

May 2022

CARSHALTON HIGH SCHOOL FOR GIRLS

CURRICULUM NEWSLETTER

Excellence: everywhere, every day.



Headteacher's Welcome

Dear Parents/Carers

A warm welcome to our 3rd (and final) Curriculum Newsletter of this academic year. As always this publication is intended to give you an insight into the curriculum we study here at Carshalton High School for Girls in each year group. With plenty of examples of fantastic work you can see that the standard is incredibly high, and our culture of high aspiration is benefitting all of our students.

Please do take the time to discuss the content of this newsletter with your daughter and use this and the previous newsletters to help her prepare for the forthcoming Summer examinations.

Speaking of which, each year group has been focusing on a particular revision method this year. As the students move through their 7 years here they will encounter a different method so they have a wide variety of strategies to use when they are preparing for any assessments. I honestly don't think I have seen so many flash cards in my time in education!

Our Year 11 and 13 students have just started their GCSE and GCE/BTEC examinations and we wish them all the best of luck. Both year groups have been working incredibly hard and we are confident that they are well prepared for whatever challenges the exams present.

We believe the work booklets that we created during lockdown, and which have now become such a strong part of our curriculum, give our students a distinct advantage over their peers. The access to online resources has also cemented the opportunities to study more in depth at home. In my assemblies I talked to both year groups about being brave and confident – this is their time to shine!

Finally, a huge congratulations to our CHSG Young Enterprise Team who won the Regional Company of the Year, picking up awards for sustainability and best presentation along the way! The company SASC produced gifts and jewellery from upcycled materials. They did us really proud with their hard work and presentations. Well done from everyone in #teamchsg

Have a lovely weekend

Mr M M J Devenney

ART

Year 7

Year 7 have produced some wonderful lino prints this term. Inspired by Textile Designer Angie Lewin. There is a lot of talent in this year group!



Year 8

Year 8 have recently finished their cubist portrait project which included a self-portrait drawing in the style of Juan Gris and a lino print, which built on the printmaking skills they learnt in year 7. We are very impressed with the progress they have made since Year 7



Year 9

On 4th May, Year 9 Fine Art GCSE students were given the opportunity to visit Van Gogh's Self Portraits exhibition at the Courtauld Gallery, Somerset House, London.

'My experience at the Art Museum in London was amazing. I thoroughly enjoyed looking at Van Gogh's paintings and how he used texture and tones to create outstanding pieces of artwork. Looking around at all the many landscapes was a once in a lifetime experience and I loved every second. The workshop was probably one of the funniest bits when we drew on each other's backs and had to guess the painting. Also, when we had to draw each other's side profiles. My favourite bit was the drawings and I didn't actually have a least favourite bit. I loved all of it and hope we get to go to more museums like it.'

Aimee Year 9



ART

Year 10

At the beginning of the academic year, Year 10 Art and Photography were given a choice of themes to select from:- Fragments, Multiples and Manipulated Reality. They then made a decision whether to investigate these themes through Portraiture, Landscape or Still life. They have been working hard on their individual projects, experimenting with a wide range of techniques, materials and processes such as printmaking and cyanotypes and researching a wide range of artists and photographers such as Lisa Milroy and Victoria Siemer



Year 11

Year 11 Art and Photography had been given the same choice of themes at the beginning of year 10. They have pulled together and presented all their investigations and experimentation over the last to years into cohesive units of work and final outcomes which summarised everything they have learnt and discovered. There was a lot of emotion as they handed their coursework in on 6th May ready for marking and moderation.

Year 12

At the beginning of the academic year Year 12 Art and Photography were given a series of skills workshops to broaden their existing skills, get them out of their comfort zone and encourage more risk taking with their art and photography projects. They have used their discoveries to write their own project plan and are working hard to experiment with new materials and ideas based on their chosen areas of investigation and how different artists and photographers approach simple themes such as objects, colour and contrast.

Year 13

16th May was another emotional day in the department as Year 13 Art and Photography also presented and submitted their coursework for marking and moderation. The sum total of two years of hard work, research, investigations and skilled delivery of beautiful paintings, sculptures and photographs based around the project themes they wrote themselves at the beginning of year 12. We will miss them and wish them all the best of luck for their exams and their future careers!

BUSINESS

We have had some amazing milestones and achievements in the Business and Economics department. Our **Year 9** students have been working at a great pace and have made a strong start on the financial concepts such as sales revenue, fixed and variable costs, breakeven and profit. They have been hard at work to get their calculations accurate and construct diagrams to represent data, while making judgements related to financial business decisions. They are now making links between the importance of managing finances, survival and success of a business.

In **Year 10**, they have been building on their prior knowledge by developing their understanding of external influences on a business and the ways in which businesses respond to these influences. They now understand how external factors, such as changes in politics, legislation, economy, society and technology are out of a business' control and how businesses often have to make difficult decisions that might conflict with various stakeholder's objectives, such as employees and business managers. We often use real-life examples to demonstrate these points, such as the sacking of employees with P&O ferries so that students can see the relevance of the theories they have learned in lessons in the actual business environments.

We have been fully focused on revision and exam skills with our **Year 11s**, who will be sitting their first Business exam in the afternoon of 20th May on Theme 1, followed by their second and final exam in our subject on 13th June. We have finished the content related to Theme 2, which was to do with human resource management, and the topics covered ranged from organisational structures to communication and motivational tools that businesses use to get their workers to be more effective and productive. We have had our last lesson with our amazing Year 11s, however,

on the day of both examinations, there will be revision and exam skills sessions where we will go through key points with them one final time. We are really looking forward to welcoming them into our programmes in Level 3, whether it is in Business or Economics.

In A level Business, our **Year 12** students have finished their Theme 1, which was about marketing and people. They have recently started their new unit, Theme 4, Global Business as they will be sitting an external exam paper in Year 13 that will assess them on these two units together. In Theme 4, students started learning about globalisation, international business location decision, how businesses grow internationally and the role and impact of multinational corporations.

Our **Year 12** BTEC Business students have been busy completing their Unit 1 coursework on Exploring Business. This unit is giving the students a chance to explore the features of different businesses and what makes them successful, how they are influenced by stakeholders and how the market structures influence demand and supply.

Our **Year 12** Economics A level students not only continue to lead the Debate Club, discussing interesting topics, but also have also added to their repertoire of theories of micro and macro-economic concepts, such as externalities, conflicting macro-economic objectives and types of supply-side policies that governments can use.

In **Year 13** A level Business, we are in the thick of exam preparations as we have completed all the 4 units' content and now honing in on the exam skills that the students are expected to utilise with competence in the upcoming external exams. Their first paper will be on 25th May, followed by paper 2 on 9th June and the last paper on 16th June. Our lessons will

BUSINESS

continue until the very last exam and we will work on ensuring students feel prepared for these assessments.

As a department, we are very proud of all our students' achievements and hard work this year. We have particularly been impressed with our **Young Enterprise Company Programme** students being selected for the regional finals, after beating tough competition from local

schools such as *Nonsuch Girls* and *Wallington Boys*. They will be attending the regional competition and we will keep you posted on their progress.

We would like to wish all our students the very best of luck for their upcoming examinations, especially Year 11 and 13 students who will be taking their external exams after such a tough couple of years.

Head of Department: **Mrs A Driver**

Code: **Cd**

CHILD DEVELOPMENT

Year 9

From September, Year 9 have been engaged in the first topic of study, for the examined unit of work entitled *R057: Health and well-being for child development*. This term students have been exploring a unit of work titled '*Postnatal checks, postnatal care and the conditions for development*'. Within this unit students are learning about the postnatal checks of the baby, the postnatal care of the mother and baby, including the roles of the midwife and health visitor and the development needs of children from birth to five years.

Students will be tested on their knowledge of the *R057: Health and wellbeing for child development* unit so far in their summer assessment, which will take place next half term.

Year 11

Year 11 students have completed their *Unit R020: Understand the development of a child from birth to five years*. The students have worked hard on this unit of work throughout Year 11 and I am sure it is a relief to have finally completed these huge pieces of work.

The coursework portfolios are currently being marked and moderated by the exam board.

We wish all the Year 11 students the best of luck in their results and RO18 resit exam (for those students who have chosen to do this).

CITIZENSHIP

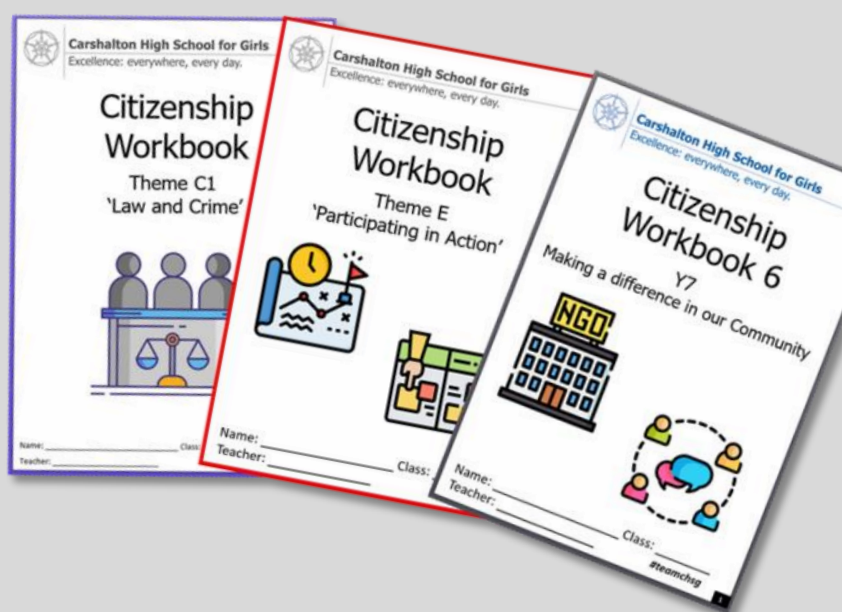
Over the past few months, some **Year 11** Citizenship students have been hard at work preparing for the annual Bar Mock Trial with some Sixth Form Law students. On the 9th March, the CHSG team competed in the inner London heats, and I am pleased to announce that the students won their heat, fending off fierce competition from other schools. This is the first time that CHSG has won this competition. Mrs Burton and I are immensely proud of our students who showed dedication, resilience and true talent.

Year 10s continue working hard on their GCSE course, having spent the past few months learning about politics in the UK. Students have learnt about the UK constitution and its importance and impact on today's society. We have explored the development of the constitution over the past 800 years and debated whether the UK should change its constitution to reflect the makeup of modern Britain more accurately. Over the next few weeks, we will be working on exam techniques before starting the Active Citizenship Project after work experience. At this time, students will choose an area of particular interest to them and design a campaign raising awareness about a social issue linked to the GCSE course.

Year 9s are almost at the end of their first unit of the GCSE course, having explored what it means to live in the UK today and the challenges that still exist in ensuring a fair and free society for all. Going into the summer term, students will start to explore Law and Crime as they begin to study the complexities of the justice system and the role that everyone plays in it. I have been very impressed by all Y9s positive attitudes and progress and wish to congratulate them all.

In **Year 8**, students will explore the complexities of migration this term and consider what it means to live in a fair and free society for all. We will be exploring the concepts of rights and how those have changed as our society continues to respond to global issues. As students consider what options to take in Y9, we would encourage anyone interested in learning about the world around them using current affairs to consider taking GCSE Citizenship as an option subject.

Year 7s will end their first year at CHSG by applying some citizenship knowledge in an active citizenship unit. The focus will be to research and investigate a social issue they have identified in the local community. We will be asking students to design a creative solution to what are often complex problems and to consider how changes in the law may help certain situations. We look forwards to seeing their presentations towards the end of the term.



COMPUTER SCIENCE

Year 7

Our Year 7 Computer Science students have been looking at E-Safety. Students have been understanding a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognising inappropriate content, contact and conduct and know how to report concerns. They have been looking at social engineering methods, such as, phishing and how to avoid being a victim of identity fraud.



Year 8

Our Year 8 students have been introduced to the BBC Microbits environment. They have been writing algorithms to create various programs and then downloading to their Microbits. Students have been reverse-engineering some existing games, such as rock, paper and scissors game, and will be recording their results using variables.

They will then progress to planning and developing their own electronic pet on the Microbits. They will be incorporating a combination of inputs, outputs, iteration and variables. Finally, they will learn to test and debug their programs.

Year 9

The Year 9 students have started the Computer Networks unit. They have begun by comparing wired and wireless networks,

including PANs, LANs, WANs and network topologies. Subsequent lessons are covering a wide range of common networking and Internet protocols with reference to the TCP/IP protocol stack and the concept of layers. One topic also looks at network security including encryption and MAC address filtering. 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 students have been looking at algorithms. The unit begins by covering decomposition and abstraction. Further lessons in the unit cover algorithms, flowcharts and pseudo-code, before looking at specific algorithms for sorting and searching, including the bubble and merge sorts. A final lesson covers the efficiency of algorithms, comparing the processing time and results of different algorithms on the same data sets.

Alongside this, students have been continuing to learn 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.

Year 11

Good luck to all our Year 11 students. The end is in sight and they have now left to make their final preparations for their GCSEs.

DANCE

Key Stage 3

Year 7 dance having been learning about how they can manipulate time and use various choreographic devices in their dance based on *Alice Through the Looking Glass*.

Year 8 dance have started a new unit on Gumboot; a dance style originating from South Africa with a key focus on polyrhythms and syncopations.

Key Stage 4

Year 9 GCSE dancers have been studying their third professional work *Emancipation of Expressionism* by Boy Blue Entertainment. This is a hip-hop piece exploring themes of 'Order V Chaos' and 'Being Free to Express Yourself'.

Year 10 GCSE dancers are learning about their final professional work *Within Her Eyes* by James Cousins. This is a site-specific piece of dance-for-film with a contact duet in which the female dancer never touches the floor.

Key Stage 5

Year 12 and **Year 13** dancers finished their BTEC course with stunning performances of repertoire they have learnt and developed. We would like to thank them for all of their hard work and dedication.

The dance department would like to congratulate the **Year 11** GCSE dancers for completing all of their practical dances and we wish them all the luck in their written exam.

Extra-curricular

It has been a busy half-term in dance department. Our **Step into Dance Jazz and Hip-Hop Groups** had the amazing opportunity to perform at the new Royal Academy of Dance HQ. Elite Dance Companies have entered London Youth Games' dance competition and we are eagerly awaiting our results.

We then had a huge success in the dance show auditions which resulted in a fantastic evening of dance - **Rhythm of the Night**. It was a pleasure to finally be able to showcase the amazing dance talent we have here at CHSG. Miss Johnson would like to thank all of the dancers and staff involved.



DRAMA

Year 7&8 Drama Club

Y7&8 Drama Club has recommenced in the summer term and we kicked things off with a session in which duologues were written and performed.

Matilda

The two performances of Matilda, on March 3rd and 4th, were a huge success, with different casts performing on each night to packed houses. Well done and thank you to all who were involved.

Year 7 Drama

In the second half of the spring term, Year 7 students learned about how theatre design elements could be applied to an extract from a script of *The Lion, the Witch and the Wardrobe*. Following this, students were involved in a short unit on Greek Theatre, and currently all year 7 students are studying a unit on Melodrama.

Year 8 Drama

In the second half of the spring term, Year 8 students learned about naturalistic acting and applied their understanding and skills to a duologue from the play *Top Girls* by Caryl Churchill. Subsequent to this, all Year 8 students completed a unit on devised theatre in which they used the script that they had previously performed as a stimulus to generate new performance material.

Year 9 Drama

Year 9 Drama students have been involved with a scripted performance unit in which they have applied Stanislavskian techniques to an extract from a play version of Malorie Blackman's *Noughts and Crosses*.

On April 28th, all Year 9 and 10 students went to see touring theatre company Quirky Bird performing the GCSE Section A exam text, *DNA*. This proved an invaluable experience that has developed students' knowledge of the play and how it can be performed, directed and designed, which will serve them well in their end of year exam.

Year 10 Drama

Having completed their devised performance exam, Year 10 drama students are currently completing their accompanying portfolios and studying for their end of year exam.



DRAMA

Year 11 Drama

Y11 drama students are now working towards their end of year written exam. Prior to this, all Year 11 students will complete a full mock exam on May 11th.

Students will need to revise for both Section A, in which they will interpret the play text, *DNA*, from the perspective of a performer, director and designer, and Section B, in which students will be given two short questions asking them to analyse and evaluate a production of *Yerma*.

Year 12 Drama

Y12 students have recently been working on their devised performance in which they will be creating original work in response to an extract from the play, 'Lemons, Lemons, Lemons, Lemons, Lemons' by Sam Steiner. This work will also be influenced by the methodology of theatre company, Frantic Assembly.

Year 13 Drama

Y13 Drama students are currently preparing for all three sections of their written exam. They have now completed their devised performance portfolios and they have also completed their scripted performance exams.



DESIGN & TECHNOLOGY

Year 7 & 8 Food Technology

This term Key Stage 3 food students have been learning about the effects of cross contamination, allergens and how to cook safely. Students have been cooking pizzas and deboning chicken legs to use in fajitas or stuffing and enrobing in bread crumbs.

We are encouraging students to consider the cost of ingredients when making their dishes and by using either cheaper cuts of meat or vegetables they can produce affordable, nutritious dishes. In planning for the future, they have also cooked a staple 'University' dish of meatballs in a ragu sauce with pasta.



Hospitality and Catering

Year 9 Hospitality and Catering students are completing a project about 'Celebration Cakes'. They have been investigating the different methods of cake making including rubbing in, the all in one method, whisking, melting and creaming. As we eat with our eye, students are considering how their food is presented. The next project will be about allergens and cooking with Free From foods.

The **Year 10** and **Year 11** Hospitality and Catering students have now completed their food practical exams. Ms Brice and I, and all the other staff who came to taste test, were impressed with the quality and presentation of the food that they produced and the students should be proud of their achievements. Well done!

Design and Technology

Key Stage 3 students have been producing fantastic batik and tie dye samples for their cultural cushion cover project. Students have been exploring traditional textile techniques whilst linking symbols and motifs to the cultures they are interested in.



DESIGN & TECHNOLOGY

Year 10 DT students are creating a piece of work based on an exam board style question looking at people's needs and wants. Students are creating products using the iterative design process of making, testing and making in preparation for their controlled assessment task question which is released on the 1st June. Students can explore any material areas and are encouraged to test and develop new skills. We wish them all the best of luck and know that they have the determination and ability to complete this to a high level.

Our **Year 11** Design and Technology work has been successfully moderated and packed away after our first moderation visit by the exam board since 2019. Well done Year 11. Keep revising and you will smash the exam on 15th June.

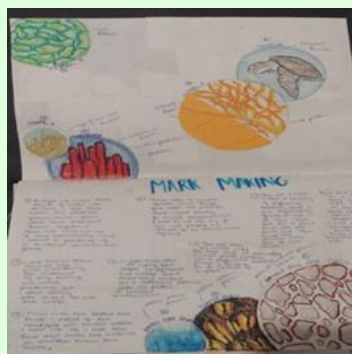
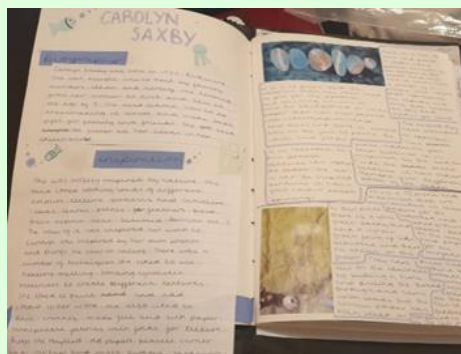


Fashion and Textiles

Year 9 Fashion students have been making excellent progress with their new Junk Kouture project exploring the theme of the sea and plastic pollution. They have started work on their initial beach wear designs inspired by their marking making and the artist Carolyn Saxby.

Fashion and Textiles students in **Year 10** have been finalising their maximalism project, completing their headpieces with great aplomb.

The next project is based on the concept of natural forms. Miss Nelson has already taken her class for a walk observing and drawing leaves and plants. Students will develop their work to create a framed piece of work.



ENGLISH

Curriculum Update

Summer Term is as busy as ever. We continue to pursue our rich and varied English curriculum as well as prepare for final exams.

Year 7 will embark on their first Shakespeare play, 'The Tempest', building a foundation of knowledge on stagecraft, dramatic devices and the man we consider the greatest writer of all time himself.

In **Year 8** students will build on their knowledge of Drama by studying the play version of either 'Dracula' or 'Frankenstein'. They will also develop an understanding of Gothic Literature, something that features in their GCSE (and A Level, should they choose it) later on.

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

The 'Love and Relationships' GCSE Poetry anthology is the next step for **Year 10**: 15 poems by pre-19th century and contemporary poets exploring themes associated with romantic and familial love as well as expanding knowledge about poetic methods. The GCSE English Language course has been completed so students will consolidate and further enhance their reading and writing skills through continuous and deliberate practice.

Having studied the anthology above for GCSE, **Year 12** students will be studying the A Level anthology of poetry 'Love Through the Ages' in which they will gain a deep appreciation of how poets have written about love from the Renaissance to the Edwardian era. In their 'Modern Times' section of the course, they will continue to study 'The Handmaid's Tale', broadening out to a more expansive view of modern prose writers through a range of extracts from the 20th century onwards.

Year 11 and **Year 13** are making a sprint finish towards their public examinations, revising for GCSE English Language, GCSE English Literature and A Level English Literature through a combination of practice questions, recall and retrieval activities and therapy exercises. We

wish them the very best as they go into these exams and trust their hard work will be reflected in the results.

Globe Theatre

On Tuesday 8th March, 100 lucky CHSG students visited The Globe to see Playing Shakespeare by Deutsche Bank's production of 'Macbeth'. We arrived by coach early for the evening performance, taking in the incomparable views of the London skyline across the Thames as we strolled along Bankside.



The performance was thrilling, with the witches portrayed as folk shamans and the ambitious Macbeth's bloody journey unravelling tragic event by tragic event in this 90 minute play especially produced for school audiences.



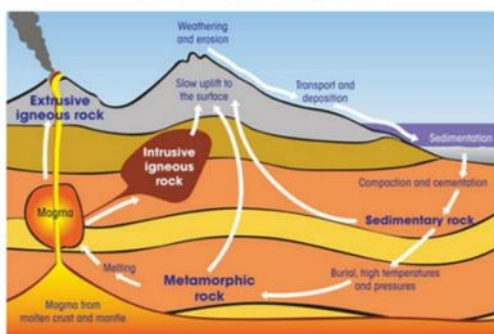
Please do consider taking your child to future performances at The Globe: students across the world learn about Shakespeare and The Globe but it's right on our doorstep! 'Much Ado About Nothing' (directed by my personal favourite, Lucy Bailey) and 'The Tempest' are both part of Globe Season 2022, and both part of our Key Stage 3 curriculum.

GEOGRAPHY

Year 7 have been studying the topic of urbanisation and learning about the growth of megacities. As part of this they have also been conducting fieldwork around the school site, testing the permeability and infiltration rates of different surfaces around the school. They have been using the skills of writing their findings up in a fieldwork report. Another aspect to this topic is the understanding of the use of SUDs to reduce the risk of flooding in urban areas. There is currently a House competition running where they can design a sustainable drainage planter, House points will be awarded for each entry in the competition and achievement points for the best ones!

Year 8 have been studying the topic of hazards and rocks. Here they have been looking at and learning about the different types of rocks and how they are formed, along with understanding the processes that operate along plate boundaries. They have been applying this knowledge to explaining how volcanoes are formed and what hazards they may bring to people and the environment.

The rock cycle



Year 9 have been studying the natural hazards unit of work as part of their GCSE course. This has involved looking at how and why earthquakes and volcanoes occur and using case study examples of how they can be hazardous to people and the environment. They have been developing their essay writing skills and how to structure a 9-mark exam answer using

evidence and evaluative skills.

Year 10 have completed their unit of work about ecosystems across the world, looking at rainforest and cold environments in more detail. They have recently begun a new unit of work studying urbanisation as part of their GCSE course. This has involved understanding the causes and consequences of urban growth, both in HICs and LICs. Year 10 will be applying their understanding and knowledge to the example of Lagos in Nigeria, and later in the term London in the UK.

Year 11 have begun to study their pre-release material in preparation for Paper 3 of their GCSE exam. This has involved the students receiving a copy of some resources, centred around the theme of UK waste management. The students have been working hard to annotate their information booklet and answer questions around this theme.

Year 12 have been continuing with the urbanisation unit of work and have been focusing on contemporary urban issues such as air pollution, water pollution and waste management. The students have also been conducting fieldwork around the school site, using equipment to measure different microclimate variables such as wind speed, temperature and sunlight. They looked for differences around the school site with these variables, and this was also a chance to practice using the equipment for their upcoming fieldwork as part of their coursework. In water & carbon, Year 12 students have been linking the two systems together through case studies in preparation for their end of unit assessment.

Year 13 have been completing Glacial Systems and are sorting out their Drumlins from their Pingos and their Roche Moutonnée from their Glacial Erratic! They are now revising for their upcoming exams and have been looking at synoptic links across the units of work they have studied.

HEALTH & SOCIAL CARE

Sixth Form

Year 13 students Megan M & Tia H are providing Leadership and Mentoring in Health and Social Care for Year 12. They are supporting Year 12 learners, with Unit 2 exam preparation and revision, until the Unit 2 exam takes place. They have offered to attend Year 12 lessons on:-

- Week 1 - Tuesday Period 1
- Week 2 - Tuesday Period 4

Students in Year 12 and 13 are busy writing their final assignments for this term and preparing for their Summer assessments.

We wish them the best of luck!



LAW

Year 12

We have been studying Tort Law- particularly what duty of care is owed in particular by road users- which is interesting to some of our Year 12 students who are learning to drive! We have also been looking at occupier's liability- we have been reading about what care we are owed a lawful visitor to a property and also what happens if we trespass and hurt ourselves. Students have investigated what sort of damages are available to someone who has been injured or who's property has been damaged. Year 12 Law students have completed a variety of practise exam questions around these topics and have demonstrated a high level of understanding of Tort Law!

Some of our Year 12 students took part in the Mock bar competition on the 9th March which is a national competition – they were required to take on the role of

barristers and jury members. The students worked so hard and I am delighted to say that after a day of tough competition they won the inner London heats.

Year 13

In Year 13 Law we have been looking at Human rights, including the right to life, the right to liberty and the right to freedom of expression. These are part of the Human Rights act and so students have spent time looking at the history of rights and privileges. We have explored some recent examples of Human Rights breaches in the news- the students have really enjoyed this part of the course and it has led to some lively debate around controversial topics. We are now revisiting information from the criminal law part of the specification and Tort Law to aid our revision for our upcoming exams. Well done year 13! Keep up the hard work.

HISTORY

Over the last term, History classes have been studying some truly fascinating episodes from the past.

Year 7 students have now completed their enquiry into medieval religion and the events of the First Crusade. Their focus has now switched to social history as they investigate whether medieval life really was terrible or not. This includes a study of the medieval justice system in order to find out how people in medieval England dealt with criminals and their victims.

Year 8 classes have completed their study of the 19th century abolitionist movement and have their next enquiry underway. This time, they are exploring the origins, development and impact of the British Empire on India.

In Key Stage 4, **Year 9** have successfully finished their study of medicine in modern Britain and their focus has now shifted towards the study of medicine and surgery in the British sector of the Western Front during World War I. This includes analysing the features of the evacuation route for wounded soldiers, the illnesses and injuries which British soldiers suffered and the ground-breaking new treatments and surgical techniques developed during the conflict.

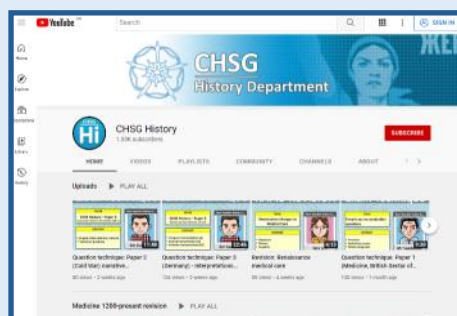
Having completed their study of the Nazi police state, **Year 10** have also adopted a focus on social history, embarking on their investigation of life in Nazi Germany with a particular emphasis on the experiences of women, young people, workers and minorities.

Our **Year 11** historians are feeling a sense of satisfaction, having completed their study of the Cold War, the final element of their GCSE History course.

In the Sixth Form, **Year 13** have also now completed their course of study, including the reign of Mary I in England and the development of terror in the USSR under Stalin. Meanwhile, **Year 12** students have now completed their study of the October Revolution in Russia and are about to start exploring how the new Bolshevik government built the world's first communist society.

Alongside the curriculum, the History Department has also been running a series of Earlybirds revision sessions for Year 11 and Year 13 students in order to prepare them for the coming examination period. The sessions have focused on examination technique and have been packed full of tips on how to achieve the top grades.

We are pleased that the sessions have been so well attended and delighted to see so many students taking a proactive approach to their revision and preparation. Alongside the revision sessions, the History Department YouTube channel is now receiving a record number of hits from students who are keen to improve their examination performance. If you haven't already taken a look at the channel and the wealth of support material there, please do visit us soon: https://www.youtube.com/channel/UCslp-KghPGhddP_H9-8Abkw



MATHS

Year 7

Year 7 are continuing to work through the Delta, Theta or Pi programme of study in Maths, and have been doing a variety of work on Fractions, Decimals and Percentages, Powers and index laws and algebra, depending on what programme they are following. As we approach the end of year 7, students will be deepening their knowledge of Number, Algebra and Geometry and having their first taste of Statistics and Probability, which includes averages, range and displaying data, as well as working out the probability of events occurring.

Year 8

As we move towards the end of Year 8, the Maths team will be looking to consolidate learning and ensure that all students are ready for their new chapter in Year 9. Our Delta students will be studying Pythagoras' Theorem, and Trigonometry in preparation for next year, and Theta and Pi students will be working hard on ensuring their number and algebra work is strong.

Year 7 & 8 Count on Us Challenge

Well done to all of our Year 7 and 8 **Count On Us Challenge** students, and in particular, well done to the students who were selected for the squad taking part in the first heat on **Thursday 12th May!** - Soumya 7Y1, Charlotte 7B1, Maleeha 8B1, Siyona 8G3 & Sivani 8G3



MATHS

Year 9

As year 9 approach the middle of the Summer term, they will be working through their Higher, Foundation+ or Foundation programme of study. Higher tier students are currently working on their Angle knowledge, working with right-angled triangles and learning how to apply Trigonometry to solve problems in geometry. Foundation tier students will be working on Angles and Averages & Range, and will be looking forward to studying Right Angled Triangles (which includes Pythagoras' Theorem and Trigonometry).

Year 10

Year 10 have been working hard all year and are approaching their Summer exams which will be their first real practice at taking the GCSE exam next year. We wish them all the best of luck in their revision! Our Higher Tier students will be working on Probability, multiplicative reasoning and equations and inequalities. They will be looking forward to do studying similarity and congruence as well as further Trigonometry. Our Foundation Plus students have been studying Transformations, Ratio and proportion, graphs and statistics, and looking forward to studying Trigonometry and Pythagoras' Theorem for the first time. Our Foundation students have been consolidating their number, algebra and geometry work and will be looking forward to completing their Statistics Unit.

Year 11

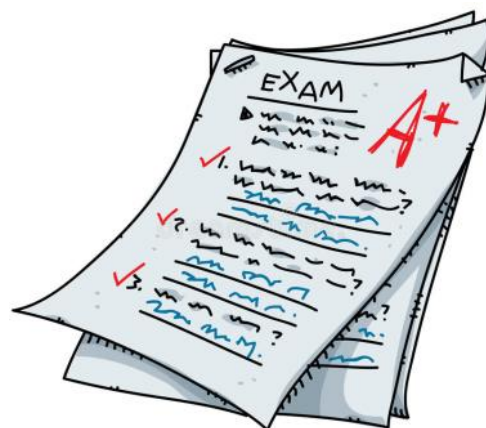
Year 11 have been fantastic this year, and have worked incredibly hard on their Maths. We wish them all the best for the future as they prepare for their GCSE exams. Please visit chsgmaths.com for more information regarding the content of the upcoming GCSEs and the Advanced Material information.

Year 12

Year 12 will be working on Differentiation & Integration this Summer, as we move towards the end of the Year 12 content. We will also be completing the Year 12 Statistics unit with them which includes Probability, the Binomial Distribution and Venn Diagrams with set notation. Year 12 Further Maths students will be finishing the Decision Maths component of their year 12 content this Summer.

Year 13

Best of luck to our Year 13s who have reached the end of their A level course! The students are now working on practice papers, focussing carefully on the Advance Material list provided by the exam boards. Students have been given lists of what topics to expect on which papers – for the A level in Maths, Paper 1 is Pure Maths, Paper 2 is Pure Maths and Statistics, Paper 3 is Pure Maths & Mechanics.



MEDIA STUDIES

Year 9

This half term students are working on a music video project – part of Paper 2 of their GCSE Media exam. Students have been introduced to the analysis of moving image media texts like films TV programmes, and of course music videos. Students are busy analysing a range of videos set by the exam board.

Year 10

Year 10 Media students are currently working on a radio project, which features in Section B of Paper 1 of their GCSE Media exam. They've learned about the history and structure of British radio broadcasting, the BBC and concepts such as public service broadcasting. The course requires them to study the BBC Radio 4 soap opera, The Archers, which we're moving on to now.

Year 11

Year 11 have now finished their final exam topic, television sitcom, which they enjoyed and are in the midst of revision for their GCSE Media exam. They've also finished and submitted their coursework projects and have produced some really stunning work



Year 12

Year 12 are working on a newspaper project this half term. We've done a lot of work looking at the political allegiances, regulation and ownership of newspapers in the UK. We've also studied the pressures contemporary newspaper publishers find themselves under and considered the continued significance of newspapers as media institutions in an increasingly digital age.



MODERN FOREIGN LANGUAGES

Year 9 - French

On the right you can see an example of Question 2 in a writing exam –Foundation. Students have a to write 40 words which is marked on content and quality of language. To get full marks, students must have answered the 4 bullet points and communication must be clear. Also, they should be using a variety of appropriate vocabulary and grammatical structures.

Year 10 – Spanish

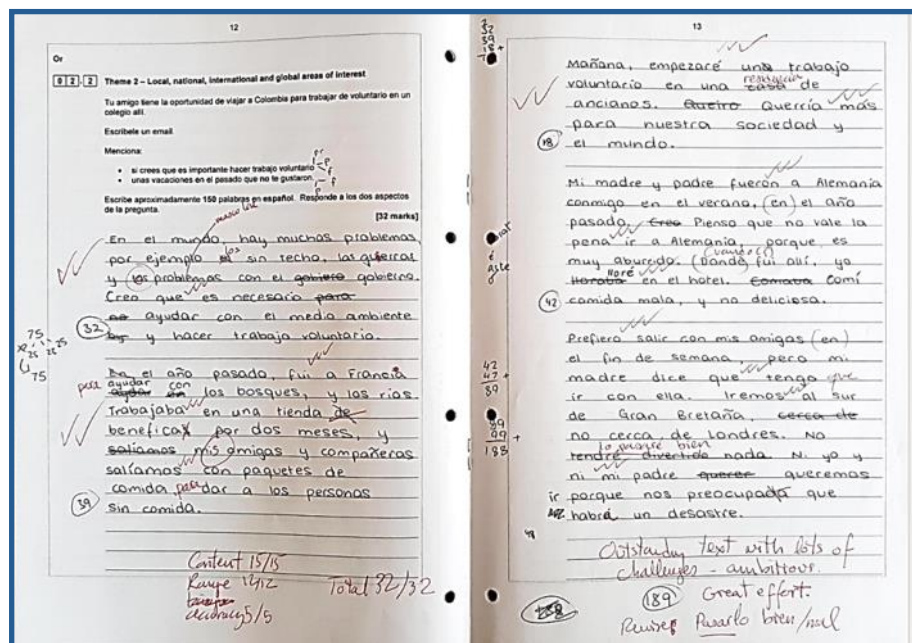
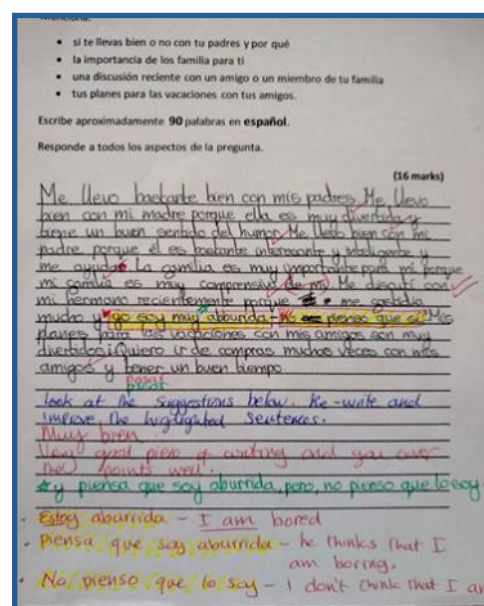
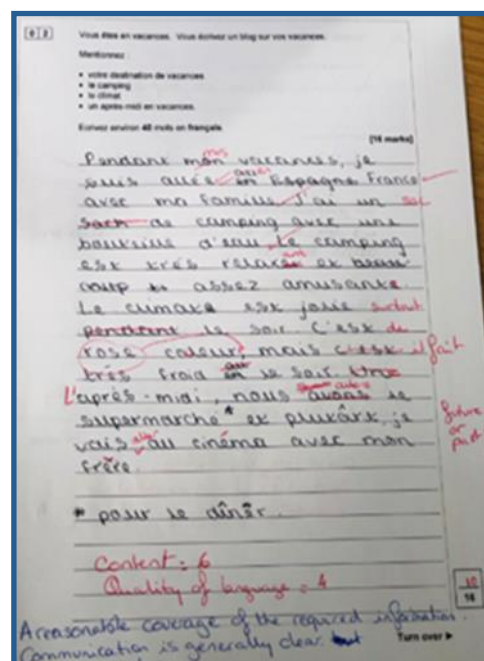
On the right you can see a copy of a Year 10 interim writing assessment about family and friends. Year 10 do several of these assessments throughout the year on different topics to prepare them for the GCSE writing exam in Year 11. Students must respond to the bullet points which are in the target language. You can see this in the picture below. In this task students must write approximately 90 words.

Both higher and foundation candidates will have to complete a 90-word task as part of their exam. The structure of this assessment is based on the structure of a real GCSE question. This is an example of a good response to the question; the student gave plenty of detail and referred to all the bullet points. She also used more complex structures, for example subordinate clauses and different tenses. Her writing is mostly accurate. I added a comment and suggestions for how to improve her writing at the bottom.

Year 11 - Spanish

Below is maybe the hardest written task a GCSE student can face: a 150-word text with two bullet points only. A lot of space to display all their language skills. We have been training this skill carefully so that our students can put together everything they have been learning during these five years at school: The text has clear ideas, structured into clear paragraphs.

The student uses all tenses, with regular and irregular verbs. Expresses opinions and justifies them. She uses periphrasis, relative clauses, etc. It is not error free but still has full marks because the range of language and complexity are excellent.

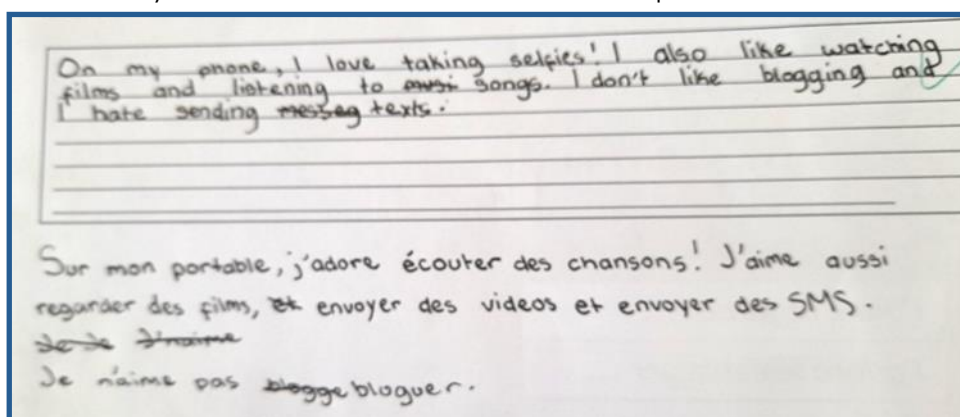


MODERN FOREIGN LANGUAGES

Our students continue working on different aspects of the language they are studying. Through different years, languages and students, you will be able to appreciate their progress from the first steps into proper linguists:

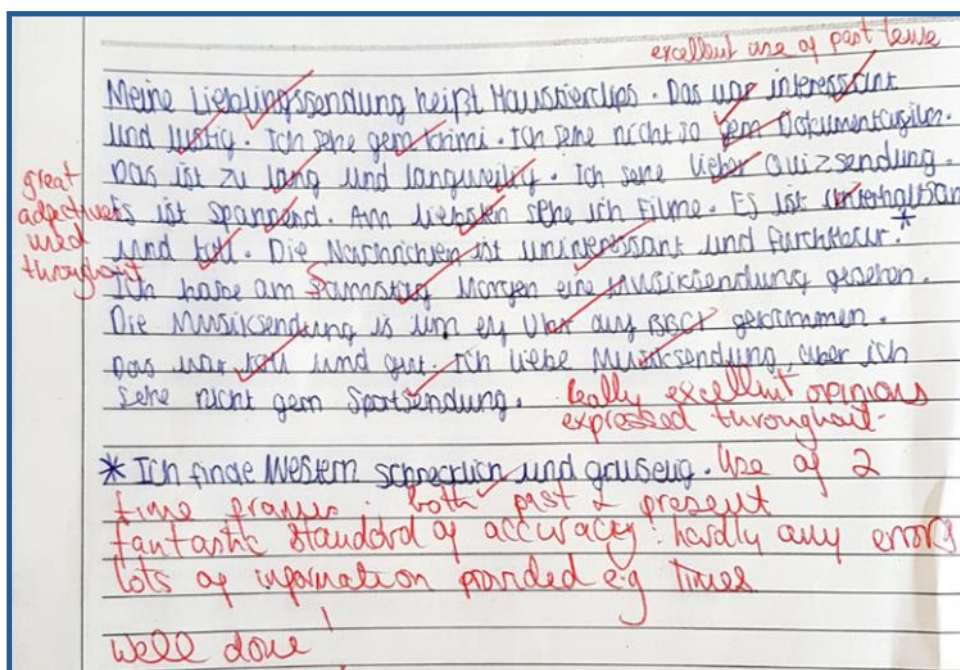
Year 7 – French

Year 7 French have been learning how to write about what activities they like (or dislike) doing. This involves them putting together previously-learnt phrases to say what they love/like/don't like/hate, with new language to describe activities – in this lesson, what they do on their mobile phone - to make grammatically complex sentences (opinion + infinitive). In this example, the student has read a French text and translated it into English, and then written her own text, correctly expressing what she likes and doesn't like to do on her phone. This is an excellent example of how Year 7 students are starting to put together different areas of language into more complex sentences, and build up their ability to write about their own lives and preferences in French.



Year 8 – German

At the moment, this Year 8 German class are learning how to write about their TV viewing preferences. They have been focussing on expressing their opinions and using a wide range of interesting adjectives to improve their writing. They have also learned to write using 2 time frames; past and present. In the paragraph below the student illustrates her knowledge of vocab and tenses well and the paragraph is written to an extremely high standard. We are very proud of their hard work this year.



Year 7 - Disney Compositions

Year 7 have this term been focusing on Disney Compositions and are currently in the process of composing music to go with their favourite Disney hero and villain. As a department we decided to focus more on composition lower in school to support and develop our students creativity in this field.

Currently students are starting to use music technology to support their music making and look forward to hearing their final pieces at the end of the half term. As a year group their understanding of keywords, music theory and keyboard performances have developed over this last term. Well done Year 7!

Year 8 - Film Music

Year 8 have been looking at key features and stylistic features of Film Music. We have focused recently on leitmotifs and the impact this has on music. Students are starting to compose their own leitmotifs for characters in film and will be using these in an extended composition in the coming weeks.

Students have been working on performing their own leitmotifs on the keyboards which follows on from their keyboard pop performance. All students are showing the resilience to keep learning this instrument and look forward to seeing all they have learned come together in their final performances.

Year 9 - Film Music II

Year 9 have been looking at film music with regards to 10-mark answers, quick compositions and composing to a film clip in which they need to use their new knowledge to support their finished piece. Students are feeling more confident with

the creative process and have also been working on ensemble performances. These have been fantastic to see taking shape and we would like to congratulate all students for their continued success in this area.

Year 10 Free Composition

It has been brilliant to see the creativity flourish in Year 10 this half term as they have started their free composition. We have also been looking at 2 areas of study this half term and focused on one of their set works 'Badinerie'. Students are learning about the stylistic and harmonic features currently in this piece and how it is similar and different to other pieces of the time.

Students have also started to work on their final ensemble performances which will be recorded in Year 11, all of which are going brilliantly, and the extra time students are putting in is excellent. Keep up the hard work as we go into Year 11.

Year 11 and Year 13

As a department we would like to take the time to congratulate Year 13 for their wonderful performances for the visiting A-Level Eduqas examiner. All students were a testament to the school and showcased their best on the day. The determination to do well was so inspiring and the support of each other was wonderful.

All of our Year 11 and Year 13 coursework has been submitted to the exam board and we would like to thank students for their work on this. We remind them that they need to keep up their revision once they leave and look forward to seeing them for revision. Extra resources will be available via Teams.

Well done for all your hard work!



PHYSICAL EDUCATION

Year 7 PE



Year 7 have been working on either a gymnastics or games unit, for example, handball or hockey. Students have learnt core skills in isolation and then have demonstrated how to apply core skills learnt and rules into a game situation. Year 7 will move onto either cricket and athletics in the summer term.

Year 8 and 9 PE



Students have been expanding their knowledge of games, for example, Handball, Netball, Football or Badminton. Students have learnt core skills, rules and tactics for the sport they are studying. Students have then applied their knowledge learnt of skills and rules into a competitive game situation to demonstrate their knowledge further. Students will go on to further their knowledge of rounders and athletics.

Year 9 GCSE PE



In theory, students have studied the importance of classification of skills, SMART targets and types of feedback/guidance used in sport to improve performance. In practical, students have been studying core skills and applying these into different competitive situations in handball. Students will study commercialisation and sporting behaviour in theory and will study athletics and cricket.

Year 10 GCSE PE



Year 10 GCSE PE have been working through their 6 week-training programme. Once they have completed, they will retest all fitness tests and will evaluate their overall performance.

Year 7: What do people believe about God?



Year 7 have recently completed a unit exploring the question, 'What do people believe about God?'. As part of this unit, students have been

learning the difference between theism, agnosticism and atheism, and discussing how religious beliefs and worldviews have developed. Students have learnt about Christian, Jewish, Sikh and Hindu beliefs about God, and have had opportunities to compare and contrast these expressions of faith.

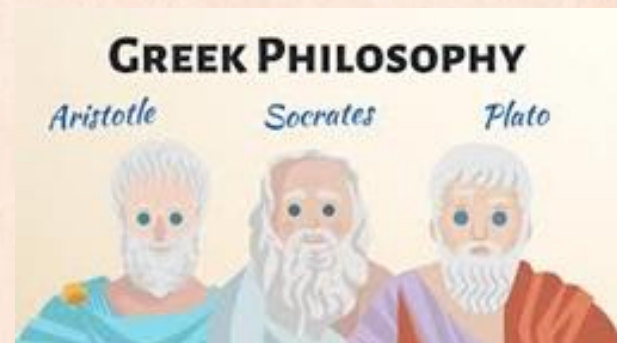
Year 8: What makes human life special?

Year 8 Religious Studies students have just begun a new unit entitled '*Human Life is Special*' where we are learning about issues in medical ethics, including abortion and euthanasia. We are also discussing genetic engineering and the death penalty, focusing on religious responses to challenging ethical dilemmas. Year 8 have shown excellent maturity in approaching these questions, and we look forward to hearing their ideas develop in subsequent lessons.

Year 9: What is Philosophy and Ethics?

Our Year 9 carousel classes are about to begin again for Term 3, and we will be studying Ancient Greek Philosophy and an introduction to Ethical Theory, asking questions such as 'Can we prove God

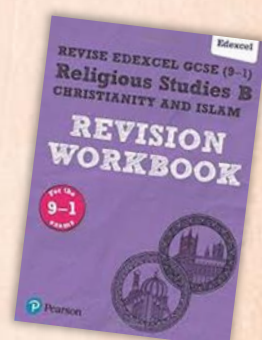
exists?', 'Is an action right if it produces the most happiness for the greatest number of people?' and 'If I am trying to do the right thing, does it matter what the end result of my action is?' We were very impressed with the last carousel groups who engaged with excellent philosophical thinking, and were not afraid to grapple with big questions.



GCSE Religious Studies

Our GCSE Religious Studies continue to make good progress through their courses. Our **Year 9** students are coming to the end of their unit, '*Crime and Punishment*', whilst **Year 10** have just completed a unit on '*Peace and Conflict*'. Both of these have proved particularly topical and there have been some excellent discussions in the classroom about the ethics of war and conflict.

Year 11 students are focusing on revision in the lead up to their GCSE exams. A reminder that Year 11 students have a Religious Studies revision timetable which provides structure for the revision they are to complete at home. There continues to be additional help available in after school intervention sessions on Thursday's in D7 (3.15-4pm) for those who would like to make use of this. We wish our Year 11 students the very best for their upcoming exams.



SCIENCE

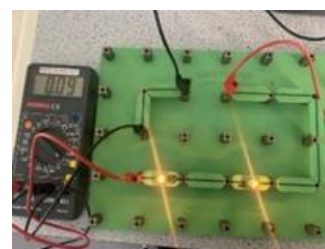
Year 7

In **Physics** students are learning about Light waves. They investigated the properties of light; reflection, refraction, dispersion and transmission. They are going to learn about colours and filters in upcoming weeks. In **Chemistry** we have been exploring chemical reactions and how we can tell if a reaction has happened and will be moving on to explore acids and alkalis. In **Biology** we have been exploring the way our body systems work.



Year 8

In **Physics** students are learning about Electricity. They have been developing their skills to build the circuits and are investigating the behaviour of current and potential difference in the series and parallel circuits. In **Biology** we have been exploring healthy life styles from looking into the specific features of a healthy diet to the effects of smoking, drugs and alcohol on our bodies. In **Chemistry** we have been looking at the reactions between metals and acids and how to balance chemical equations.



Year 9

In **Chemistry** students have been looking at chemical calculations in the triple science groups and the combined science classes exploring structure and bonding. With both groups moving on to explore the Earth's atmosphere in the coming weeks. **Physics** students have started the new topic "Energy conservation and dissipation", they have enjoyed the energy circus with lots of stations placed around the classroom with energy transformation from one form to the other. Whilst in **Biology** the combined science groups have been finishing the unit on organisation in plants and animals, including a closer look at the structures of the heart before moving on to communicable diseases topic that the triple science groups have been working on.

Year 10

Combined science students are learning about Forces and Motion. Triple science students have started the topic Space. They are enjoying learning about facts and theories, informational videos about red shifted and expanding universe. Biology groups are moving on to look at genetics and exploring why families share common features and how to predict possible features in offspring. Whilst in chemistry it's all about crude oil and fuels.



SCIENCE

Year 11

Revision, revision, revision. Recently they have been involved in group activities; presentations, quizzes, peer teaching, problem solving, exam question marking as we make the final steps towards the exams. Well done Year 11 on all your hard work we are looking forward to some great results in the summer.

Year 12

Physics students are learning about Linear momentum and 2D momentum. Students explored many scenarios of impact forces and developed their problem-solving skills. They discovered the elastic and inelastic collisions around us in a real life and analyse it to the world beyond the sky.

Biology students have been exploring exchange systems including a dissection of a fish gill, and beginning to investigate classification systems and ecological fieldwork skills taking full advantage of the good weather to get outside and survey plant populations on the school field.

Chemistry students are getting their heads around chemistry nomenclature in organic chemistry and developing their understanding of enthalpy through experimental work and some pretty complex calculations!

Year 13

Year 13 students across **Biology**, **Chemistry** and **Physics** have finished the curriculum and now they are revising by using different techniques. They developed their skills to respond towards extended writing questions and narration of the experimental questions. They are revising their required practicals and analysing everything through the past paper exam questions.

Head of Department: **Mr M Gowar**

Code: **Pc**

PSYCHOLOGY

Year 12

This half term we have been planning two pieces of personal investigation. The first part will examine the relationship between antisocial behaviour and the media. The second investigation will focus on whether pet ownership has an impact on the stress levels of their owners. This will involve considering how best to apply various research methods, while taking into account the importance of ethics in a practical manner.

Year 13

As a run up to the final exams we are focusing on strategies to maximise marks under timed conditions. Students have particularly reviewed examiner reports with the aim of understanding how they award marks and also typical mistakes that students make.

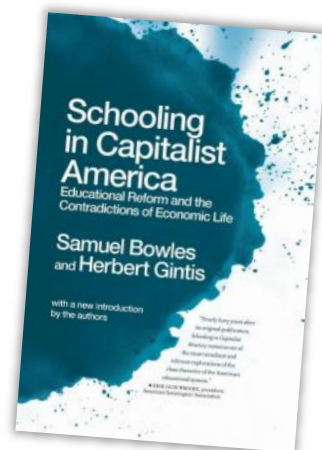
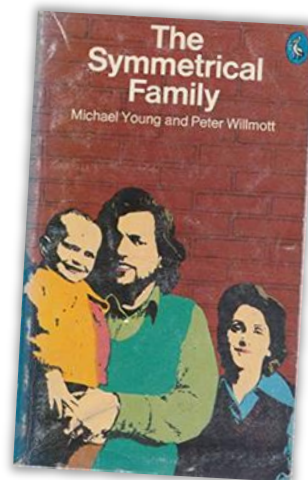
SOCIOLOGY / CRIMINOLOGY / POLITICS

GCSE Sociology

Year 9 Sociology students have just completed their study on the topic of families and households. Students have been evaluating the factors contributing to rising divorce rates and the extent to which couples have become more equal. The next topic of research methods focuses on how sociologists plan, design and conduct research.

Year 10 Sociology students have just completed their study on the topic of education. 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 preparing for their summer examinations and revising content from Year 9 and 10. Students have been using a range of different recall and retrieval methods to revise key studies and concepts from previous units of work. Students are using the advanced information to plan and write essay responses under timed conditions.



Sociology A Level

Year 12 Sociology students have started their topic on research methods. The main focus has been on theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research.

Year 13 students have completed their final topic of the media unit which focuses on the effects of the media on its audiences. Students evaluated the extent to which the media can lead to audiences passively accepting the content and criminal copycat behaviour.

Politics A Level

Year 12 Politics students have been studying pressure groups. The main focus has been on whether pressure groups are good for democracy in the UK, assessing arguments such as the role of money and other resources, scandals involving access to the government, the self-interest of groups, participation, the representation of minority interests, putting issues on the agenda and holding the government to account.

SOCIOLOGY / CRIMINOLOGY / POLITICS

Year 13 Politics students have been studying their final political ideology of feminism. They have enjoyed the study of feminist key thinkers: Charlotte Perkins Gilman; Simone de Beauvoir, Kate Millett, Sheila Rowbotham and Bell Hooks.

Feminism

Feminist thinkers and their political and legislative influence

Download this poster at www.heddereducation.co.uk/politicsreviewextras

ACTIVITY

Make notes for a class discussion on the ways that feminists differ in their interpretation of the basis of gender inequality.

Charlotte Perkins Gilman (1860–1935)

While classified as a feminist, Gilman thought of herself as a humanist. In the twentieth century, Gilman's ideas influenced both second wave radical and socialist feminism.

Main ideas

- **Sex and domestic politics:** sex and the capitalist economy are interlinked, with women having to trade on their sexual assets for financial support. Gilman sought economic independence for women and advocated centralised nurseries to give women freedom and authority.
- **Societal pressures:** gender roles are socially constructed from a young age. Gilman sought to reverse this false consciousness so women would no longer see themselves as weaker than men.

Simone de Beauvoir (1908–86)

Used existentialism to pose the question: 'What is a woman?' Existentialism argues that humans have no natural nature or essence and that men have created a feminine myth through which to oppress women.

Main ideas

- **Sex and gender:** Femininity is an artificial societal construct. One is not born but rather becomes a woman.
- **Otherness:** 'Otherness' is imposed on women by men. Male domination meant that men were the 'first sex', while women were the 'second sex', as men argued that they were the norm.

Kate Millett (1934–2017)

A radical feminist who conducted the first systematic analysis of patriarchy.

Main ideas

- **Family:** Millett argued that the family unit was the foundation of patriarchal thought, socialising children into believing gender roles were normal. Millett argued for dismantling the family unit in favour of communal living and childrearing. She also believed that patriarchy reinforces heterosexuality as being superior to bisexuality and homosexuality.
- **The portrayal of women:** gender roles are often stereotyped in art and literature, which is often sexist, misogynistic and phalliccentric.

Sheila Rowbotham (1943–)

A socialist feminist who synthesises radical feminism with revolutionary socialism.

Main ideas

- **Capitalism:** Rowbotham was influenced by Marxism, which informs her ideas. Capitalism worsened the oppression of women, forcing them to sell their labour to survive in the workplace and to cede their labour in the family home.
- **Family:** Rowbotham stressed that the family performs a dual function: to subject women to the demands of capitalism and to offer a place of refuge for men from the alienation of capitalism.

Bell hooks (1952–)

Analyses the complex relationships between different minorities in society.

Main ideas

- **Women of colour:** hooks broadened the feminist debate, as she felt it was too focused on white, middle-upper-class, college-educated women. She focused on sexual inequality among 'women of colour' and all social classes.
- **Intersectionality:** hooks' ideas greatly influenced the idea of intersectionality, which challenged the feminist assumption that gender was the most important factor in a woman's life. Instead, women have multiple overlapping identities, including gender, race, class, age, sexuality, religion and geographical location.

Criminology

Year 12 Criminology students have been assessing the usefulness of criminological theories in developing policies to prevent or reduce crime. They have enjoyed debating the use of token economies and cognitive behavioural therapy.

Year 13 students are preparing for their upcoming summer examinations, concentrating on the aims of punishment and evaluating the usefulness of the probation service as a form of social control.



GLT Management Accountant
Full time
(part time considered for the right candidate)
GLT SO2 (£34,809-£37,353)

Main purposes of the job

To support the GLT Director of Finance in all professional accounting matters
To support management reporting, forecasting, balance sheet & cashflow analysis across the Trust
To support the development of the annual budget and 3/5 Year Plan for general expenditure

Application Process:

An **Application Pack** containing further details of the role and an **Application Form** can be obtained from the Vacancies section of our school websites:

[Vacancies - Nonsuch High School for Girls \(nonsuchschool.org\)](https://nonsuchschool.org/vacancies)

Or by contacting Natasha Geoffrey, Trust HR Manager directly: ngeoffrey@girlslearningtrust.org

Closing Date: 31st May 2022 at 12 noon
Interviews: 10th June 2022

Due to the volume of applications we receive, we apologise for being unable to contact unsuccessful candidates

Early applications welcome. We reserve the right to close early should the right applicant be found.

In line with our recruitment policy and for the protection of our students, the successful candidate will be subject to an enhanced DBS disclosure. This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment. Applicants must be eligible to work in the UK.

We welcome applications from all suitably qualified people and aim to employ a culturally diverse workforce which reflects the nature of our school community.

