between Miss Ogden and Miss Gravenor to allow us to teach all students in depth. This half term we have been going through the two set works on their Eduqas exam paper. They have been answering exam questions, learning parts of the pieces, and developing their compositions using techniques from these set works. They are working incredibly hard, and all pupils need to continue to analyse their scores. We would like to highlight Lara H, Grace B, Georgina T, Evie B, Max Q for all their hard work this half term and look forward to seeing their work progress!

## Year 13: Development of the Symphony and Musical Theatre

Much like Year 11 – the specialisms have been split between teachers. Miss Gravenor has done in-depth analysis on Haydn 'London Symphony' with the students which is one of their set works. The students have been doing lots of independent listening to other symphonies around the same era to compare this with.

We have also been looking at a range of musical theatre composers and the techniques they use. This has led to some wonderful debates about whether Andrew Lloyd Webber's musical writing is 'boring' or 'brilliant music writing'. We will leave you to decide your own opinion on that one.

All students have been working well, but we would like to highlight Madhushi J for her outstanding work and commitment to music.



# PHYSICAL EDUCATION

## Year 7 PE

Year 7 has nearly completed their baseline unit in Physical Education. This unit requires students to demonstrate their throwing and catching skills, cardiovascular fitness, attacking and defending. Students then demonstrate their core skills learnt into game play and understand how to apply these. Year 7 will move on to their next unit, which will be either gymnastics or a games unit, for example, netball or football.



## Y8 and 9 PE

Students have been expanding their knowledge of Games through netball, football or handball. They have learnt the importance of leading a healthy active lifestyle and the benefits of taking part in physical activity. Students have learnt core skills, rules and tactics for the sport they are studying. Students have then applied their knowledge learnt into a competitive game situation to demonstrate their knowledge further. Students will go on to further their knowledge of a new Games unit or badminton.



## Year 9 GCSE PE

Year 9 GCSE PE students have been introduced to the Edexcel GCSE PE course and have begun to explore several aspects of the course. In theory, students have studied the importance of well-being focusing on the physical, emotional and social benefits of taking part in physical activity. In practical, students have been studying netball, with a key focus on core skills and applying these into a competitive game. Students will study Sedentary lifestyle in theory and will study a core skills unit in practical.



## Year 10 GCSE PE

Year 10 GCSE PE have just completed their unit on components of fitness in theory and have started to link all components of fitness with a sporting example. In practical, students have been studying netball, with a key focus on core skills and applying these into a competitive game. Students will study Principles of training in theory and will study methods of training in practical.



## Year 11 GCSE PE

Year 11 GCSE PE students have been studying levers in theory and have been applying their knowledge into sporting examples. In practical, students have been studying handball, with a key focus on core skills and applying these into a competitive game. Students will study Planes and Axes in theory and will study netball in practical.



# PHYSICAL EDUCATION

## Other PE Activities



Our co-curricular programme is in full swing this term from badminton, trampolining, gymnastics, football and netball. We have seen some excellent talent in our football and netball trials this term and we are very excited to announce our teams after half term ready for our full term of fixtures against schools in the local borough. Miss Golightly would also like to thank the Y11 GCSE PE students for assisting with clubs and trials this term.

The U12 football team played their first league game of the season, and they won the game 3-1 against Glenthorne. Well done everyone and well done to Stacey for Player of the match award.

Good luck to the Year 9 netball team who take on Oaks Park at home and all the students competing at the annual Cross-Country competition.

Miss Golightly

Head of Department: **Mrs E Collins**

Code: **Rs**

## RELIGIOUS STUDIES

### Year 7: An Introduction to Religion and Belief

Year 7 has made an outstanding start to Religious Studies at CHSG! We have been learning what the differences are between 'facts', 'beliefs' and 'opinions' and asking 'What makes someone religious?'. Students have shared lots of their own ideas and there have been

some brilliant discussions about how understanding religious beliefs can help us to promote respect for diverse worldviews.

We have also begun to learn more about Christianity, Islam and Buddhism, and are looking forward to next half term when we continue to build on student knowledge and understanding through our 'Code Breaking' unit, which studies symbolism within religion.



# RELIGIOUS STUDIES

## Year 8: The Environment

Since September, Year 8 Religious Studies students have been discussing moral and ethical questions around our planet's future, and exploring whether or not we all have a duty to respond to environmental challenges. We have learnt about religious responses to the treatment of the earth, and have had some excellent debates around the treatment of animals, animal testing and factory farming.

Questions have ranged from 'Are humans solely responsible for the protection of the earth?' to 'Do animals have the same rights as humans?'; we have been impressed with the high standard of discussion in lessons and the great participation from Year 8.



## Year 9: Philosophical Investigations

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

Students have had a whistle-stop tour of Philosophy and Ethics, from the Ancient Greeks to modern ethicists, discussing big questions about life and existence. Our minds have been stretched but we have all learnt to see the world a little differently!

## GCSE Religious Studies

Our GCSE Religious Studies students have made a good start to their new units, and are progressing well through their course. Year 9 has been learning about key Christian beliefs, Year 10 has been exploring how religious believers live out their faith and the impact it has on their daily practices, and Year 11 have been re-capping Muslim beliefs as we begin to prepare for their GCSE exams next year.



Our upcoming units will focus on ethical issues, including religion and relationships, matters of life and death, and crime and punishment. We encourage students to read around the subject as much as possible and our top book recommendations for this half term are both by the philosopher Stephen Law – 'The Philosophy Gym' and 'The Complete Philosophy Files'. Students can also make use of the 'A-Z of Religious Belief' video clips which are freely available online.

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks3-az-of-religion-and-beliefs/znt647h>

# SCIENCE

Science lessons have been back in the science block since the beginning of term which has meant we are able to return to practical work after an 18-month hiatus. Everyone who has done practical work this half term has worked brilliantly!

## Year 7

We are very excited to welcome Year 7s to the CHSG Science department and hope they've enjoyed their first half term learning about Science. They've looked at cells under microscopes, learnt about space, and seen some loud and flashy reactions! We've a record number of Year 7s signing up for Science Club this year. We've lit Bunsen burners, made water from hydrogen and oxygen, held magnesium in a Bunsen burner, created earthquake proof towers, protected eggs from cracking (with varying degrees of success) and we'll be finishing the term with a dissection from a couple of our Sixth Form students.



**One of our less successful egg drops**

## Year 8

Year 8s have made a great return to the Science department, with many of them using the Science rooms for their tutor groups. Year 8s have been looking at some explosive metals in Chemistry, energy in Physics and learning about different ecosystems in Biology.

## Year 9

Year 9 has made a great start to their GCSE courses. All classes have separate teachers for Biology, Chemistry and Physics. In Biology, we've been learning about cells and microscopes, in Chemistry we've been learning about the structure and history of the atom and in Physics we've been studying forces.

## Year 10

It has been great to see Year 10 in the Science department again this year. Everyone has been incredibly well focused and engaged with the topics we've been looking at. Some of them have been really hard! A number of Year 10 classes have been lucky enough to see a heart dissection this term – if you've not seen one yet, ask your teacher very nicely if they'll do one for you!

## Year 11

It's been great to have the Year 11 students back down to the Science block. Every teacher has been really impressed with how well everyone has started the year. Year 11 will have exams after the half term. The topics covered will be:

**Biology: B1-7**

**Chemistry: C1-4**

**Physics P1-6**

Keep an eye out for more information and revision resources coming your way!

## Sixth Form

Sixth Form students have had a great start to the year and have a lot of practical work to look forward to after a year out of the Science labs.



# SOCIOLOGY / CRIMINOLOGY / POLITICS

## Sociology

### Year 9

Sociology students have made an excellent start to their Sociology GCSE course. Students have been working on sociological key concepts such as socialisation and gender. The students created articles based on feral children and worked on a gender socialisation project to analyse examples and consequences of gender socialisation.

After half term, students will be studying sociological theory. Students will be introduced to the theories of Marxism, Feminism, Interactionism, the New Right and Functionalism and will need to apply theories to the key concepts they have learnt this half term.

How toys can influence gender stereotypes upon children



### Year 10

Sociology students have been studying the family topic. They have explored family diversity and a range of cross-cultural examples of family structures such as communes. Most recently, students have been analysing the roles within the family from a range of sociological perspectives.

#### Segregated / Separated roles



Where husbands and wives do not share housework and childcare, decisions and leisure time.

#### Joint roles



Where husbands and wives share housework and childcare, decisions and leisure time.

### Year 11

Sociology students have been working on their final unit of Crime and Deviance. They have evaluated the usefulness of a range of measurements of crime, such as victim surveys, self-report studies and official statistics. Students have started to consider how different sociological perspectives might explain criminal and deviant behaviour.

#### Merton's Strain Theory

Merton argues that deviance is a result of strain between two things:

- The goals that a culture encourages individuals to achieve.
- What society allows them to achieve legitimately.

In an unequal society, not everyone is given the same opportunities for achieving these goals.

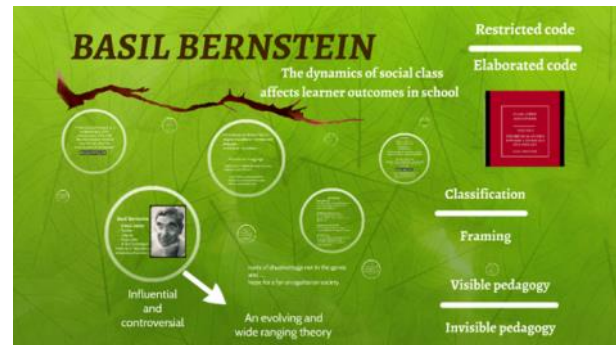
Because of these inequalities, people may choose to achieve these shared societal goals in deviant ways. E.g. gangs



# SOCIOLOGY / CRIMINOLOGY / POLITICS

## Year 12

Sociology students have made a fantastic start to the A Level course. Students have been working on the diversity of contemporary family and household structures and analysis of this from a range of Sociological perspectives, including Marxists, Functionalists and Feminists. In their education unit, students have been exploring the relationships and processes within schools, with particular reference to teacher/pupil relationships, pupil identities and subcultures, the hidden curriculum, and the organisation of teaching and learning.



## How much of the media does Rupert Murdoch own?

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



## Criminology

## Year 12

Criminology Students have made a great start to the Criminology course. Students have been working on analysis of different types of crime, such as white collar crime, organised crime and hate crime. They have started to consider the reasons that certain crimes are unreported. Additionally, students have been exploring specific examples of how different forms of media are used to portray fictional and factual representations of crime.

## Year 13

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



# SOCIOLOGY / CRIMINOLOGY / POLITICS

## Politics

### Year 12

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

MARCHES AND PROTESTS	
FOR	AGAINST
 <p>Protesting can attract attention to important matters, big or small, allowing them to be acknowledged by the public, and also by political members.</p>	 <p>Protests can be dangerous, if not kept under control. During the BLM protests, 19 people died over the space of 14 days of protesting.</p>
 <p>Protesting promotes solidarity, and standing up for your rights and beliefs, no matter how big or small.</p>	 <p>Although protesting may produce results, there are more effective ways to carry out political participation, such as petitions, social media and voting.</p>
 <p>Protesting produces results, and has shown to have a large influence over politics, for example, the Berlin Wall Protests in 1989.</p>	 <p>When protests become too big and uncontrollable, there will often be closes to roads, train stations and other large establishments, that can disrupt other people's lives.</p>

### Year 13

Politics students have made a great start on their study of US government and Politics. Students have been confident in making comparisons between the British and American political systems. In their unit on the President, students have been focusing on the development of Presidential power, and limitation on it, in relation to the other branches of government and the US Constitution. Most recently, students have begun studying the constitutional role of the supreme court and the nature of judicial power.

### How Will Courts React to Biden's Increasingly Imperial Presidency?

By ANDREW G. MCCARTHY | September 16, 2021 6:00 AM

