

# Chestnut & PROUD

Article 6 : The right to life & Article 24 : The right to health

Date: 07 May 2020

Issue No: 106

## MESSAGE FROM THE HEADTEACHER

Dear Families,

As we approach the end of our fifth school week in lockdown I wanted to take this opportunity to thank you for your continued support in these challenging times. You will be aware that there is intense speculation in the media about when schools will re-open. I would like to reassure you any talk of schools re-opening is quite simply speculation at the moment. I have not received any information from the Department for Education about when school will reopen although we are hopeful that there will be some news later on this week. In the meantime we continue to focus our attention on ensuring that the education we are providing to your children is of a high quality and there is lots of evidence of that in this newsletter.

**Best wishes,**

**Christian Kingsley, Headteacher**

### **Safeguarding** Article 19: Right to protection

Your child's safety is of paramount concern to us. If you have any concerns over the personal development, behaviour or welfare of your child or any other child within Chestnut Grove Academy that cannot be resolved by the child's teacher, tutor or RSL, please contact the Safeguarding team via the safeguarding e-mail, [safeguarding@chestnutgrove.wandsworth.sch.uk](mailto:safeguarding@chestnutgrove.wandsworth.sch.uk)

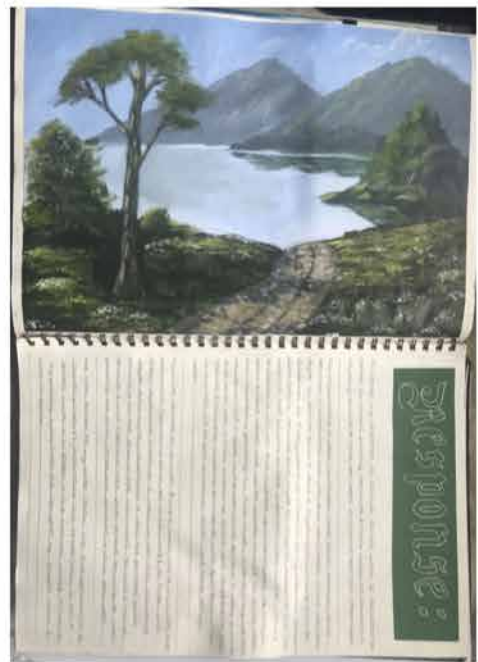
This e-mail is automatically sent to the full safeguarding team and either Ms Jackson (Designated Safeguarding Lead) or one of the Deputy Designated Safeguarding Leads: Ms Jolley; Mr Collins (KS3); Mr Bedford (KS4) or Mr Taylor (KS5) will respond to you directly.

If students/parents have any concern about a safeguarding issue that they would like to report anonymously they can use the SHARP system on the Chestnut Grove Academy website. This is a link which enables an email to be sent into Chestnut Grove Academy reporting any issue. This comes to the school and will be followed up by the appropriate member of the pastoral team depending on the concern.





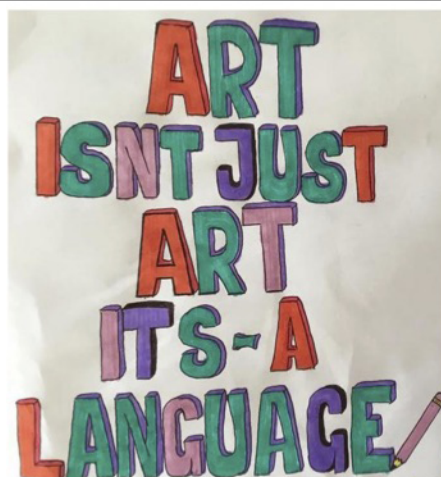
<p><b>Curriculum</b></p>	<p><b>'Outstanding &amp; PROUD Home Learning</b></p>
<p>Message from Ms Davies</p>	<p><i>We would like to take the opportunity to thank parents and students for their patience whilst we move learning from the classroom to home. We too are learning and hope you will see improvements this term.</i></p> <p><i>We would like to <b>congratulate</b> the following students for demonstrating <b>outstanding learning</b> and our <b>PROUD values</b> in abundance!</i></p> <p><i>We miss you!</i></p>
<p>Art</p>	<p>Throughout GCSE Art, Izzy, Alicja and Yasmina have continued to display Chestnut Grove Academy's PROUD attributes. These students have dedicated lunchtimes, PE lessons and after school to ensure they achieve the highest results possible. Izzy, Alicja and Yasmina seek out interesting artists and respond with originality and flair. The fusion of these students' wonderful artistic talents, creativity and determination will put them in an excellent position to achieve brilliant results. Well done, we are so proud of you!</p> <p><b>Izzy Gander Year 11:</b></p> <div data-bbox="454 996 922 1346" data-label="Image"> </div> <div data-bbox="954 996 1422 1346" data-label="Image"> </div> <p><b>Alicja Andrejewska Year 11:</b></p> <div data-bbox="679 1413 1281 1850" data-label="Image"> </div>



**Yasmina Brodie Year 11:**



**Mason Freemantle Year 9:** Mason has displayed an excellent attitude since working from home. He has completed a great response to artist Bob and Roberta Smith. Mason also engaged in a discussion about 'Grayson Perry's Art Club' series (which is being shown weekly on Channel 4). This week Grayson Perry focused on portraits; Mason is going to have a go at experimenting with a range of media from home! Well done Mason!



Design and Technology

**Sophia Shade Year 8:** Sophia has continued to demonstrate outstanding learning and creativity whilst completing the 'designing a children's book' project. Her character concepts have amazed the illustrators who have been working with our students. Here are Lucy and Lina the Llamas...



**Archie Noble Year 10:** Archie has encompassed our PROUD values whilst studying for his GCSE in D&T at home. GCSE students have been given some extremely challenging theory tasks over the last few weeks - Archie has always completed assignments quickly, to an excellent standard and has shown phenomenal resilience and determination tackling these tasks.

Dance


**Farah Kennedy Year 8:**

In the first week of assignments Farah had created an exceptional piece of dance based on the theme of imprisonment. She went above and beyond by also completing the alternative task, describing her dance and giving it an engaging story. Well done Farah!

**Tenely Fuentes Lema Year 10:**

Tenley has demonstrated outstanding learning week by week during lockdown. Her dance theory work is of outstanding quality and demonstrates a great understanding of the professional works we are studying. Her paragraphs on how music enhances the audience's appreciation of dance performance could rival that of a Year 11. Fabulous work!

Drama	<p><b>Farah Kennedy 8 Da Vinci</b> and <b>Jaspar Rowles 8 Hepworth</b> have both worked exceptionally hard in Drama assignments to make some thoughtful and creative design and directorial decisions demonstrating a clear understanding of what these decisions communicate to an audience. Impressive work! We look forward to seeing their final concepts for the play Noughts and Crosses.</p>
English	<p><b>Elliott Johnston Year 7</b> Hepworth for writing an excellent and detailed essay on A Midsummer Night's Dream.</p> <p><b>Jesse Ngoma in Year 9</b> for an outstanding and entertaining article on how to survive lockdown.</p>
French	<p><b>Raiyah Valimahomed &amp; Lucy Mann Year 10:</b> Have consistently completed all of the assignments to a high standard and on time. They have also been really pro-active in seeking advice and help when needed. Very well done!</p>
Geography	<p><b>Ezra Paxman Year 10:</b> Ezra has encompassed our PROUD values whilst studying for his Geography GCSE at home. Geography students have been given some challenging tasks over the last few weeks, and Ezra has always completed assignments on time and to an excellent standard. He has kept in regular contact with Ms Robinson to check his understanding, showing determination in his approach to online learning.</p> <p><b>Josie Hallet Year 8:</b> Josie has consistently submitted work of a very high standard. The level of detail and analysis is excellent and she has clearly taken the time to respond with thoughtful answers. She has demonstrated fantastic understanding about weather and climate, and went above and beyond and created a video this week for the research task. Well done Josie!</p>
History	<p><b>Jessie Turner Year 8:</b> For outstanding detail all tasks assigned, including all stretch and challenge tasks and even discussion tasks. Jessie has provided her opinion on the topics we have been exploring and is really engaging with learning.</p> <p><b>Linton O'Riordon Year 9:</b> For consistently high standards of work being handed in, the level of detail and analysis is superb and everything has been completed. He has demonstrated independent thinking about both Britain since 1945 and the new topics on prehistory.</p>
Maths	<p><b>Joe Szemalikowski Year 10:</b> Joe has demonstrated outstanding learning by creating a rap about the surface area of a pyramid. This needs to be seen and heard to be believed!</p> <p><b>Shamiar Johnson Year 10:</b> Shamiar has been working extremely hard on her maths assignments, showing resilience and determination in re-tackling work where mistakes have been made. Shamiar has also worked hard on a range of revision topics in MyMaths above and beyond the work that has been set for the class.</p>

<p>Music</p>	<p><b>Year 7</b> have been working hard designing and making musical instruments. Please see the Music section later in the newsletter for photos.</p>
<p>Physical Education</p>	<p><b>Matilda Mann Year 10:</b> Matilda has worked excellently keeping on top of her set home work tasks for her Cambridge National Award in Sport. She has an average score of 93.34% on all her Everlearner examination Assignments she has undertaken. Matilida has independently worked on her areas of weakness, as when she does not get a test score she is happy with she repeated the lesson and test until she has a score she is proud of.</p> <p><b>Aze Maya Koyupinar Year 7:</b> Has kept extremely detailed records of the ways she has been physically active at home during lockdown. She has recorded a the activities she has been doing and has made her adaptations where required to fit her personal circumstances at home. She has embraced home workouts and has excellently tracked her progress of her daily workouts.</p>
<p>Science</p>	<p>Please see all the examples of the outstanding work in Science happening across <b>various year groups</b> later in this newsletter.</p>
<p>Spanish</p>	<p><b>Maia Ganesh Year 9:</b> Created an excellent piece of Miro inspired art work for her Spanish Easter project.</p> 

# THE RESULTS OF THE VOTE FOR THE NAME OF OUR NEW HOUSE

*Article 31: The right to leisure*

In September 2020 the new Year 7 cohort will have 210 students. This means we will be having seven tutor groups in this year group. As a result of this, over the last two months all staff and students have had the opportunity to nominate an artist to represent the house, giving reasons why they represent our PROUD values and are a leading figure in the art world. Once all of these nominations were collated the 10 most popular artists were put into a powerpoint to be shared with students and staff to vote on. Unfortunately this was at the time when we went into lockdown and so voting could not take place in school. As a result, the Art/DT department set an assignment for all KS3 students to vote and submit an assignment summarising their reasons for their choice. Staff were also able to vote on Teams. From collating these results together the artists with the highest votes is .....

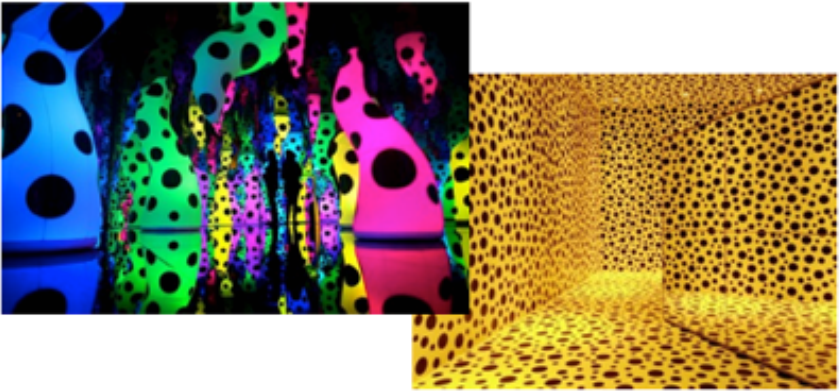
**Yayoi Kusama and the tie colour will be violet.**

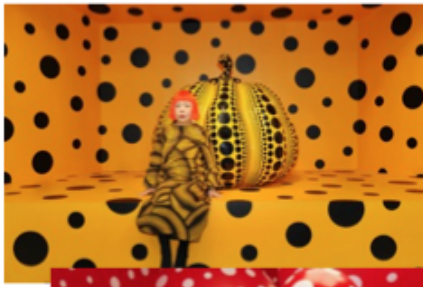
## YAYOI KUSAMA

Well-known for her repeating dot patterns, her art encompasses an astonishing variety of media, including painting, drawing, sculpture, film, performance and immersive installation.

At the centre of the art world in the 1960s, she came into contact with artists including Donald Judd, Andy Warhol, Joseph Cornell and Claes Oldenburg, influencing many along the way. She has traded on her identity as an 'outsider' in many contexts – as a female artist in a male-dominated society, as a Japanese person in the Western art world, and as a victim of her own neurotic and obsessional symptoms.

After achieving fame and notoriety with groundbreaking art happenings and events, she returned to her country of birth and is now Japan's most prominent contemporary artist





She is seen to be one of the most influential, living, female artists of contemporary art. Furthermore, she comes from an ethnic minority, so she would show more diversity in the house system. Furthermore, her art is created as a result of trying to help her psychiatric disorder, where she would hallucinate lots of bright colours and dots. In addition to this, she is asexual, which will also show support to the LGBT+ community. This is why I believe that Yayoi Kusama is the strongest option for the seventh house of Chestnut Grove.

Kusama's work is very unique and through her art she expresses individuality- which I believe is important to promote to the students attending Chestnut Grove. Kusama defied all odds to become as influential as she is today- and that is something to be admired.

She is well established, famous and respected not only within the art world but throughout the world. She is a WOC and non-conformist, showing the school's open-mindedness and unity with non-western artists. Her bright colours and polka dot patterns reflect positivity whilst her status shows her determination and resilience that have brought her success as well as her original creative abilities.

She wasn't scared to be different.

I like her work. It's very unique. She is great representation of a female artist who should be picked to inspire other girls to get into art and to show that it isn't impossible to become an artist if you aren't male.

## HEALTH (MONDAY 11<sup>TH</sup>) AND KEEPING IN TOUCH

### *Article 24: The right to health*

Thank you to everyone who has taken part in the health tutor chats over the past few weeks and have been keeping in contact with us this term. Having contact with families by email and phone has been a wonderful opportunity to continue to connect with you and enable our curriculum platform Teams to be a more engaging experience for students and their wider families.

Next week marks the mid-point of this virtual term. Although so many of you have adapted to these new circumstances, and with the demands and structures for virtual schooling, the theme of the health lesson is around care and how we continue to take good care of ourselves - physically, socially and emotionally.

As with the health lesson at the start of this term, tutors will be sending this out on the morning of **Monday 11th May between 8.45 and 9.30am** attached to an email to all families in their tutor group. This email will have the health lesson and the time that they will be holding their real time tutor chat scheduled for that week.

Additionally, for **Year 7 to 10 a recorded assembly will go live during their normal assembly slot in their year team page.** We would love them all to drop in to listen to this at that time to maintain our sense of the Chestnut Grove Community.





As ever, your child's tutor remains a really important point of contact for you. Please do reply to their emails as they are keen to hear from you, and it confirms that you have received this. Also please do take this opportunity to share any feedback you may have about your involvement on teams (both positive and developmental) so that we can continue to make the learning experiences for all our students as effective as possible.

As a result of your feedback, we have asked all teachers to set all assignments on a Monday morning, so that families can plan home learning activities into their week. As before, students will be set one assignment per subject per week, which will go live on a Monday morning and is due to be 'Turned In' the following Monday.

Finally, a reminder that should any families find themselves in a position where, due to these unprecedented times, there are financial challenges, please do make contact with your child's tutor to see how we can help. The support from our wider community has been wonderful and we are in the very fortunate position to be able to help families. Once again, the tutor is the first point of contact here and will be able to support you with this.

Finally, my thanks to all of you for the support you are giving at home to enable your children to continue to demonstrate their PROUD values through both their work and their mature and positive interactions and communications through Teams.

**Mr Collins**  
**Assistant Headteacher**

## SUPPORTING FAMILIES IN NEED

### *Article 26: Social Security*

The 'Supporting Families in Need' fund has now reached £12,500. It is still live and we are £2500 away from our goal, so please continue to spread the word and support us. Below is the link to the campaign.

<https://donatemyschool.com/chestnutgroveacademy2116>

In the past two weeks, we have used this fund to support over 11 families with essentials, such as food, clothes and internet access. We are also helping families to access emergency grants from other organisations where we can. Please contact your child's RSL, Mrs Noble or Mrs Fabiani if you are in urgent need of support.

Also, we have had 10 successful FSM applications in the past two weeks. Please complete the FSM application form and send it to me or Ms Gilroy if you think you may be eligible or contact us if you need support with the application.

**Ms Fabiani**  
**Assistant Headteacher**

Noel Tierney, our careers advisor can continue to be contacted via email ([ntierney@chestnutgrove.wandsworth.sch.uk](mailto:ntierney@chestnutgrove.wandsworth.sch.uk)) if parents/students need any careers advice or support during the current time. Please note that this service will prioritise those students in Year 11 and Year 13.

### Mental Health and Wellbeing resources

As the new virtual term begins, it is important to keep looking after our wellbeing, especially now that our daily lives look very different. There are many things students and families can do together, and many resources designed to promote positive well-being in these challenging circumstances. Here are a selection of resources you and your child may find useful.

### Useful resources for students

The Anna Freud centre has collated a bank of “self-care” suggestions to help young people look after their well-being in lockdown.

<https://www.annafreud.org/on-my-mind/self-care/>

The Mix is an online and phone line support service for under 25's, with many articles and tips as well as support.

[https://www.themix.org.uk/?gclid=EAlaIQobChMI7Z34nsKI6QIVwrTtCh3nbQZSEAYASAAEgK-cRPD\\_BwE](https://www.themix.org.uk/?gclid=EAlaIQobChMI7Z34nsKI6QIVwrTtCh3nbQZSEAYASAAEgK-cRPD_BwE)

YoungMinds is the UK's leading charity supporting children and young people's mental health. They have a range of videos, blogs and tool kits for young people and families, as well as a parent helpline.

<https://youngminds.org.uk/>

### Useful resources for parents

The Mental Health Foundation's coronavirus page is regularly updated with useful resources:

- An article on parenting in a pandemic  
<https://www.mentalhealth.org.uk/coronavirus/parenting-during-coronavirus-outbreak>
- Some guidance on talking to children about coronavirus: <https://mentalhealth.org.uk/coronavirus/talking-to-children>
- If you are supporting young people with existing mental health conditions, the following may also be useful:  
OCD-UK: OCD and Coronavirus Top Tips  
<https://www.ocduk.org/ocd-and-coronavirus-survival-tips/>
- The Sanctuary, a chat room and safe space for people with an eating disorder to share concerns and advice on how they are coping with the pandemic.  
<https://www.beateatingdisorders.org.uk/sanctuary>
- Shout - a crisis resource that students can access by text  
<https://www.giveusashout.org/>

**Ms Homes, Teacher of Science**

*Article 31: The right to leisure, culture and play*

Thank you for all your hard work and excellent effort sending in your logs and pictures of you being active while at home, please keep this up. It has been great to see home work outs, students on running machines, students' use of cycle trainers and we've been really impressed with students' videos of cycling on rollers! It has been pleasing to see the creativity that a number of student have shown adapting their space and equipment to create games of tennis, badminton and cricket, keep it up!

This week we are moving to Healthy Selfies, which could be great way to record a memento of what life was like in 2020 looking back!

Thank you for all the contributions we received for the #Challenge100 to celebrate the 100th Birthday of the inspirational Capt Tom Moore.

The Youthsports Trust has produced a number of video based activities that can be accessed for free here <https://www.youthsporttrust.org/free-home-learning-resources-secondary>

We are not setting these as assignments as we are aware that not all students have access to be able to take part, but please feel free to make use of these if you want.

This week we took part in an online training session run in conjunction with the FA and the Youth Sports Trust with a focus on Girls football, as such committed to their program, and made the pledge below.

**Mr Tobin,  
Head of PE**



## LONDON MARATHON SUCCESS!

Despite the cancellation of the London Marathon last Sunday, I still completed my training and ran 26.2 miles myself to wave (from a safe distance) to friends and family across London who I have not been able to see since the start of lockdown. I have been raising money for The Mental Health Foundation, the charity that developed the fabulous PEP project I have run for the last two years with 6th form and Y7 at CGA. In addition, over this year, the CGA community have helped raise over £200 towards my fundraising total from the help of students baking and selling cakes, and the staff who attended my Christmas “crafternoon”. So it only seemed fitting to end my marathon outside Chestnut Grove to say a huge thank you to all the staff and students who have helped raise money for an increasingly important cause. I am currently at £1,085 which is over 50% towards my target, but I could not have got this far without the support of the CGA community. My fundraising link is here if anyone would like check out my page: <https://uk.virginmoneygiving.com/SophieHolmes6>.

Also a special thank you to Beth Buchanan who made my wonderful sign and ran with me (at a distance) from Colliers Wood to Roehampton!

**Ms Holmes**  
**Teacher of Science**





## COMPUTER SCIENCE FOR YEAR 7 & 8

As students are not currently studying computer science as a distinct subject; below is a useful resource to develop interest in the subject:

Teach-ICT.com ([http://www.teach-ict.com/2016/ks3/ks3\\_home.html](http://www.teach-ict.com/2016/ks3/ks3_home.html))

This is subscription based site which provides lesson resources including videos and worksheets with topics ranging from Online Safety to Python programming. Units of work are sectioned into year groups. School subscription details:

**Username - sw128jz**  
**Password - gateway4**

## FREE CODING PROGRAMME FROM AMAZON FUTURE ENGINEER

Children aged 12-17 can access a FREE virtual coding programme thanks to Amazon Future Engineer. The platform is online and provides access to 20 hours of content which includes flying drones, designing smart cities and creating chatbots.

Sign up here > <https://amazon.firetechcamp.com/python/>.

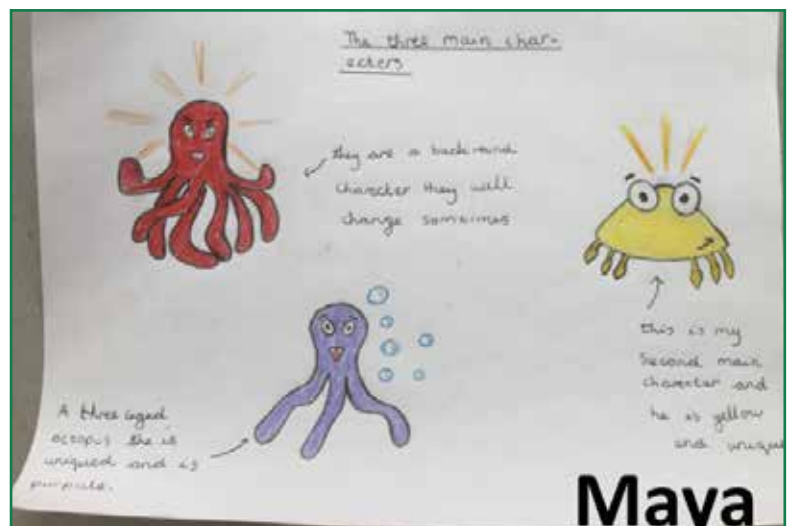
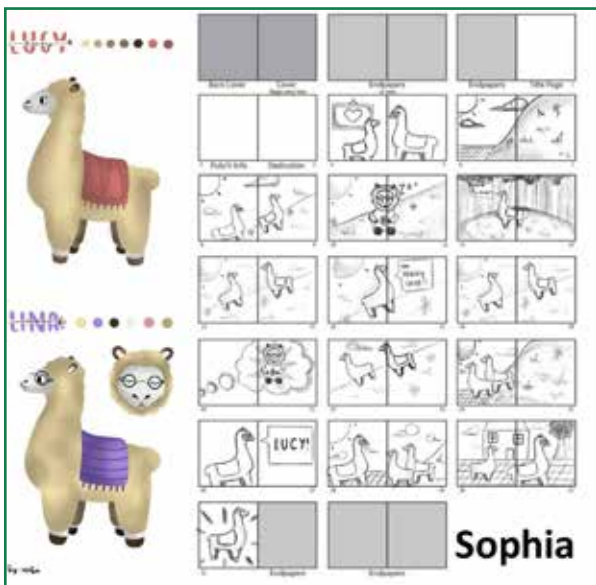
**Mr Solate**  
**Head of Business and Computing**



### Key stage 3 D&T: Children's book design

Angelika Scudamore, a professional illustrator, has agreed to work with Chestnut Grove Academy design and technology students to help design and create their own children's book.

"Angelika is based in South London. She always loved drawing and her earliest memory is drawing with her dad. She was obsessed with Beatrix Potter with her beautiful illustrations of cute fluffy bunnies and animals as a child. Ever since Angelika can remember herself, she always wanted to have the exact studio Beatrix had with her bunny sitting on her desk! Everywhere she goes she carries around a sketchbook and jots down every idea that comes her my head. Before she became an illustrator, she taught yoga to young children, making up innovative stories through yoga. This was what later inspired Angelika to illustrate children's books. She loves the hustle and bustle of the city and stopping off at small coffee shops, where she gathers most inspiration from the people and atmosphere. Angelika loves creating cute, fun characters".

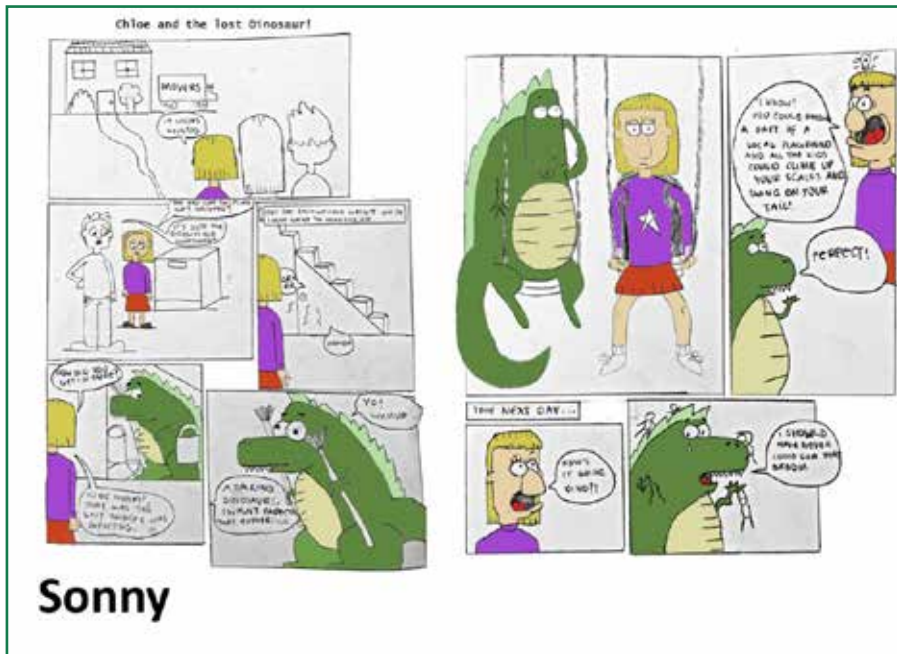




Sascha



Lorina



Sonny



Florencia



Molly



Daisy



Floyd

## Feedback from Angelika:

1. Florencia- Love the text and illustrations very clear and informative. Great character design and fab expressive eyes well done!
2. Floyd- Original character created, love to see more and how things develop!
3. Lorina- Thoughtful detail with the colour palette. Real understanding of expressive character design with these animals! Love it
4. Maya- Love the design and great fun characters. Unique simplicity of these fun characters - can't wait to see them in your story.
5. Molly- Really cute characters! Love to see them in a scene.
6. Sasha- Brilliant! Great vibrant colour palette. Love the use of animated expressions with characters!
7. Sonny- Made me chuckle! Composition and layout is excellent for a comic strip well done! Exciting, dynamic use of different viewpoints! Love the dino!
8. Sophia- What cute characters! Well thought out and beautifully considered! Great storyboard. Make sure not to put illustrations and characters in the middle of the book as you don't want your lovely illustrations to get lost!

## Key Stage 4 Design and Technology

Year 10 were set a practical task to invent and make their own game using recycled pieces found at home (like cardboard packaging or milk bottles). The target audience was children aged 5+ and it had to be 2 players. The standard of work submitted was outstanding - here are some examples (well done Year 10!)

**Mr Wildman**  
**Head of Art and Design Technology**



**Vincent Blais**



**Sonny Muchmore**





**Archie Noble**



**Amy Wenn**



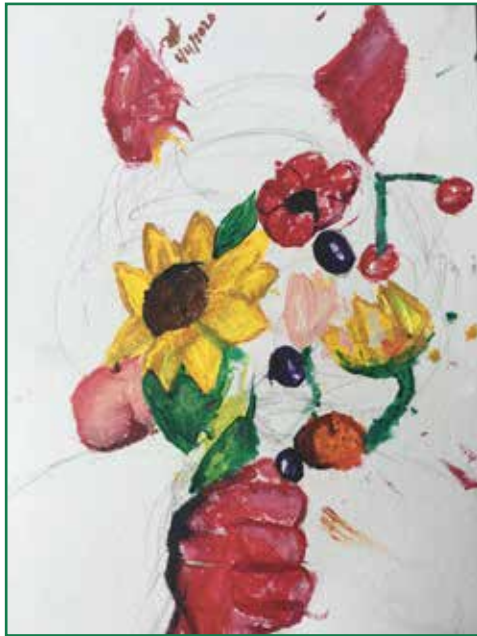
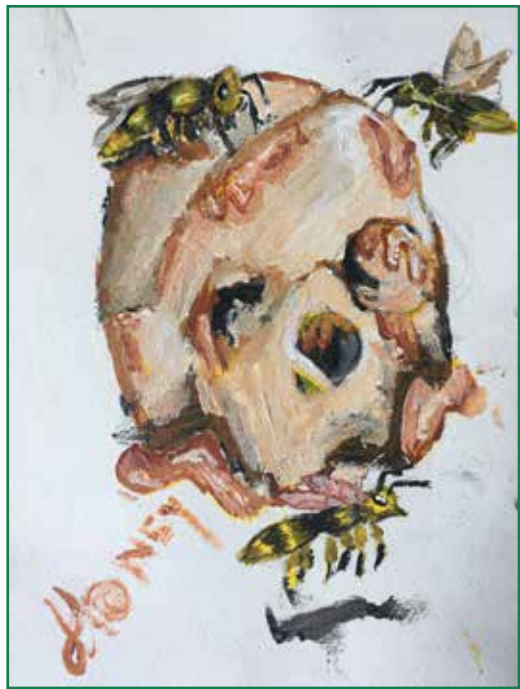
## ROYAL ACADEMY OF ART - YOUNG ARTISTS' SUMMER SHOW

It gives me great pleasure to share with you the work of some students that have independently submitted work to The Royal Academy of Arts Young Artists' Summer Show. Cicely Higham - 7 Blake, Florence Bazeley - 8 Blake and others have gone above and beyond to create and submit work to put forward to the show.

I look forward to hearing from them to find out if they are to be exhibited, and will of course share their success when they do.

See last year's show here - <https://youngartists.royalacademy.org.uk/exhibitions/2019>

**Mr Coulson**  
**2ic Art**



## CELEBRATING TUTOR SUCCESS - 9 KAHLO

As tutors we are used to speaking to students about what they have been up to in different lessons and extra-curricular activities. I am always left feeling really PROUD of their successes and these conversations are something I really miss in the morning! So, inspired by Ms Davies' celebration of outstanding learning in their subjects, I asked 9 Kahlo students and parents to share some things they have been proud of from the last few weeks. Well done to Holly Hawkins and Jake Holloway-Hill for the following:

**Holly:** Holly had to read the play 'DNA' by Dennis Kelly. Her task was to create an information slide about the play. Although the task should have only taken 20 minutes, Holly spent 2 hours on it as she really enjoyed the task and wanted to include lots of detail. It is lovely to hear about Holly's excellent work and makes me proud to know she's going above and beyond with her online learning!



**Jake:** Jake has signed up to do a writing programme with Football Beyond Borders called 'Beyond the Bars' and he will also be in a documentary. This week the students were set a task to create short rap/piece of spoken word and then performed this via Google meets to a rapper called Jords. The FBB team said ***"'Beyond Bars' launched last week - a spoken word project developed to support young people with their creative writing and oracy skills. The project runs for an hour, 5 days a week for 3 weeks and introduces young people to the fundamentals of spoken word/rap and poetry, drawing on elements of the AQA English syllabus as well as Voice 21's nationally acclaimed oracy skills framework.... Jake Hill in year 9 has been a part of the project and has attended all 6 online sessions so far. Jake has made excellent contributions in online sessions, regularly offering his thoughts on the pieces we have been exploring. Jake's own home learning tasks have all been excellent too and the beginnings to his own piece of spoken word, about what life might be like after lock down, already look really promising. He is using a range of literary devices confidently and starting to find his own poetic voice. We look forward to sharing his final piece of writing with you and a short documentary we are creating about the project."*** It's great to hear that Jake is still so involved with FBB from home, and it makes me super proud to find out about all of the awesome work he's been doing with them - well done Jake!



***"'Beyond Bars' launched last week - a spoken word project developed to support young people with their creative writing and oracy skills. The project runs for an hour, 5 days a week for 3 weeks and introduces young people to the fundamentals of spoken word/rap and poetry, drawing on elements of the AQA English syllabus as well as Voice 21's nationally acclaimed oracy skills framework.... Jake Hill in year 9 has been a part of the project and has attended all 6 online sessions so far. Jake has made excellent contributions in online sessions, regularly offering his thoughts on the pieces we have been exploring. Jake's own home learning tasks have all been excellent too and the beginnings to his own piece of spoken word, about what life might be like after lock down, already look really promising. He is using a range of literary devices confidently and starting to find his own poetic voice. We look forward to sharing his final piece of writing with you and a short documentary we are creating about the project."*** It's great to hear that Jake is still so involved with FBB from home, and it makes me super proud to find out about all of the awesome work he's been doing with them - well done Jake!

**Ms Robinson, Tutor – 9 Kahlo**

Thanks to the awesome students involved, the CGA eco-club has kept in touch through Teams whilst we are at home! Here is a summary by someone from eco-club about the environmental impact of lockdown:

### *Coronavirus gives an eco-boost*

Since nations started to respond to the coronavirus crisis by introducing lockdowns, people have been largely restricted to their homes in order to cut infection rates. While this has proven hugely difficult for many people and for the world's economies, it has had one unforeseen benefit...

The quality of our environment has improved.

With fewer people travelling on the roads and many polluting businesses like factories temporarily closing, the air we are breathing has become much cleaner. In hard-hit places such as northern Italy, China and South Korea, pollution levels have dropped up to 40% from pre-lockdown levels. Transport such as cars, buses and planes create nearly a quarter of carbon emissions so it's easy to see why things have improved.

The airline industry may be on its knees, but the lack of tourists has changed the environment in a way that no one could have predicted. The extremely limited number of planes flying, and the lack of plastic waste discarded by visitors, has boosted many fragile local ecosystems. As well as this, the water quality of once busy lakes, rivers and lagoons has improved, as very few people are travelling by boats and ships.

All of these improvements are likely to be temporary so we can only hope that when things go back to "normal" and lockdowns end, we will take greater steps to protect our environment. These past few months have given us a glimpse about how green we can be and perhaps will encourage people to think twice before getting back into their cars, booking a flight or not shopping locally.

***By Eloise Jollands***

We have also read about animals 'reclaiming' the cities amid lockdown, such as these wild goats in Wales!

You can read more about it here! <https://www.weforum.org/agenda/2020/04/covid-19-cities-lockdown-animals-goats-boar-monkeys-zoo/>





# ROYAL GEOGRAPHICAL SOCIETY YOUNG GEOGRAPHER OF THE YEAR COMPETITION

A reminder of the RGS Young Geographer of the Year Competition! This year's competition title is 'The world beyond my window' and gives students the opportunity to explore some of the ways we are connected to and influenced by places - including physical, digital or emotional connections. Students should also show an understanding of how geographical processes in the physical and human worlds have created these places and might be changing them. Details of the competition can be found here: <https://www.rgs.org/schools/competitions/young-geographer-of-the-year/2020-competition/>

Any students that are interested please contact me on Teams to find out more!

## YOUNG GEOGRAPHER OF THE YEAR 2020: THE WORLD BEYOND MY WINDOW




This year's Young Geographer of the Year competition gives young people the chance to explore the potential that geography holds. Although we might all be confined to our homes, and doing #geographyathome, we are asking young people to explore their wider geographical horizons by providing entries to our Young Geographer of the Year competition and explore the geography of:

### "THE WORLD BEYOND MY WINDOW"


**THE COMPETITION IS OPEN TO:**  
\*Students should enter the Key Stage category which they will be in as of 30 June 2020.

- KS3 (Age 11-14)
- KS4 (Age 14-16)
- KS5 students (Age 16-18)



The Royal Geographical Society (with the Institute of British Geographers) is the UK's learned society and professional body for geography. Since 1830, the RGS have advanced geography and supported geographers in the UK and across the world along with supporting some of the world's most exciting and treacherous expeditions.

KS2, KS3 and KS4 students will produce an A3 size entry. This can be hand-made (then sent in electronically via a scanned copy or photograph) or using PowerPoint, Word, Publisher or PDF. KS5 students will produce an ES91 Story Map containing no more than 1,500 words. The deadline is June 30th 2020 and entries should be sent to [YGOTY@RGS.ORG](mailto:YGOTY@RGS.ORG)

**MORE INFO HERE** 

<https://www.rgs.org/getattachment/Schools/Competitions/Young-Geographer-of-the-Year/2020-competition/Young-Geographer-of-the-Year-2020-Competition-Guidelines.pdf?lang=en-GB>

# HOW DO GEOGRAPHICAL PROCESSES SHAPE PLACES?



How could the following geographical processes shape a place? Which processes have shaped your chosen place?



**CRIME**



**POPULATION**



**HISTORY**



**DEVELOPMENT & INVESTMENT**



**BUILDINGS & INFRASTRUCTURE**



**PHYSICAL GEOGRAPHY**



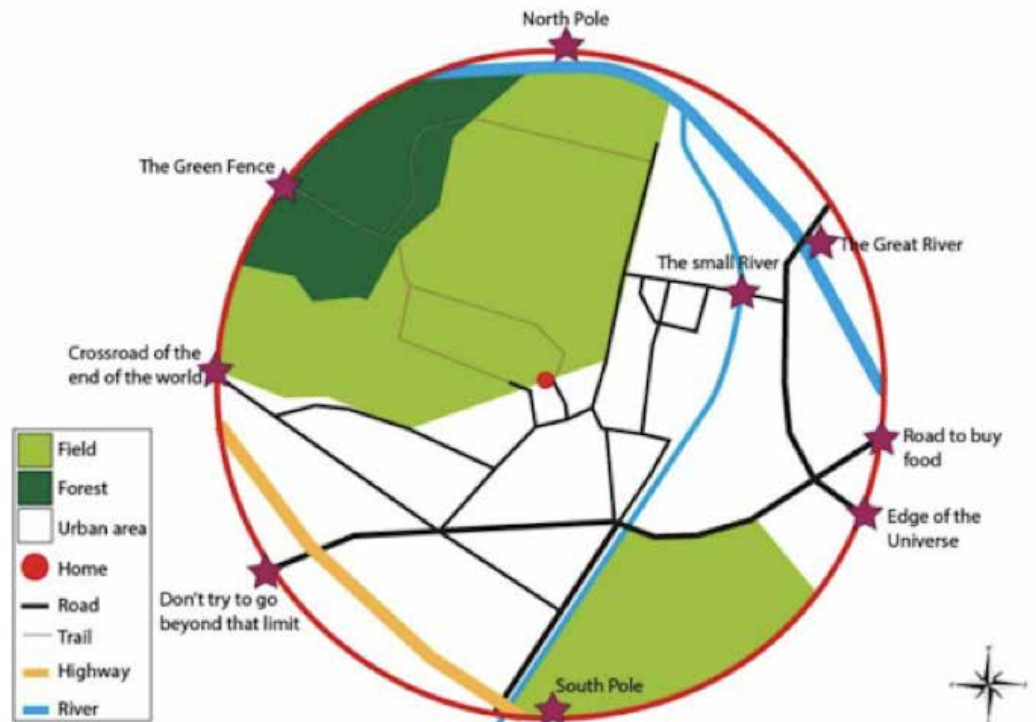
**CULTURE**



**REGENERATION**

## Geography map challenge:

CityLab have asked people to share their own lock down maps, such as this example:

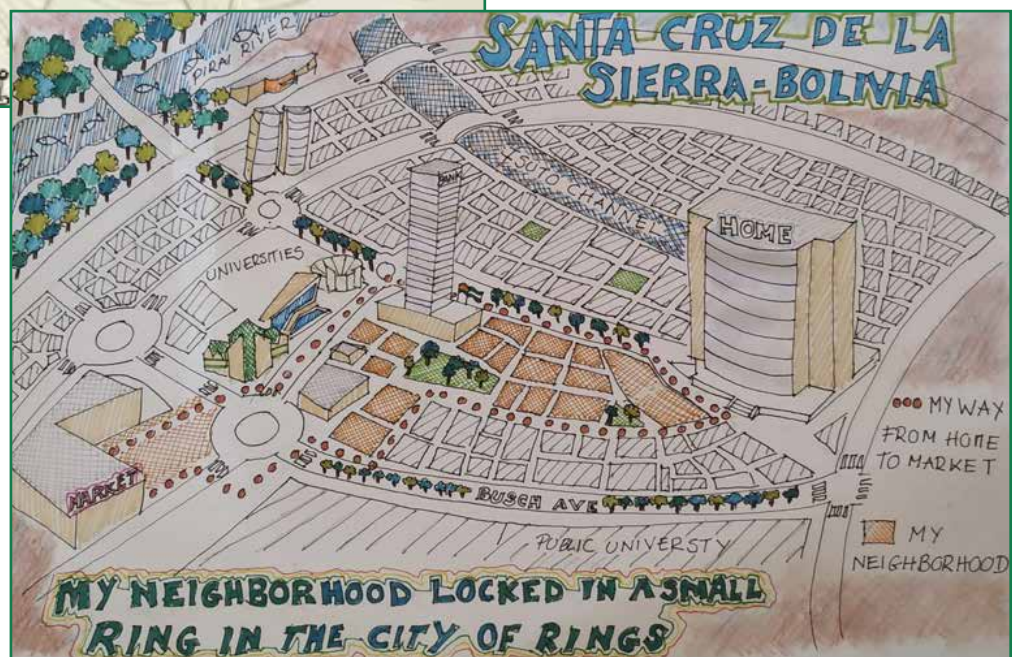


I represented the single kilometer around my house where I can walk, run, ride my bike. Beyond this limit is the unknown. It is forbidden. I feel like I am in the Middle Ages, and I have to fight against a pioneer mindset that wants to explore what is beyond. Concerning time, my perception is also altered. We cannot spend more than one hour outside. So when I go for a walk, I savor every 3,600 seconds at my disposal.

—Jonas Vagnoux, Bonneville, France

In France, if you are found without a passport and papers that detail where you live and the reason you left you can be fined! There is a 1km from home limit in place, hence the 1km diameter of the map.

Other examples include:



You can see other examples of these maps here: [https://www.citylab.com/life/2020/04/neighborhood-maps-coronavirus-lockdown-stay-at-home-art/610018/?utm\\_content=citylab&utm\\_medium=social&utm\\_source=twitter&utm\\_campaign=socialflow-organic](https://www.citylab.com/life/2020/04/neighborhood-maps-coronavirus-lockdown-stay-at-home-art/610018/?utm_content=citylab&utm_medium=social&utm_source=twitter&utm_campaign=socialflow-organic)

There are some beautiful illustrations here, and a really interesting insight into the different ways lockdown is impacting people. We have some amazingly creative and talented students at CGA so our extra enrichment challenge for students is to produce their own 'lockdown maps' inspired by these.

It's a good chance to spend some time 'off screen' and keep you busy at home! Any entries will receive a Headteacher's Commendation. More information will be shared on teams next week. Looking forward to seeing your creativity!

**Ms Robinson**  
**Geography Teacher**

## OUTSTANDING LEARNING IN SCIENCE

Further to Ms Davies' celebrations of outstanding learning across the school, we would like to celebrate the following in Science:

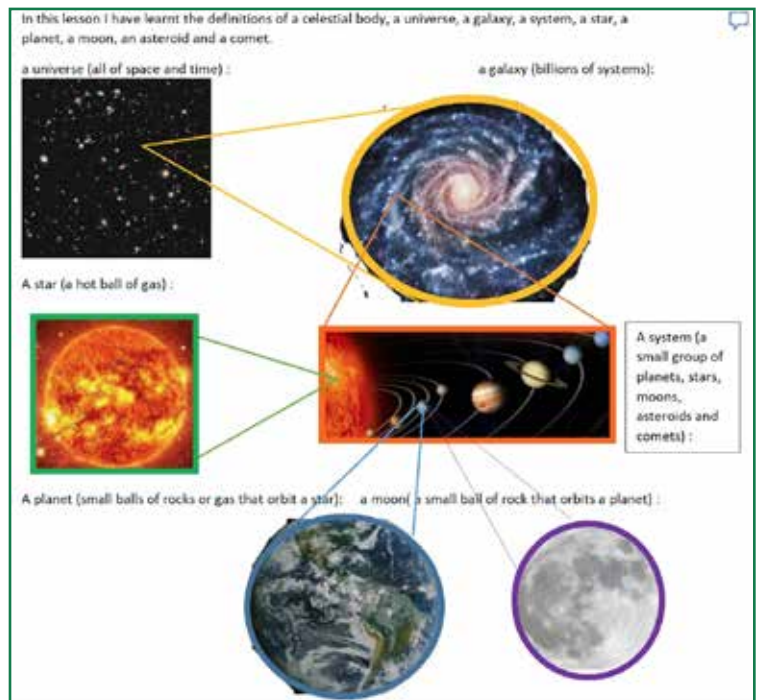
Here are some students in KS3 who have demonstrated outstanding learning and resilience in Science this term so far. As well as completing the work set to an excellent standard, they have also completed the extra "Challenge tasks" that have been set.

### Year 7

Elvie Paterson Martin  
Sasha Rog  
Lara Sharpington  
Jagoda Szkup  
Alice Withey  
Isla Nicholson  
Danny Dobbin  
Elliot Hall

Oscar Brent  
Taha Ali  
Mia Demetriou-Kerr  
Harrison Kern  
Jacob Sharpington  
Katie Oliver  
Moses Montout  
Aran Kennedy

Danae Perez-Murata - for her creativity in demonstrating her knowledge of the universe





Nina Serrant - for making a scale model of the solar system using objects found at home (right)

## Year 8

Tania Zia  
 Alishba Sultan  
 Florencia Mattei  
 Arthur Abusch  
 Jake Brookes  
 Farah Kennedy  
 Felix Papa  
 Shaylan Patel  
 Koko Holmes



Charlotte Sutton - for her resilience in creating a comic strip representing evolution

There are some giraffes with short necks and some with long necks. This is called adaptation.	Giraffes with long necks are able to reach the best leaves at the top of trees.	The giraffes with short necks cannot eat for the leaves on the trees because they cannot reach them.	Giraffes with short necks start to starve and die.
There are only a few short necked giraffes left.	All the giraffes with long necks start to breed.	More and more giraffes with long necks are born.	Over time, the necks of giraffes get longer.

Roza Dzieciol - showing outstanding positivity. She has been very engaged in her work via Teams and has been messaging me to get clarification on exactly what work needs to be done. Roza has clearly been enjoying engaging in science work at home.

Proud Point?

How did giraffes get their long necks?  
 Write into the storyboard. Draw pictures to show

There are some giraffes with short necks and some with long necks. This is called <u>varieties</u> .	Giraffes with long necks are able to reach the best leaves at the <u>top</u> of the trees.	The giraffes with short necks cannot <u>eat</u> for the leaves on the trees because they cannot reach them.	Giraffes with short necks start to starve and die.
There are only <u>needed</u> giraffes <u>with long necks</u> .	All the giraffes with long necks start to <u>have children</u> .	More and more giraffes with long necks are <u>born</u> .	Over <u>years</u> , the necks of giraffes get <u>longer</u> .

## Year 9

Rafferty Hoare - showing outstanding determination. Rafferty has handed in every piece of science work that has been set via Teams and has consistently been getting top grades. He very rarely asks for assistance and behaves very modestly.

## Year 10

Lucy Mann - showing outstanding determination. All work has been completed to a very high standard and she has immediately messaged me her response to feedback. Lucy has told me how she has been writing a timetable to help her get through her work and I have used it to give advice to other students who have struggled to organise their work.

### Task 1:

1: Solid: close together locked in a pattern particles do not move around

Liquid: close together freely moving around each particle to fill up space

Gas: far apart moving freely and bouncing off other particles to fill up space

2:solid to liquid: melting

Liquid to gas: boiling

Gas to liquid: condensing

Liquid to solid: freezing

Solid to gas: sublimation

SA: perfect 8/8

### Task 2:

1: Irregular Pattern – Regular Pattern

2: It does not take the shape of the container- it does take the shape of the container

3:moving slowly – moving quickly

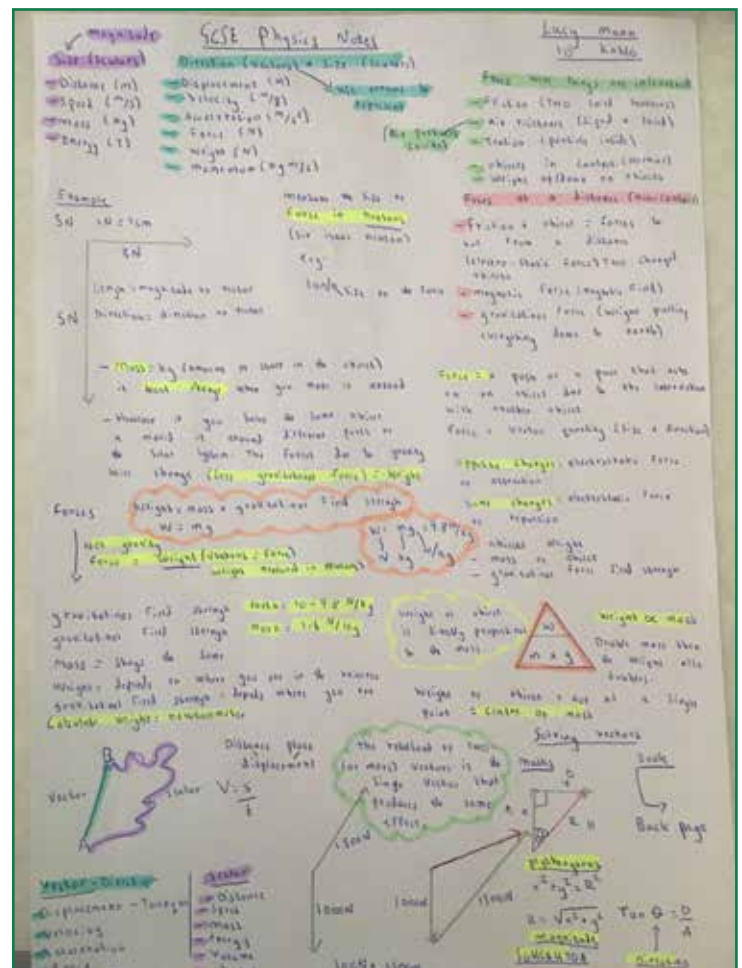
4: couldn't find

5: couldn't find

6: couldn't find

Ext: melting point – 0 degrees

Boiling point- 100 degrees



Lateisha Romany - showing outstanding resilience. This time will have been a huge change to Lateisha's routine, however her science work has been of the same high standard she has in school and always very colourful!

Tenley Fuentes Lema for being inquisitive and questioning new content to a higher level.

## Year 11 Triple Science

Ibrahim Sahak  
Yvette Lewis  
Catarina Tavares  
Taha Siddiqui  
Sara Gheorghe  
Alicja Andrzejewska  
Isabella Gander  
Tomas Tavares  
Hue Nguyen  
Julia Endrigo  
Siyam Mohammed  
Year 11 Combined Science:  
Natalie Hawkes  
Yasmina Brodie

All these students have shown outstanding resilience in completion of work and determination towards progress. We highly commend them all, especially in the given circumstances!

**Science Department**

Complete the equation for the complete combustion of ethane

Ethane + Oxygen → carbon dioxide + water

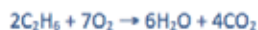
Write the word equations for the complete combustion of...

1. Methane + oxygen → carbon dioxide + water

2. Propane + oxygen → carbon dioxide + water

3. Butane + oxygen → carbon dioxide + water

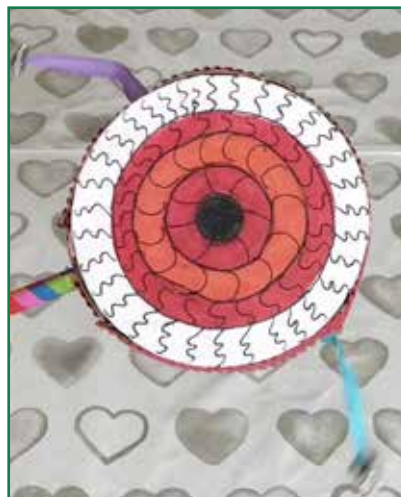
HT: Balance the symbol equation for the combustion of ethane



## MUSIC YEAR 7 INSTRUMENT PROJECT

Students were asked to design and make a musical instrument that could be used for playing traditional West African music. Recycle bins and craft drawers were raided and students got busy with an incredible range of materials to create their finished projects. It was an absolute delight to mark their work and I was truly impressed at their skill, determination and ingenuity. All the completed work was fabulous but there were some particularly outstanding pieces. Well done Year 7!

**Ms Dydimyska**  
**Head of Performing Arts**



## JACK PETCHEY SPEAK OUT CHALLENGE WANDSWORTH FINAL

Congratulations to David Mensah (10 DaVinci) and Mia Tharia (10 Blake) for taking part in the Jack Petchey Speak Out Challenge Wandsworth Final at Bolingbroke Academy in March. The Jack Petchey Speak Out Challenge is a speaking competition for Year 10 students and includes a one day public speaking workshop prior to the regional final. Both students wrote and performed their own speeches to an audience of parents and students from schools throughout Wandsworth.

A further congratulations to Mia Tharia who won first prize to become regional champion with her speech entitled 'Warrior not Worrier'! Mia's speech will be reviewed by a panel of judges who will decide if she goes through to the Grand Final.





Headteacher's commendations are given for students demonstrating the PROUD ethos, either through behaviour or exceptional pieces of work. Any student can be nominated by their teacher. Students who receive a commendation get a certificate from the Headteacher and also receive 100 Proud Points. The following students have received commendations in the past fortnight:

### **Geography**

**Maya Basinski**  
**Layla Sarroy**

### **English**

**Josie Hallett**

### **Science**

**Danae Perez-Murata**  
**Nina Serrant**  
**Charlotte Sutton**  
**Jessica Creasey**  
**Katrina Lin**  
**Mija Sakalyte**  
**Nathan Nwokocha**  
**Ezra Paxman**

### **Coronavirus Poetry**

**Charlotte Kelly**

## YEAR 7

Three weeks into the virtual summer term and Year 7 continue to impress me with their dedication to online learning. Following feedback from students and parents departments will all set assignments on the same day, Monday, and the work will be due in the following Monday. This has been done to allow students to adequately plan their week and hopefully manage their time better. Please do continue to send feedback so that we can continue to develop our use of Microsoft Teams.

Engagement from Year 7 students remains high, as you can see below:

<b>ALL Y7</b>	<b>87%</b>
7 Blake	85%
7 Da Vinci	87%
7 Hepworth	90%
7 Kahlo	91%
7 Kapoor	78%
7 Turner	90%

A special mention to the following top ten users of Teams in Year 7:

Noam Atzmon - 7 Blake

Elvie Paterson-Martin - 7 Turner

Oskar Bellingham - 7 Blake

Jacob Sharpington - 7 Kapoor

Jerry Athymaritis - 7 Kahlo

Hamnah Mohamed - 7 Da Vinci

Joseph Oliver-Abrahams - 7 Kahlo

Lara Sharpington - 7 Turner

Teo Giles - 7 Blake

Alana Dias - 7 Kahlo

Well done everyone, keep up the good work!

At the beginning of the week I posted an activity for Year 7 that they might like to try to make the best of the time they have spent off school. The activity is to create a time capsule/scrapbook of things they have done while they have been at home. I posted an example that they could use but would strongly encourage them to be as creative as possible and come up with their own ideas. I am sure they will enjoy looking back over it in a few years' time when this is all, hopefully, a distant memory.

Today is my last day before starting my maternity leave and so I wanted to make you aware of the arrangements for the ongoing support of the year group.

- Tutors remain the key contact for students and families, please contact them via email or Microsoft Teams.
- During the time the school continues to work remotely, Mr Collins (Assistant Headteacher) will be the lead contact for families acting in the RSL role and the cohort will be supported by the wider pastoral team.
- Mr Collins and I have worked closely together all year and have built strong relationships with the

cohort over the course of the year to prepare for this handover.

- Mr Collins will keep you updated about support as and when we return to being back at school.

Finally, I wanted to say one last huge thank you for all the support from families of Year 7 students this year. It has been so wonderful to support your children in their transition to secondary school. So many things have happened during the year and it seems like just yesterday I welcomed them all on their first day in the theatre in their shiny new uniforms with their fully stocked pencil cases.

My top memories from this year:

- Competitive inter-house quizzing.
- Sports triumphs and participation, from cross-country to sports hall athletics to a vast array of extra-curricular clubs.
- 7 Turner screaming “Kobe” halfway through their history lesson so loudly I heard them in my classroom (I’m still not clear why...).
- Christmas tutor group parties which were conducted in a variety of ways
- Singing “12 Days of Christmas” during the assembly on the last day of Autumn term.
- The performing arts inter-house competition which showed the huge amount of talent the year group has.
- Ms Jackson’s geography class homework tasks which were inventive, colourful and interesting.

I am so sad that I did not get to give my last assembly this week in which I would have shared these with the students and said goodbye properly. However, I’m sure it will be May 2021 before we know it! I will look forward to hearing all about the wonderful things Year 7 (or Year 8 as they will be) have been up to and hope they will remember me when I return.

Keep up your high standards and all the amazing work, I expect great things from each and every one of you.

**Miss C Sweeny,**  
*Raising Standards Leader Year 7*

---

## YEAR 8

As you all know, I care very deeply about your child as a whole, but today I want to focus on their academic work. I have been thoroughly enjoying looking at the work that your child’s teachers have sent to me over the past few weeks and I am sure that some of that work has already been shared in this newsletter. I am very proud of how well the Year 8 students have jumped into this new way of education and their active involvement in using Microsoft Teams has been incredible. I would particularly like to congratulate the following students who have completed and uploaded a staggering amount of work during our enforced absence from the school buildings. I am always conscious however, that many of the Year 8 students are still struggling with connectivity to the internet and various other technical issues, and I am proud of all of the students who are working hard to overcome this and still upload completed work as best they can.



Student	Handed In
Jake Brookes - 8 Turner	169
Koko Tatsuta-Holmes - 8 Kapoor	164
Raheem Valimahomed - 8 Turner	131
Burhan Munir - 8 Blake	129
Anouk Zappa - 8 Da Vinci	119
Soukie Lloyd - 8 Kahlo	116
Nami Ramos - 8 Da Vinci	104
Eloise Jollands - 8 Blake	102
William Dao - 8 Turner	101
Estrella Del Pozo Jofre - 8 Da Vinci	95
Mena Patel - 8 Blake	94
Nicole Kwiecien - 8 Turner	90
Tania Zia - 8 Blake	89
Maxx Birch - 8 Da Vinci	87
Hannah Anderson - 8 Turner	81
Aiza Mohammad - 8 Kahlo	77
Bertie Downes - 8 Kahlo	76
Kyah-Jai Burland - 8 Hepworth	76
Luke Dickinson - 8 Kapoor	76
Mimi Stone - 8 Turner	74
Cerys Kaniuk - 8 Blake	74
Jessie Turner - 8 Hepworth	72
Sebastian Reynolds - 8 Blake	71
Isabel Morris - 8 Turner	71
Maximilian Reynolds - 8 Hepworth	70
Natalie Lambert - 8 Da Vinci	69
Tinashe Bimha - 8 Kahlo	69
Ruben Morris - 8 Turner	69
Bjorn Dokou - 8 Hepworth	67
Safiya Ahmed - 8 Blake	64
Basma El Yamlahi - 8 Turner	60
Tai Nwaka - 8 Kapoor	56
Sarah Abduelatief - 8 Turner	55
Jurre Campman-Williams - 8 Turner	55
Leia Paridjanian - 8 Da Vinci	55
Arthur Abusch - 8 Da Vinci	55
Patrycja Gromczynska - 8 Kahlo	52
Felix Papa - 8 Kahlo	50

Whilst it is always lovely to have outstanding work shown to me by other teachers, I think it is important to recognise the work that the students themselves are proud of. I recently asked students to share work with me that they were most pleased about, and I hope in future newsletters I will be able to do more of the same. Charlotte Sutton, Charlotte Kelly, Jayden Amin and Lorina Kurowska were brave

enough to send me the work they have been most proud of and I hope more students will send work through for me over the coming weeks.

Lorina Kurowska

Propaganda in WW1

The First World War was the first war where most of the opponents made illustrated propaganda such as posters to persuade people to join the army, work harder, take jobs that help the war effort, become even more against the enemy and to keep morale high.

In Britain, propaganda was very effective and mostly included the German kaiser as well as calling the Germans animals and even beasts. They were great at putting people against the enemies. Most of this propaganda was false, telling lies about the opposition just to make them sound worse: telling people that Germans were mutilating women in Belgium. This propaganda was one of the best in this war even though it wasn't as quickly introduced as other countries did. Since the Germans had quite menacing uniforms (spikes on helmets, mostly black and even skulls + cross bones) it was very easy to make the public believe that they really were less than humans- even monsters, this was so effective that it influenced soviet Russian and third Reich propaganda in the Second World War. All this was commonly put in news papers and magazines

Germany was also amazing at propaganda, putting in place immense censorship and removing the freedom of the press. They pushed this so far that soldiers complained that they didn't even do what was written about them in the news! Most of their propaganda depicted national figures or famous German myths such as heroes slaying dragons and other mystical creatures. It also included a lot of elements of their culture since they believe their culture was superior to others.

US propaganda was mostly used to boost the public opinion of the country. Lots of illustrations are still widely known to this day. Another form of propaganda was to create short four minute speeches to present to the public in various cities and towns. These were only 4 minutes long because that's what they thought was the length of the average human attention span. They were very successful at first until many of their facts were proven wrong by the media.

Charlotte Sutton



05 May 2020

## What happened at the end of the First World War?

Starter

Ypres 1918 – how would you feel?

Learning goal	WW2 and the Holocaust: Treaty of Versailles
Prior knowledge/skills	Warfare during World War One. Cause and consequence.
Application	Investigate the end of World War One and the actions of the Big Three at Versailles.
Ex. Ex. Ex. Ex. Ex.	Be open-minded when investigating the Treaty of Versailles and Germany's exclusion.

→ Literacy Task: How to avoid more wars....

By the beginning of 1918, the USA had joined the Allies. Germany were being forced back. Austria, Turkey and Bulgaria (all of Germany's allies) surrendered, leaving Germany all alone.

On the 11 November 1918, the Allies and Germany signed the **ARMISTICE**. Germany **SURRENDERED** (admitted they had lost the war.) When the First World War ended in November 1918, the British Prime Minister, David Lloyd George said "I hope that this is an end to all wars."

He wasn't alone in wanting this, and in January 1919, he met with the leaders of France, the USA, and other winning countries to talk about what to do in the world now that the war was over. Germany were not invited. The leaders met at the **VERSAILLES PALACE**, on the outskirts of Paris. Negotiations took six months as all the countries had different ideas about how to avoid another war.

Charlotte Kelly has been busy. She has written a poem about Coronavirus.

The Virus

So the deaths came as a shock,  
 All the battles lost or won,  
 No boats bob in our docks,  
 Although its only just begun,

Just as we began to think,  
 The end is drawing nearer,  
 Our population is about to shrink,  
 The skies becoming clearer,

The cars won't take up all our lanes,  
 No planes will hog the sky,  
 Not much longer till we go insane,  
 Until lockdown passes by,

When this crisis is all done,  
 When we've all learnt how to care,  
 No more strangers on the streets,

Or just about anywhere,

So, in the end, this is a trick,  
A prank the earth has played,  
To once more balance nature,  
On a world which had decayed.

I have also received a picture from Charlotte Kelly and her family. They have been entertaining themselves using their empty toilet rolls by creating a totem pole to reflect their time in quarantine!

Finally, and in other news, congratulations to Seraya Anderson for becoming a big sister on 2<sup>nd</sup> May to a little girl called Santana. All the family are doing well and mother and baby were home when I called on 4<sup>th</sup> May.

Please do keep in contact with your child's tutors if you or your child need assistance

If you need any help or have any questions, please do not hesitate to contact me on [kstriesow.212@lgflmail.org](mailto:kstriesow.212@lgflmail.org)

**Ms K Striesow**  
*Raising Standards Leader Year 8*



---

## YEAR 9

### Fast Pass competition

Last week Year 9 started a competition which celebrates students who are going above and beyond to complete their assignments. The prize at stake is a queue skip card for the canteen valid for whenever normality returns! Below stands the leader board as of Friday last week and a special mention for Olivia, Inka, Joseph, Rowan, Tayja and Katrina for 100+ assignments done!

Student	Assignments Completed
Jesse Ngoma - 9 Da Vinci	58
Kate Woods - 9 Hepworth	59
Johnson Allen-Taylor - 9 Kahlo	60
Eliza Goulborn - 9 Kahlo	63
Isabella Perot - 9 Hepworth	69
Maia Ganesh - 9 Blake	72
Joseph Melaku - 9 Hepworth	73

Megan Marchant - 9 Hepworth	73
Evan Liu - 9 Kapoor	76
Matilda Nunn - 9 Kapoor	77
Aimee Richards - 9 Kapoor	77
Lucy Keenoy - 9 Da Vinci	83
Rhani Mahabir-Stokes - 9 Kahlo	84
Karoline Lanuza - 9 Kapoor	92
Ralitsa Syundyukova - 9 Hepworth	97
Katrina Lin - 9 Kapoor	100
Tayja Grant-Prince - 9 Da Vinci	110
Rowan Muir - 9 Turner	111
Joseph Sharpington - 9 Kapoor	121
Inka Burton - 9 Kapoor	127
Olivia Smeaton-Couzens - 9 Kapoor	140

### Student Council

To further support students in this entirely new learning environment I am keen to get some focused student voice to better understand the experience of our students. I have encouraged students to pass up anything they want addressed with their student council representatives and will be meeting the student council every week on Wednesday to go through student voice.

### Tutor Conversations

It has been wonderful to see Year 9 engage with their tutor conversations which have now become a weekly occurrence. I've seen students offering each other support and encouragement and ask insightful and thoughtful questions. For myself and the Year 9 team it was a moment when we realised how much we miss them and I would ask your support to encourage your child to join the conversation if they have not already.

### Outstanding Work

This week Ms Ryley sent me this stunning piece of work from Maia in 9 Blake on surviving lockdown. I think there's a job waiting for her in Public Health England.

**Mr D O'Keeffe**

*Raising Standards Leader Year 9*

# Top Tips for Surviving Lockdown



Stay active and entertained at home during lockdown.

Working from home can be enjoyable, but for many others, it can be quite stressful. It can also be a struggle to stick to a routine every day. Here are 10 top tips on how to occupy yourself and others in quarantine.



## 2 Call friends and family

Staying in touch with people helps to sustain good mental health. You can do this by simply using FaceTime, Zoom, Skype. etc. In times like these, it is a great way to stay connected to those you love, while keeping a safe distance away!

## 3 Try to not work in your bedroom!

If you are working from home, try and have somewhere else you can work, separate to where your normal living space is. This way, you are not getting distracted and you can concentrate better. It motivates you and it will feel like you are going into that working environment. It also stops work life spilling into your home life. After, you can relax!



It stimulates chemical changes in the brain, that enhance learning, mood and thinking.

## 1 Wake up at the same time everyday

Wake up at the time you normally would on your workday. Our bodies are biological clocks and waking up at the same time every day will reinforce the circadian rhythm, which is good for your health and wellbeing. This is a great start if you want to make a routine for each day.



## 4 Stay active

Links to Physical Health, Mental Health and Fitness. We should be doing at least 15 minutes of a workout or any other kind of physical activity a day. We are all staying at home for most of the time rather than walking around and travelling in our normal day to day lives. Staying active does not only waken you up for the day, but it also improves blood flow and memory! Overall, it can make you feel motivated and energized! These are some examples of some workout moves you could do.



## 5 Learn a new skill

It could be cooking, learning a new language, doing a new sport, playing an instrument, or teaching yourself how to draw... There are so much wonderful new things you can do, even if we are stuck indoors. There are thousands of tutorials online and apps that can help you along the way. A new hobby can be a great stress reliever.



It helps us break out of our normal patterns of behavior and it also gives our brains something to think about other than our daily worries!



## 7 Brain games



It is important not only to be physically healthy but also to look after your state of mind. If there is a puzzle or sudoku challenge you haven't tried, go for it! Now's the time! It builds confidence and your level of knowledge raises over time. Some examples include crosswords, math puzzles, riddles etc.



## 10 Healthy diet

Now that all fast food places are closed, cooking is a new skill everyone is learning at the moment. Homemade food is way healthier than takeaways or food you get at the restaurant. This is an opportunity to freshen up your kitchen as well as trying out new recipes and foods! Jamie Oliver has been doing some tutorials on how to cook during the lockdown, called "Keep cooking and carry on". Check out his different recipes.

[https://www.youtube.com/results?search\\_query=jamie+oliver+keep+cooking+and+carry+on](https://www.youtube.com/results?search_query=jamie+oliver+keep+cooking+and+carry+on)

## 8 Yoga or meditation

Why not try some relaxation by doing a soothing yoga session to empty your mind. Yoga is especially great for you if you have diabetes, high blood pressure, high cholesterol, or heart disease. It gives you strength, flexibility, and mind-body awareness.



## 6 Write in a journal



Writing is a great way to let out tension. It can be helpful to let your feelings out if you are anxious, scared or just generally bored. Keep a notebook or diary, so you can jot things down. You could even make a "To Do List" or record your life in quarantine.

**Recommendation: Two to three times a week, for 40 mins each session. Don't worry if you are not able to do this - you could even do less than this. Even 20 minutes improves your**

## 9 Take time to reflect

Make some time for self-reflection. A study of UK commuters showed that when they reflected before going to work, they were felt happier, more productive, and less burned out than people who didn't reflect. There are many different things you can reflect on: goals, achievement, past actions, steps to take forward, how have you affected others etc. For many, it improves mental and physical awareness. You don't have to do this for long, less than 5 minutes is ok.

## YEAR 10

Another week of home schooling passes - they go SO quickly! I wanted to take this opportunity to give shout outs to some students who have been producing incredible work from home:

Sonny, Vincent, Amy and Archie for their excellent D&T projects seen in Mr Wildman's message.

Isaac D for producing a "very groovy" composition for his Music GCSE.

Oli and Ioana for their excellent riddle solving in the 10 Kapoor tutor Team.

Incredible effort in Animal Farm essays:

Tilly Sheldon

Suhail

Stephan Liu

Pandora Thomson

Alice Thomson

Amrik Ubhi

Che Lola Gordon-Teles

Ezra Paxman

Nura Alin

Adam Dasgupta

Excellent Engagement in English Language Paper 2:

Pharrell Jarrett-Smith

Albie Walters

Zena Ankers

Cassius Liston Lazarides

Lateisha Romany

Younes Labdouni

Ashton Way

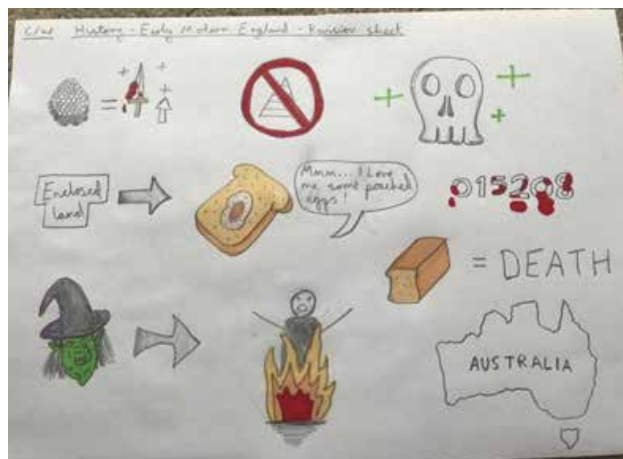
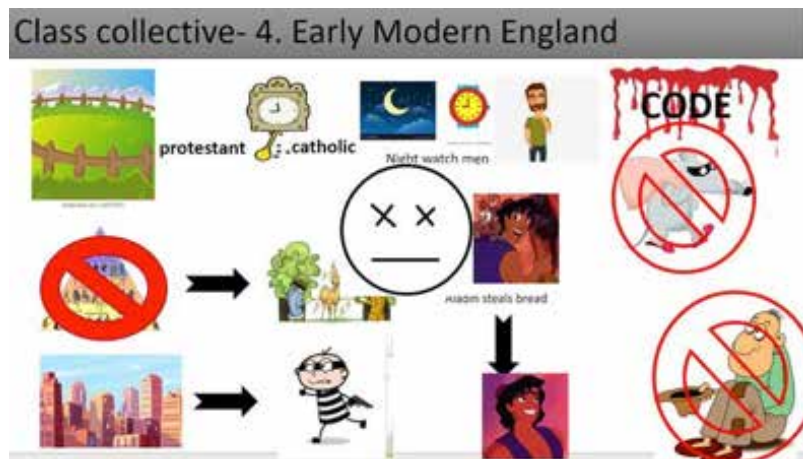
Joe S for his awesome rap about pyramids (yes, really) and his screenplay for a new Danny Dyer



documentary about Medieval Churches.

Ms Adams has also asked me to share the following message:

*Well done to those students who are fully engaging in the bare bones Crime and Punishment lessons. I have enjoyed seeing your humour in the revision activities, especially Luca and Yusuf! Remember making your revision funny and active makes it more effective. Please ensure that you are sending your teacher evidence of your bare bones revision, this can be on the PowerPoint or in a photo that you upload. These bare bones lessons are vital for giving you that overview of the Crime and Punishment course, and remember to actually follow the instructions on the PowerPoints- I have chosen the different activities on purpose. Finally, I have thoroughly enjoyed recording voice overs on the lessons, I like pretending you are all there in front of me to prattle on at, so please make sure you are opening your lesson into slide show mode so you can hear me!*



As RSL for Year 10, I'm obviously extremely keen that all students continue to make good progress in their work during this period of home-schooling and have noticed that in most cases when work isn't completed, there are a few golden rules that students have broken which could have helped them to complete the work:

- 1) Make sure that you read the instructions carefully. If teachers have uploaded support material for an assignment, make sure that you read, watch or listen to it in full so you make sure you don't miss something.
- 2) Your teachers tend to set assignments on a Monday. Therefore, you should use part of your day on a Monday to first, list everything that you need to complete for the week and then secondly, arrange it in to sessions of work so you can plan out your week. This way you are much less likely to forget about something.
- 3) If there is anything you don't understand about a task or assignment - message your teachers. It's really tricky to know whether students understand the work if we're not with them so it's down to you to tell us!

Please could you remind your child of these golden rules as this is likely to really help with their work completion.

All the best for the week ahead.

**Mr G Bedford**

Raising Standards Leader Year 10



## YEAR 11

As we enter our second month during what has become referred to by some as the 'Great Pause' I wanted to highlight the opportunity this has offered us in terms of reflection, consolidation as well as mental and spiritual growth. I will explore these themes in my assembly next week. Details to follow.

This week's additions are all about positive vibes - there are challenges every day that we are facing but there is also ample opportunity to invest in ourselves like we have never had.

This week witnessed the second week that Tutors have arranged with their tutor groups to join for a group chat on Teams. The first week achieved 33% attendance. At the time of I writing I am looking forward to seeing this week's turn out, hopefully increased!

### Next week - W/C Monday 11<sup>th</sup> May

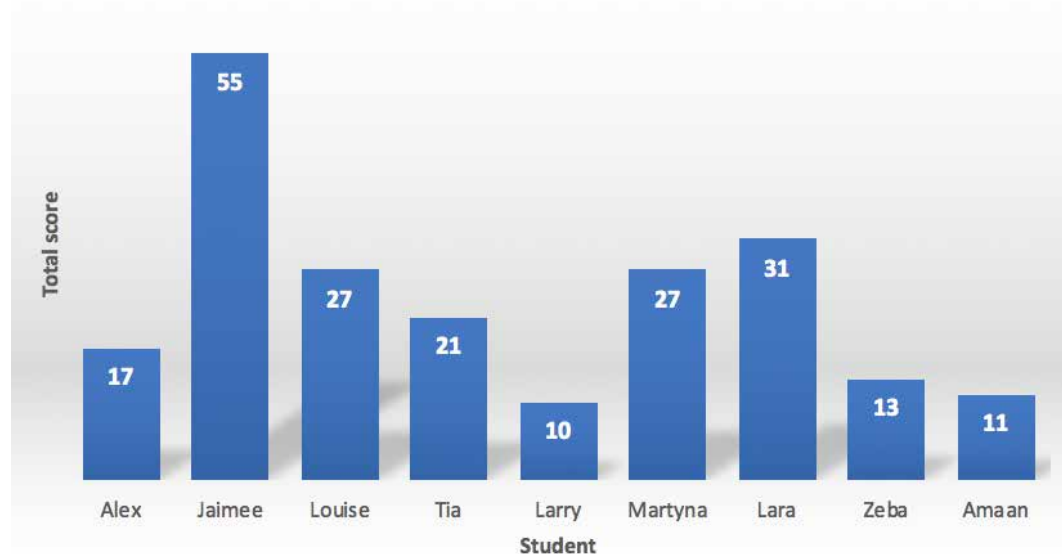
Next week we will be sending out the HEALTH lesson on **Monday Morning** between 8.45 and 9.30. As with the previous occasion please use this as an opportunity to review with your child. I am sure they will be utterly delighted at the prospect of your engagement in their learning/development.

On **Thursday @ 9am** I will be uploading my first weekly assembly. The theme is 'care'. I'll not allude to the details beyond that and hope that your children take the time to enjoy it. I'll put the work in to make it as engaging as possible. I'll let the photos below do the talking. I know. Super electric with excitement!

Lastly, 11 Kapoor! I wanted to send a shout out to all Kapoorians who have been such an amazing virtual community. Jaimee and Martyna put together a 11 Kapoor baby photo quiz! They have also been completing weekly quizzes - Please see the Leader board below!



### 11 Kapoor Quiz Leaderboard



Miss you all, look after yourselves, engage with those around you and be great teenagers for your parents and carers.

**Mr B McCarthy**

*Raising Standards Leader Year 11*

**SIXTH FORM**

## **UCAS update for Year 13 student applicants**

On Monday 4<sup>th</sup> May schools received an update from UCAS Chief Executive Clare Marchant. In it she writes, 'whilst there is considerable uncertainty for everyone right now, it's important they [applicants] continue to progress with their applications, make decisions, and apply for things like student finance. This will ensure they are in the best possible position when it comes to Confirmation and Clearing this summer.'

She also confirmed that the deadline for completed student finance applications is 22nd May.

With this in mind, I urge our own Year 13 students to take heed of this advice and to read carefully the message below from the Universities Minister, Michelle Donelan.

I have highlighted in yellow the bits that I consider most important to guide students and parents, and, such is its importance, I intend to keep this as the single item in my section of this newsletter.

**Mr J Taylor**

*Deputy Head/Head of Sixth form*

## **Message from the Universities Minister, Michelle Donelan:**

I understand the uncertainty that many of you who are planning to go to university will feel at the moment, due to the impact of coronavirus on all aspects of your lives. I wanted to write to you and address as many of these issues as I can.

### **Admissions**

The Government is working closely with universities to ensure prospective students can start and continue their studies. We want to minimise the impact of COVID-19 on your ability to progress to university and achieve your goals. This means ensuring that this year's admissions cycle faces as little disruption as possible and Clearing goes ahead as normal, so you have every opportunity to make the decision that is right for you.

When I previously wrote, I told you we had asked universities to temporarily pause making changes to offers already made to prospective students: this ends today, Monday 4 May. The Government, the Universities and Colleges Admissions Service (UCAS), the Office for Students, and universities have been working together and today we have announced measures that will empower you to make more

informed decisions about entry to higher education.

We have agreed with UCAS to bolster the Clearing process this year. Whether you have a conditional or unconditional offer, you will have the opportunity to change your choice once you have received your grades. This will be supported by a new service that can suggest alternative opportunities, based on your qualifications, your course interest, and other preferences, helping you filter the multitude of courses in a structured way.

In response to calls from universities, we have also temporarily limited the numbers of students each higher education provider can recruit, to ensure a fair, structured distribution across providers, and deter practices which might induce you to make a decision against your own interests. Providers will be able to recruit full-time, domestic students up to 5% above their forecasts in the next academic year, and the Government will also have the discretion to allocate an additional 10,000 places, with 5,000 ring-fenced for nursing, midwifery or allied health courses, to support the country's vital public services.

I want to reassure you that, if you have accepted an offer, meet the conditions, and decide to take the place, nothing has changed.

On 16 April, Gavin Williamson, the Education Secretary, announced that A level results day will remain unchanged (13 August). We also recently set out the approaches to other Level 3 qualifications (see assessment of vocational and technical qualifications), and more information will be provided in the coming days and weeks. I am also pleased that UCAS has moved its forthcoming decision deadline to 18 June. This means you will have more time to make important decisions about your future, if you need it.

I will continue to work to make sure there is a clear and supportive admissions system that allows you as prospective students to make the best choice for you.

## **Accommodation**

Those of you planning to begin your studies away from home may well have concerns about the impact the coronavirus outbreak could have on your ability to move into your term-time accommodation next academic year.

I am pleased to tell you that a number of universities and private accommodation providers are already considering how these impacts could be managed in accommodation contracts for the 2020/21 academic year, to give you confidence to make your plans.

I welcome the actions of many university and private accommodation providers in waiving and reducing rents this summer, along with their efforts to support and care for their students through this difficult period. This gives me confidence in their ability to help us all navigate the unprecedented circumstances that make the future so hard to predict.

If you have already signed an accommodation contract for next year and, because of coronavirus, think it may no longer fit your requirements, you should talk directly to your housing provider. If you run into problems, you will be able to raise a complaint under one of the accommodation codes of practice, as long as your provider is a code member: The Student Accommodation Code, Unipol, and National Residential Landlords Association.

While I am confident that consumer protections are in place to help with your plans to move into halls

or private housing next academic year, it is still important that you carefully read your accommodation contract before putting pen to paper.

### **Means Tested Maintenance Loans**

Many of you will have applied for a Maintenance Loan for the coming academic year, 2020/21, and some of your families will have seen their income reduced in recent times. If you have been awarded the maximum Maintenance Loan, you do not need to do anything, as you will receive the maximum level of support as planned. If you have applied for support, and have been awarded a lower amount than the maximum, and believe your household income for the current tax year (2020/21) will drop by at least 15% compared to the household income you provided when you were initially assessed, Student Finance England may be able to help. Further guidance on eligibility and how to apply is available online.

### **Mental health support**

I understand some of you may be feeling uncertain and anxious, and it is vital that you can access the mental health support you need. I have told higher education providers that this should be a priority at this time, and many are strengthening their existing mental health services and adapting how they are delivered, so it doesn't have to be face-to-face. Once you start your studies, I would encourage you to stay in touch with your provider's student support and welfare teams, as these services are likely to be an important source of support. As well as speaking to your university, any student who is struggling can access online resources from Public Health England, along with online support from the NHS and the mental health charity, Mind.

### **Conclusion**

Finally, I was glad to be able to answer lots of questions that are on your minds during the recent UCAS Facebook Live event. It was great to hear your views directly and understand what the most important issues for you are, so I can help to address them. I am looking forward to taking part in another UCAS Facebook Live tomorrow (5 May), so if you have questions about this letter or any other issues, please put them forward and tune in.

I remain committed to helping you, as prospective students, to move on to the next exciting phase of your life.

***Michelle Donelan, Universities Minister.***