



# Chestnut News

Date: 22 May 2020 Issue No: 107

## MESSAGE FROM THE HEADTEACHER

Dear Families,

Thank you for your continued support over the past half-term. In a period of such uncertainty I feel that we have worked incredibly well together to provide the security and stability that our children deserve. The government have recently published guidance to support parents and carers in their home schooling efforts. I have attached the link below which I hope it is of some value.

<https://www.gov.uk/guidance/help-secondary-school-children-continue-their-education-during-coronavirus-covid-19>

Talking of uncertainty, I wrote to you earlier in the week to update you on government guidance about the possibility of Year 10 and Year 12 returning to school in a limited form next half-term for some 'face-to-face support'. The government have still not issued any guidance and so I am not in a position to update you on that matter at the moment. I will be in touch with the parents of Year 10 and Year 12 students if and when I have an update.

What I am certain about is that you will see in this newsletter that the students have been completing some quite remarkable work at home (and at school) and I feel incredibly PROUD when I see such resilience and determination in our students. They are a credit to us all. I hope you enjoying looking at what they have all achieved.

Over half-term I have asked my teachers to step away from their computers so they can try to have a rest before returning to our virtual school on 1st June. Over the next week teachers won't be setting any work or engaging in chats on Teams. I'm sure you understand that we all need a break and they need to spend some uninterrupted time with their families.

Best wishes for the half-term break.

*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.

## **LIVE STREAMING OF LESSONS**

Over the last few weeks there have been a number of parents and carers asking about whether we would be able to deliver lessons through live streaming. This is something the Senior Leadership Team have been considering very carefully as with this comes a lot of challenges. In order to be able to do this our first priority has to be ensuring that staff and students are being safeguarded. With live streaming comes an increased number of risks as a result of it being live. As a result of this, it has been decided that live streamed lessons are going to be trialled in science at KS5 for Biology, Chemistry and Physics for two weeks. We will then be evaluating this trial and making decision going forward as to whether or not we proceed with this as a way of teaching our students.

***Ms Jackson***  
***Deputy Headteacher***

## **CAREERS RESOURCES ON TEAMS**

Students can now find a range of links, videos and resources relating to careers on Teams. To access these students go into your Year group Teams and click on the channel Careers resources.

These will help you to think about your next steps in education and your future in the world of work. These links relate to the existing industries and roles in the workplace and how they are adapting and changing in the current climate. There are lots of interactive activities to get you thinking about your future choices.

If you have any specific questions about careers or any ideas about what careers information and guidance you would like to see more of, this is the place to ask!

Noel Tierney, our school careers advisor, is also available on Teams to discuss specific careers related questions from any students.

***Ms Verber***  
***Assistant Headteacher (careers lead)***

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

It has been pleasing to see the wide range of activities that students have been doing to keep physically and mentally healthy while on lockdown. We had excellent responses to the Healthy Selfie this week, with some excellent interpretations of this task. We saw lots of physical activity both indoors and outside, it was pleasing to see a number of healthy home cooked family meals produced. Following on from the messages in the Health lessons, some students displayed their gardening, and DIY skills, showing physical activity does not just mean sport. Mental health was covered with examples of students reading, showing mindfulness, and helping in the community and charity work.

Huge congratulations to Luke Carroll in 9 Turner, who took part in the #100 challenge for Captain Tom's birthday, like a number of students. Luke has taken this further by taking part in the 2.6 challenge to raise money for charities who would usually receive sponsorship money from the cancelled London Marathon. Luke ran 26 laps of his local park and raised over £50 from his friends and family. We are incredibly PROUD of his efforts.

Now that sun is out and the weather is improving, alongside the small reduction in the government restrictions, some sporting activities can take place outside your home. We continue to promote healthy active lifestyles and below is some advice for keeping safe. If taking part in an activity, please follow all current government guidelines correctly. With this in mind the Youth Sports trust has produced some skill based video to develop your skills in your home setting. These can be found here <https://www.youthsporttrust.org/free-home-learning-resources-secondary>. There a few useful videos for tennis, which is a sport that is currently allowed.

Full details about tennis can be found here. <https://www.lta.org.uk/about-us/tennis-news/news-and-opinion/general-news/2020/march/coronavirus-covid-19---latest-advice/#>

The FA has produced very strict guidelines concerning football which can be found here <http://www.thefa.com/news/2020/may/15/fa-guidance-on-permitted-grassroots-activity-during-covid-19-150520>

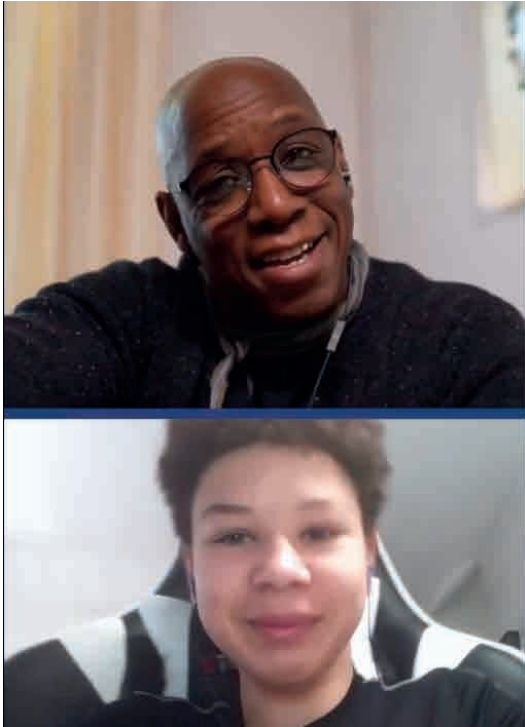
**Mr Tobin**  
**Head of PE**

## YEAR 9 FOOTBALL BEYOND BORDERS

Year 9 FBB participants had been working diligently on a presenting at FBB's annual Football For All showcase event in February. Off of the back of this success and Preston's outstanding work presenting, Gillette has approached FBB with an opportunity to create content with Ian Wright and had sounded out Preston as someone who they wanted to feature having a conversation with Ian about his experiences of lockdown. Once this was confirmed, FBB had arranged for a digital shoot to take place and the Gillette team were so impressed with how he handled the conversation and with his responses to Ian's questions. Ian Wright was so impressed with Preston that he promised to take him and his dad to an Arsenal game once lockdown was over, and provide him with a signed Arsenal shirt.



Well done to Preston for his outstanding work and to FBB, in particular coach Richard, for setting this all up.



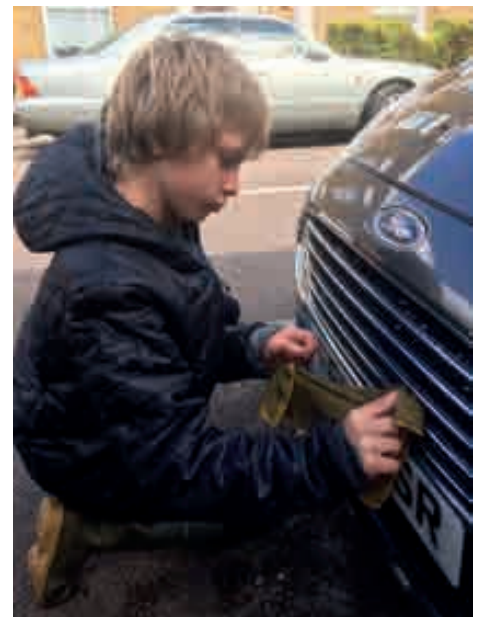
Click the link for the full exchange.

[https://www.instagram.com/tv/B\\_63sNnli8W/?igshid=zq0ktuby0s8h](https://www.instagram.com/tv/B_63sNnli8W/?igshid=zq0ktuby0s8h)

**Mr Malik**  
**FBB Coordinator**

## £65 RAISED FOR THE NHS

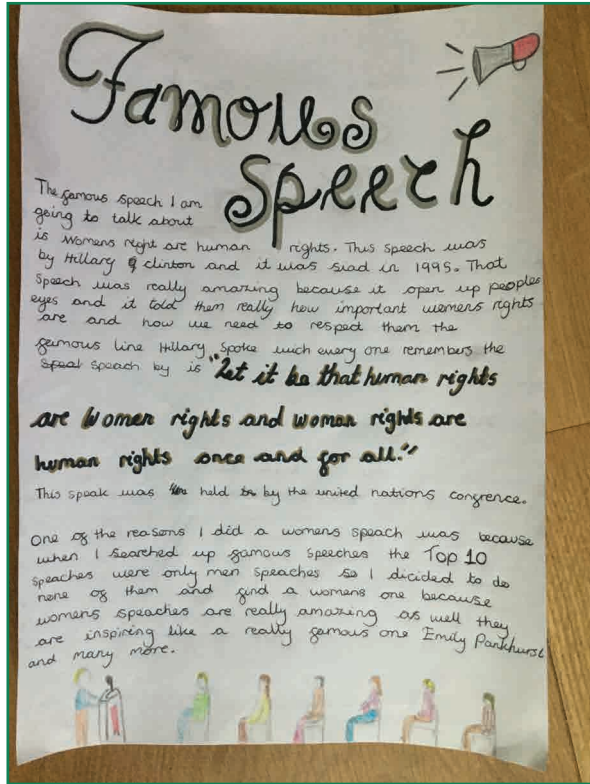
Well done to Roman in Year 8 who spent a day of his weekend washing cars to raise money for NHS charities - £65 raised in total.



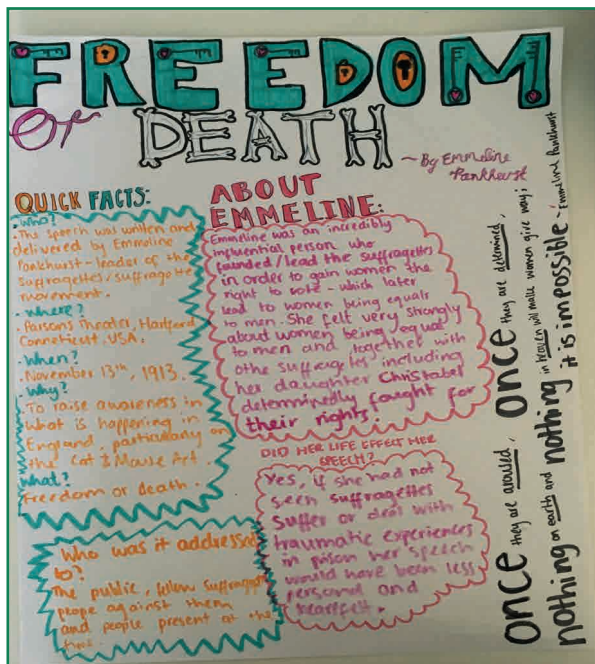
We have been incredibly impressed with the amazing work being submitted from all years, but the following students have really stood out.

Year 7 have been learning about speeches and were creating their own research posters for their speeches. The following really stood out:

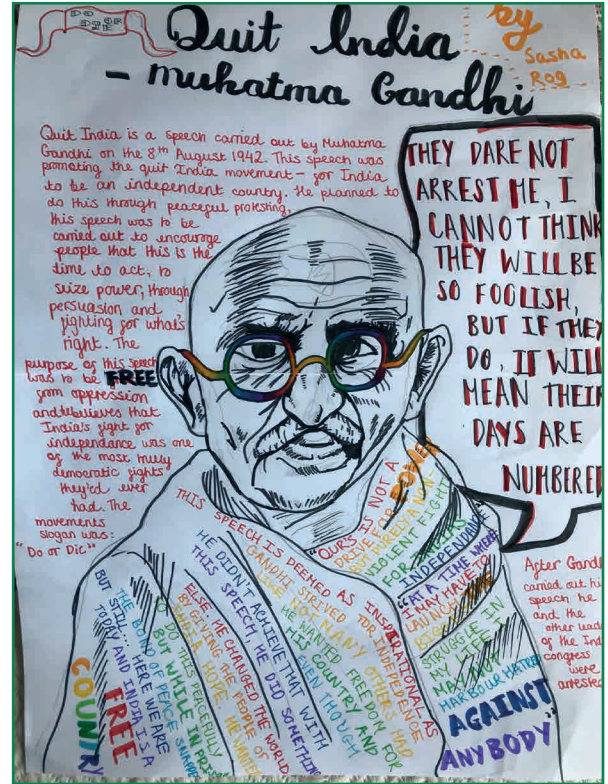
Maya Basinski



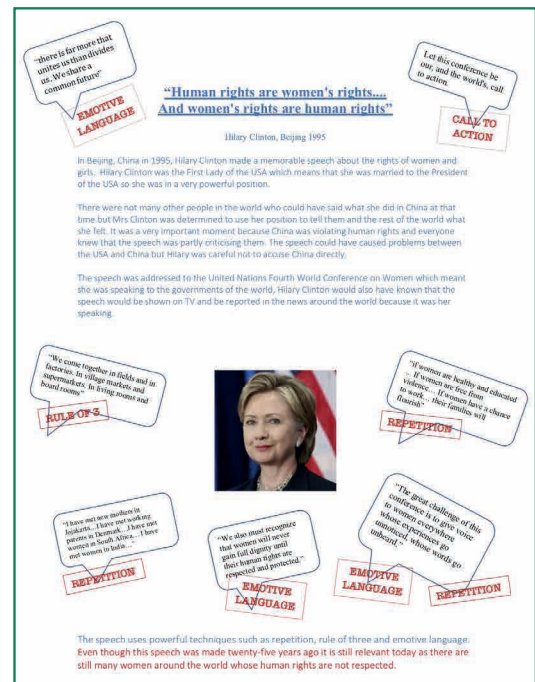
Lara Sharpington



Sasha Rog



Alice Withey



Jack Flint

His inauguration speech in 2008 is one of the most speeches ever made.

He often makes reference to Abraham Lincoln who was the 16<sup>th</sup> president of US from 1861-1863 he was also famous for freeing slaves.

His slogan was "change we need" and through the speech the audience chanted yes we can.

Barack Obama US President from 2009 to 2017

He never judged people by their race. He cared about everyone whether they were black, white, muslim, christian, rich or poor.

He learnt about empathy from his mum.

First president of african american descent.

Reportedly descendant of a slave.

White mother and black father.

New family influenced him

Family

Inspirational Quotes

change is coming to America

yes we can

yes we can do it!

we are not there and need we are the united States!

it belongs to you


America is the place where all things are possible

How this made Americans feel... great and proud of their country

Alfred Field  
Niamh Rutledge- Parratt  
Ilyas Khair

Elsa Marchant

**I HAVE A DREAM** by Martin Luther King in 1963



**Who was he?**  
Martin Luther King was a Reverend and civil rights activist. He believed in peaceful protest and civil disobedience.

**Why?** To talk about the inequality of black people in America

**Structure of speech**  
King used repetition in his speech to help inspire and make people remember his message for example "Now is the time" "We can never be satisfied" "I have a dream" and "Let freedom ring."

**Style of speech**  
He also uses rhythm and alliteration help the words flow to give the speech a feeling of a poem or sermon e.g.  
"Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation"

**How did people feel?**  
People were supposed to feel inspired and motivated to take action and to feel cross about the inequality and want to do something. It fit in with the mood of the day, when people were marching for rights.  
It did make people feel emotional about racism and the unfairness of the world, and still makes people feel that way today.

**Who and Where?**  
Martin Luther King gave a speech to a large crowd of 250,000 people at the Lincoln Memorial in Washington DC in USA as part of a march for jobs and freedom for black people in America.

**Why did this speech become famous?**  
Because it is a subject that is very important, it was said in a memorable way especially "I have a dream" as everyone has dreams so people can relate to it, and it was a very appealing idea of making dreams come true.

Pheobe Keusch

His speech was about **equal rights** for black people - he called for **civil and economic rights** and an **end to racism** in the United States.

**Martin Luther King Jr** was a leader in the **Civil Rights movement** - a group who wanted to get more equal treatment for all Americans; not just white Americans. The speech was important because:

- it brought attention to the civil rights movement, that had been going on for many years.
- it was given where the memorial for Abraham Lincoln (who freed slaves in the Southern states) as to call attention to how bad things were the century before (during the civil war)
- it brought Martin Luther King Jr to a nation wide audience
- it made congress more eager in passing the 'civil rights' act.

It made congress more eager in passing the 'civil rights' act. there was an audience of more than 250,000 people.

He was awarded:  
Nobel Peace Prize,  
Grammy Hall of Fame,  
Grammy Award for Best Spoken Word Album,  
Presidential Medal of Freedom,  
Congressional Gold Medal, Spingarn Medal, Jawaharlal Nehru Award for International Understanding, Margaret Sanger Awards.

'We refuse to believe that the bank of injustice is bankrupt.'

**I Have a Dream.**  
By Martin Luther King Jr.

'Now is a time to make justice the reality for all of God's children.'

**'I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character.'**

Year 8 have been studying war poetry and completing a range of analytical, creative and comparative tasks. The following students have been producing outstanding work:

- Lauren Barker,
- Cerys Kaniuk,
- Burhan Munir,
- Sonny Neath,
- Jessie Turner
- Tania Zia
- Danny Barlow
- Bertie Downes
- Sarah Abduelatief
- Farah Kennedy

Year 9 have been producing articles for their own magazine. The following students have produced outstanding work:

Harley Reynolds-Penton,  
Ivana Kuzmanoska  
Joseph Sharpington  
Kate Woods  
Jessica Creasey  
Olivia Smeaton-Couzens.  
Gabriel Banfield,  
Alexander McDonagh,  
Wiktor Cislo  
Wiktor Sienko.

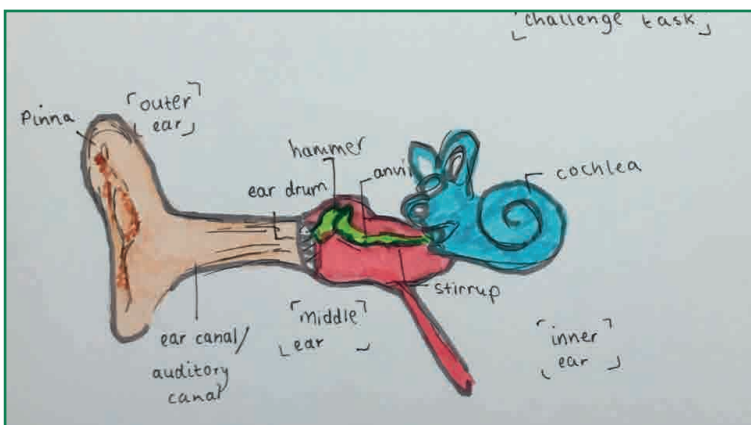
Ewan Bowerman,  
Katrina Phillips  
Benjamin Powell-Howard  
Lauren Smith.  
Jess Dempster (for exceptional work and for always acting on her target)  
Johanna Nicholson  
Rowan Muir  
Dominic Boyle  
Jesse Ngoma  
Evan Liu

**Ms C Robinson**  
**Head of English, film and media studies**

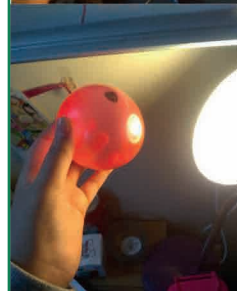
## OUTSTANDING WORK IN SCIENCE

There has been lots of great work going on in Science home learning this fortnight. Firstly, the following students have completed excellent challenge tasks in addition to their science assignments.

Year 8 - Lauren Barker, diagram of the ear  
Year 7 - Beatrice Isted-Aggrey and Jerry Athymaritis for making models to represent the Earth's seasons.



This image shows summer. England (the dot) is facing and in the sun.



This image shows winter. England is still facing the sun but is not in the sun.

Secondly, there has been some outstanding learning happening in science with Year 7 and 8 as they have been working through their assignments on Space and Waves. The following students have demonstrated excellent resilience, determination and open-mindedness in their learning.

### Year 7 Outstanding learners

Nina Serrant

Lily McKee

Danae Perez-Murata

Khaira De Souza

Lilly Lowe

Isla Nicholson

Elvie Paterson-Martin

Sasha Rog

Lara Sharpington

Jagoda Szkup

Alice Withey

Luke Doel

Harrison Kern

Katie Oliver

Reeve Flavin

Rhani Mahmood

Oscar Brent

Emma Cox

Evandro Periera

Jerry Athymaritis

Joseph Oliver-Abrahams

Beatrice Isted-Aggrey

Thurston Jepps

Lincoln Lewis

### Year 8 Outstanding learners

Kyah-Jai Burland

Burhan Munir

Jayden Amin

Farah Kennedy

Finlay Smith

Isabel Morris

Olivia Ray

Cerys Kanuik

Koko Tatsuta-Holmes

Lauren Barker

***Ms Holmes***

***Science Teacher***

### Year 7 Space Project

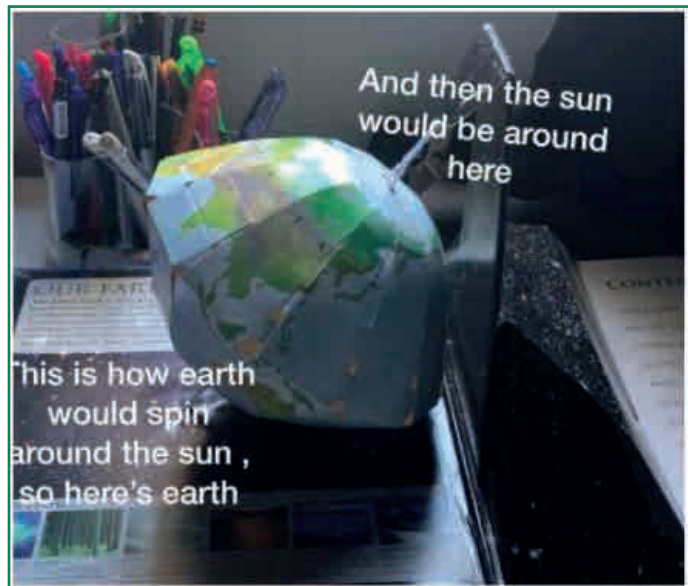
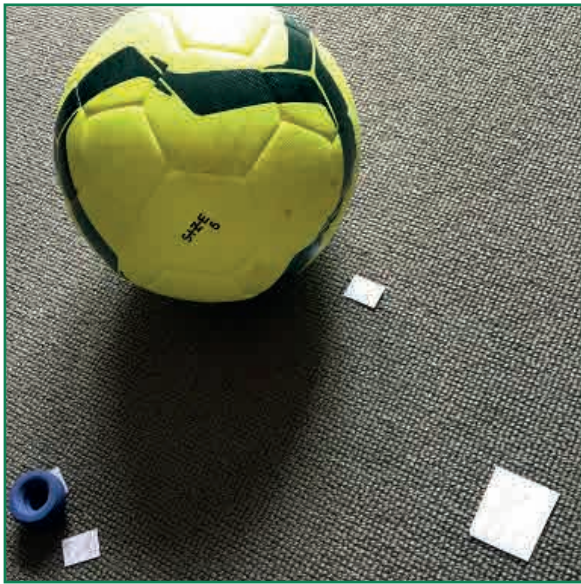
7 Turner have been really showing their enthusiasm for science while learning the space topic at home. Isla Nicholson made a model of the solar system using different objects in her bedroom, and Elvie Paterson-Martin, Lilly Lowe, Alice Withey, Thurston Jepps and Lincoln Lewis all used different household objects to model how the Earth rotates and orbits the Sun. This has demonstrated their knowledge of the seasons, something Khaira De Souza showed artistically with her cartoon illustration.

Huge well done to all of these pupils!

***Ms Brooke***

***Science Teacher***





**Challenge:**

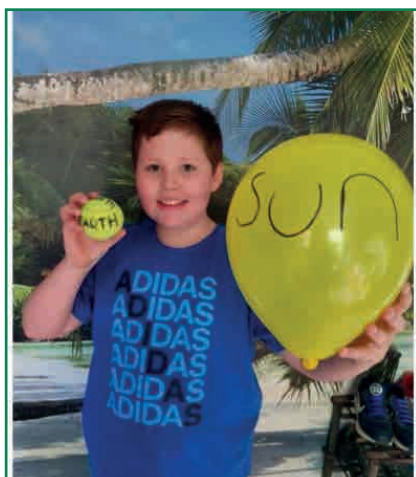
1:

(A) Winter in the Northern Hemisphere

(B) Summer in the Northern Hemisphere



2. All of the other planets in our solar system have seasons as they all rotate on a tilted axis like we do. The more tilted the axis the more difference there is between the seasons. The seasons are caused in different places by whether they are tilted towards the sun or away from it.



The History department would like to congratulate the following for their positivity and creativity in completing their work.

## Year 7

Niamh Keenleyside  
Tiago Romallo-Salvi  
Umma Zukanovic  
Lara Sharpington  
Aran Kennedy  
Alice Withey  
Jack Flint  
Elvie Paterson-Martin

## Year 8

Isabel Morris  
Charlotte Kelly  
Anouk Zappa  
Felix Papa  
Joseph Oliver-Abrahams  
Basma El-Yamlahi  
Roza Dzieciol  
Farah Kennedy  
Phoebe Keusch  
Leia Paridjanian  
Jake Brookes

## Year 9

Karoline Lanuza  
Ben Powell Howard  
Laume Gideon  
Ewan Bowerman  
Joseph Sharpington  
Jamilla Wichmann  
Johanna Nicholson  
Inka Burton  
Sofia Andrzejewska  
Olivia Smeaton Couzens  
Jarrod Brown  
Megan Marchant  
Jess Dempster  
Gabriela Kolczynska

## Year 10

Amy Wenn  
Tilly Sheldon Ralls  
Alfie Grainger Mulroe  
Mayokun Ajayi  
Leo Thistleton Smith  
Ashton Way

## Here is a selection of outstanding Year 7 work:

**Writing Frame: How useful is source A for an investigation into why Henry broke with the Catholic Church?**

Use these sentence starters to help but write out in your books:

Source A is useful because it shows us...  
that King Henry VIII wanted to take control of the church in England - this is seen by the symbolism of him standing on the Pope (rejecting Catholicism) and holding the Bible (controlling the Church) and sword (defender of the faith). The image shows Henry VIII in a position of power and domination over the Church; we can infer that he wants to control religion and therefore also help to protect his crown. The use of a print was important as most of the public were illiterate; a print could provide a message that could be understood by all - it could also be widely distributed and lots of copies made.

Source A is less useful because it doesn't show us...  
any of King Henry VIII's personal reasons to control the Church, such as his desire to divorce and re-marry, and also that by defecting from the Catholic Church he would gain in wealth as the money collected by the Church would be directed to him and remain in England. It is also difficult to identify all of the people in the scene - some are named (which is helpful).

Source A is useful because it was made at the time of...  
King Henry's defection from the Roman Catholic Church; therefore it shows the propaganda message that King Henry wished to display to the public - namely that he was all powerful over the Church. This image would have strongly influenced the public's understanding of the situation, with both King Henry VIII and Thomas Cromwell seen clearly to be in control of the Church (they are both holding the Bible). This would have been one of the first steps in converting England's national religion to the Church of England (Protestant faith).

Source A is less useful because the people who made it wanted to...  
Direct the public view towards King Henry's cause.

Just because it is unreliable doesn't mean it is useless because...  
It is contemporary and therefore provides information relevant at the time of the defection, and involves the key people.

Overall, source A is useful because...  
It offers an easily understood message, led by King Henry VIII, that he was dominant over the Catholic Church and that he, and the Archbishop of Canterbury, would lead the Church and religion in England.

Overall, Source A is not as useful as it could be because...  
It has a very biased message and doesn't give us all of the relevant information because of this. This depiction only shows a tiny window of the whole story.

How useful is source A for an investigation into why Henry broke with the Catholic Church?

Source A is useful because it shows us that Henry VIII didn't want the Pope to have power over him and his subjects. It also shows us that Cromwell and Cranwell were supporters of the King, but Fisher and Pole supported the Pope, so they are trying to help him in the picture.

The image also tells us that these people are important so they all have their names written on them and the sword line.

Source A is less useful because it doesn't show us the other reasons that Henry had for breaking with Rome. It doesn't tell us about Henry wanting to divorce Catherine and marry Anne Boleyn so he could have a son, or his plan to take the land and money from the monasteries.

Source A is useful because it was made at the time of Henry VIII so it shows us what message he wanted to send out to the people.

Source A is less useful because it was made by people to influence people and is not telling the whole story.

Just because it is unreliable doesn't mean it is useless because it tells us how Henry wanted to be seen. He has the Bible and a sword in his hands so he looks strong and holy.

Overall, Source A is useful because it is from the time, so it tells us what some people were thinking in England at that time.

#### STRETCH READING FROM BBC HISTORY WEBSITE

King since 1509, Henry VIII lacked but one thing in his life - a son. Catherine of Aragon had produced six children but only a daughter, Mary, survived. Henry had become convinced that God was punishing him for marrying the wife of his dead brother, Arthur. He had also become infatuated with Anne Boleyn, daughter of a well-connected London merchant whose family he knew well; her sister had been one of his mistresses. No beauty but no fool, Anne insisted that she be Queen or nothing; Henry was keen. He was also married. It was his search for a solution that triggered the break from Rome.

In 1527 he asked Pope Clement VII for a divorce on Scriptural (what it says in the bible) grounds. But unfortunately for both Clement and Henry, Rome was surrounded by the Emperor Charles V of Spain, Catherine's nephew. Unsurprisingly, Charles was unsympathetic to Henry's requests, which meant the Pope had to be as well. Henry had to find another way.

It was Thomas Crommer who in 1530 suggested a legal approach. The Collectanea (a series of documents) argued that Kings of England were as powerful as the first Christian Roman Emperors. This meant that the Pope's authority was illegal. If Henry wanted a divorce, he could have it, as long as the Archbishop of Canterbury agreed. But William Walsley did not agree. Henry applied some pressure, charging the clergy with betrayal. In 1532 they gave up, and the next year a new Act asserted England's legal independence. By now, matters were pressing; Anne was pregnant, Henry had to marry for the child to be legitimate. Luckily, Walsley had just died. Henry replaced him with Crommer and the divorce came through within months.

The Act of Supremacy (1534) confirmed the break from Rome, declaring Henry to be the Supreme Head of the Church of England. But the Reformation was far from over. The Protestant Anne Boleyn had the motivation, the power and the intelligence to push reform as far as it would go. She also had the means: Crommer and Cromwell. Thomas Cromwell was ruthless. In the years up to 1540 his hit squads travelled the country, assessing the church's wealth. Once he knew how much to take, he took.

The Dissolution of the Monasteries lasted four years to 1540. Two thirds of all the land was sold to the laity (non-clergy) and the money wasted in wars against France. With the destruction of priceless religious treasures it was possibly the greatest act of vandalism in English history but also an act of political genius, creating a vested interest in the Reformation; those now owning monastic lands were unlikely to embrace a return to Catholicism. But for all the work carried out in his name, Henry was never a Protestant.

Source A How useful is it for explaining why Henry broke with Catholic Church?

Source A is a great source because he could lead everyone a picture showing that he is more powerful than the pope and he has an agreement with Thomas's brother Crommer the Archbishop of Canterbury.

This is useful because they didn't have photos and it was drawn at the time. It's useful because it very clearly says around the point of view Henry wanted to show his people he could defend the church because he was holding a sword in hand with a bible in his hand and that his new church of England would be more powerful than the Catholic Church.

Better Source A is less useful because it only tells Henry's side of the story. However Henry also had to not tell his people about the real side of reformation his mistresses were really because he hated the pope and he wanted the money and power and divorce.

Overall Source A is useful because it is showing us what Henry and his family of the time. It is less useful because it only tells the Henry's side of the story.

## Here is a selection of outstanding Year 8 work:

### Challenge

→ 'The issues in Germany 1918-1932 show that democracy did not work in Germany and they needed a dictator like Hitler to solve the problems.' How far do you agree?

Around the time before Hitler's dictatorship, politics in Germany were difficult. During the Wall Street Crash and Great Depression, Germany was under pressure from America to pay all the money they previously loaned them back. This was added to the other stress of Clemenceau (France's president at the time) hassling Germany to pay the reparations (part of the Treaty of Versailles) to France. Overall, this made Germany's economy hyperinflation and there was so much money being produced that it all became worthless.

Germany's government at the time were under a lot of pressure at the time to pay the money back and appeared weak and disorganised to the public. Meanwhile, the Nazi party were spreading propaganda posters and appeared to the public as a stronger government, who could restore order in the chaotic times.

However, I don't believe that the fact that Germany's government at the time were failing is a good excuse to have a dictatorship. World War One wasn't entirely their fault so it is unfair that they had to take the entire amount of blame for it. Also, Hitler did bring more jobs to the economy, but he also killed far more people than he gave jobs to. So in summary, Hitler may have appeared to be a beacon in those times, but it was definitely not a good idea to have a dictator instead of democracy.

### Challenge

'The issues in Germany 1918-1932 show that democracy did not work in Germany and they needed a dictator like Hitler to solve the problems.'

The issues in Germany at that time do show democracy to have some flaws. It shows this because they had 3 elections in 7 years. This is important because it shows instability in the country. This shows this because it takes time for a political party to put down policies and having elections every two years means that they did not have time to do that. This shows democracy has its flaws because the constant elections meant that the parties could not bring change that they needed to. As well as this the issues in Germany show that they needed a strong leader that would unite the country. The state that Germany was in shows this because you would need decisive and strong actions. A dictator could do this because he/she would not have to put it to a vote to see if they could do something meaning that things could happen quicker.

However I think that the issues in Germany at that time do not show that democracy didn't work. I think this because the actual system of democracy was working fine. The people were voting and being given a fair and equal way to decide how the country was run. This shows that democracy was working and that the problem was with the parties within the democracy. This means that I think that there was nothing wrong with the democratic system in Germany. As well as this I think that having a dictator was not what they needed. I think this because they needed someone that had to listen to the people because they needed a supportive strong leader that would do what they asked. A dictator does not do that because they alone control the country and that means that they do not have to listen to the people but they can do what they think they should. This shows that the German people at this time did not need a dictator because dictators do not necessarily do what best for the country.

## Why did the German people vote for Adolf Hitler?

### Challenge

→ 'The issues in Germany 1918-1932 show that democracy did not work in Germany and they needed a dictator like Hitler to solve the problems.' How far do you agree?

Germany didn't need a dictator like Hitler to solve all their problems. Hitler solved many things in his own way, he used violence and fear to get what he wanted. I believe anybody could have done that if they were respected enough. Anybody could help Germany be respected by helping other countries and doing things to help the world not just Germany.

However, Hitler did help Germany get more respected and more powerful. He solved problems for the unemployed by giving them work which improved Germany's economy. He gave the country hope and money which made more people more likely to vote for the Nazi party.

Here is a selection of outstanding Year 9 work:

## Writing frame: Speech

### 'Neolithic changes: A revolution?'

Fellow academics, the changes during the Neolithic period should be called a revolution. The reasons why I believe this are the facts that the Neolithic revolution allowed society to develop in the long term and allowed humans to advance from Stone Age hunter-gatherers to where we are today. This has primarily been done by allowing populations to rise and stable communities to be built. This makes the Neolithic revolution perhaps the most significant period of change in humanity's history, just like what Simmons and Mithen have said. Whilst the changes did happen at very slow speeds, and at different times in different areas, the same change was happening. Therefore it should not be called a series of revolutions which does disagree with what Moore has said. The fact that farming is still a very important part of life today shows how significant the Neolithic revolution was, both due to the changes it made to our lifestyle and how it allowed society to advance from a technological perspective. My view is supported by others in certain points, such as Simmons supporting the point of the Neolithic revolution being the most significant revolution in humanity's history. This, to go into more detail, is because the Neolithic revolution gave humanity the tools it needed for other revolutions to happen, such as the existence of the bronze and iron ages, which provided the tools needed for the Ancient Greeks and Romans, and later the industrial revolution and beyond. Furthermore, if the Neolithic revolution hadn't happened, there is a very high chance that humanity would be much less sophisticated in this day and age. Mithen should support my belief of the revolution being significant for several of the reasons given above, as well as the changes it brought upon our diet and intellect, with more dairy being added to the diet in the place of meat thus making the diet more diverse, and with early houses and other structures being built as a result of the growing intellect of our ancestors.

I disagree with Diamond, due to the fact that life expectancy increased with farming, because of the dangers of hunting and gathering being greatly reduced and sometimes eliminated, because early humans would have only eaten the crops and plants which they grew. Whilst the study of the few remaining hunter-gatherer communities on the planet being able to provide a rough idea of what life was like for other early humans, it is still an estimate at best, due to there being several changes to the planet's climate and natural life forms since the days of the Neolithic revolution. Therefore, the changes made during the Neolithic period should be called a revolution.

This was read by me in 02:02:16 (minutes, seconds and milliseconds)

Expert/academic	What is their view on the Neolithic Revolution?	What evidence do you have to support this view from your own knowledge?	Do you agree with them? Explain
Andrew Moore	It is more important to view the changes during the Neolithic period as a series of revolutions	Different things happened, Farming was introduced, money and wealth happened, ETC.	I disagree, because the Neolithic revolution contained things that all linked to each other, meaning it was one whole revolution.
Steven Mithen	If it wasn't for the Neolithic Revolution, society as we know it today would be vastly different.	The Neolithic Revolution introduced farming and helped humans evolve, which helped change society	I agree, because if the Neolithic Revolution didn't happen then we wouldn't know what we know today, we wouldn't have evolved properly or anything.
Jared Diamond	Most history books present the coming of farming as the single most positive event in history, but anthropologists (like Jared Diamond) discovered that hunter-gatherers are not necessarily worse off than farmers.	Many of the hunter-gatherers got plenty of free time and don't work as long hours as farmers. Farmers would work a lot because they had to provide food for others.	I agree, because hunter-gatherers were just as important as farmers. They were how people got things like meat, because of hunting. This means that farming wasn't the single most positive event.
Alan H Simmons	It was a major threshold in human evolution. There is no doubt that the economic changes that follows caused by the establishment of farming communities had a major impact of the history of planet earth.	Villages were built for people like farmers to live in. Different people became wealthy and that caused inequality between wealthy people and poor people.	I agree, because it introduced things like wealth and communities/villages. This means that these communities/villages would evolve overtime into the places we live today.

The academic I most agree with is Steven Mithen because if the Neolithic Revolution never happened then everything today would be different.

I believe the Neolithic period should be considered as a revolution. However, not the most significant revolution in the 'history of planet Earth' as Alan H. Simmons argues. Instead I lean towards Jared Diamond's opinion that it was a key event but not a major historical change. Now I will explain three reasons why I think this.

For something to be a revolution it needs to affect a lot of people, be a specific positive change and happen over a short period in time.

Looking at time, the Neolithic period lasted around 6000 years depending on where you were in the world. Revolutions are meant to be quick, but this is quite a slow change. Unlike Steve Mithen's view I think that comparing the change that happened in the Industrial Revolution and Atomic Age which happened in less than 100 years to the Neolithic Age which took 6000 years it is not a fair comparison.

I believe that a revolution needs to involve a lot of people changing at once. But farming change slower in different places. You can see this today when you go on holiday to places like Greece where farms are small and old fashioned. Like Andrew Moore said 'Really it is more appropriate to view the changes during the Neolithic period as a series of revolutions, as it happened over such a long period of time As there is not that much evidence of humans moving around the world it seems that agriculture developed independently in many different places.'

Finally, I wonder if changing from hunter gatherers to farmer meant it was a positive change for people's lives. Jared Diamond's point about Neolithic hunter gatherers having just as much time for things

**Ms Adams, Head of History**

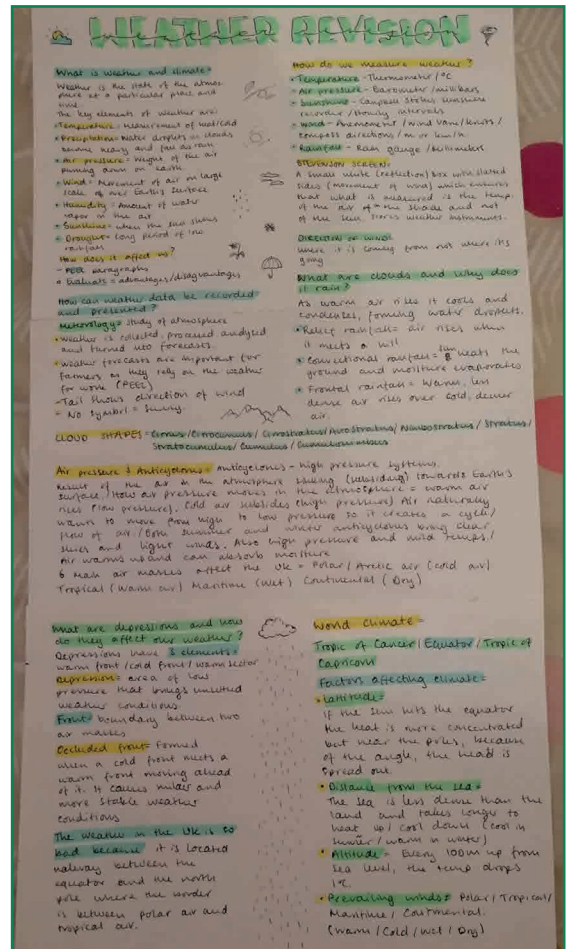
**EXCELLENT KS3 GEOGRAPHY**

Year 8 and 9 have produced some excellent revision posters summarising their work on weather from last term. There were some fantastic examples and hard to choose a few, but here are some excellent examples from the following students:

- Cora White
- Ivana Kuzmanoska
- Isabel Morris
- Roza Dzieciol
- Jayden Amin
- Wiktoria Powietrzynska

Thank you for your hard work!

**Ms Robinson  
Geography Teacher**





## Year 9 Spanish

Last week Year 9 Spanish students were asked to think about what they would and wouldn't do if they won the lottery and suddenly found themselves rich. I was particularly impressed with the work completed by Maia, Oliva & Inka which was lovely to read. It was great to hear them talk so fluently in Spanish about how they would use the money to travel the world but also how it was important to them to give money to charities and not to waste it on things that they didn't need. Well done Year 9! Reading this work made me smile.

**Ms Holding**  
**Head of MFL**

### 'Si gano la lotería...'

Si gano la lotería no compraría un auto muy caro

Si gano la lotería daría un porcion de mi dinero a orginaciones que ayudan a los animals

Si gano la lotería no lo gastare todo ahora

Si gano la lotería me gustaria en el future designiar mi propia casa

Si gano la lotería me encantaria en el future viajar

Si gano la lotería me encantaria tener una piscina privada en el futuro

Si gano la lotería en el futuro me compraría una casa en Bali

Si gano la lotería nunca lo gastare en cosas que no realmente necesito

Si gano la lotería no gastare todo mi dinero

Si gano la lotería ponria el dinero en mis savings para el futuro

Si gano la loteria, comprare una casa cara y viajare a Suecia para ver la aurora boreal. Despues, viajare a Japon y comere en muchos restaurants. Tambien viajare alrededor del mundo a Australia, Hawaii, Mexico, Italia, Egipto y Alaska. Me encanta viajar. En mi neuva casa, tendre un gran jardin con una pequena cascada. No tendre que ordenar mi casa porque tendre un limpiador. Tambien dare parte de mi dinero a obras de caridad.

Compraré una casa en LOS ALPES. Iré esauiar todos los años.

compraré algo de ropa porque no tengo mucha ropa. También, compraré a mis amigas muchos REGALOS.

# GANARE la LOTERÍA!

comeré en restaurantes con amigos cada Fin de semana. Sin embargo, comeré comida normal como SOPA o PASTA.

iviararé mucho! Iré a JAPÓN, COREA, ALEMANIA, Suecia y más.

# Year 7 French

In Year 7 French, the students are learning about their morning routine: at what time they wake up, have breakfast and go to school. Last week, they were asked to create a storyboard to describe a family's morning routine in French. Here are some examples of the excellent work some students have created. I am extremely pleased and PROUD to see our Year 7 students keen to use the language in a fun and creative way - well done everyone! "

**Ms Mignon**  
**French Teacher**

## La routine de la famille de Khaira

Mon père se lève dans la chambre à six heures.	Ma mère se douche et se lave à dix heures et demie. Ma mère aime chatter sous la douche.	Ma sœur et moi nous réveillons à sept heures moins le quart. On se lève en cinq minutes.
Ma famille prend le petit-déjeuner à sept heures. Nous mangeons des céréales et des fruits. Ma mère et mon père boivent du café.	Ma sœur et moi nous brossons les dents et nous nous habillons à sept heures et demie. Ma sœur aime porter des robes et moi moi.	Ma mère arrête ma sœur et moi à l'école à huit heures moins le quart.

## La routine de la famille de Lyra

Elle se reveille à six heures et demie.	Elle se lève à sept heures moins le quart.	elle lave son fils à sept heures.
Elle brosse les dents à Sept Heures et quart.	elle s'habille à sept heures vingt.	elle mange le petit déjeuner avec son fils à Sept heures et dix.

1. Je me réveille à sept heures et demie. Ma mère se réveille aussi à sept heures et demie. Ma sœur c'est porresseux et elle ne se réveille avant huit heures.	4. À huit heures et le quart, ma sœur se brosse les dents. Je fais mon lit et ma mère se prépare le petit-déjeuner dans la cuisine.
2. Ma mère se lève à huit heures moins le quart. Je suis est dans mon lit encore. Je lis un livre normalement.	5. À huit heures et demie, je m'habille dans un pull et pantalon. Ma sœur s'habille aussi mais elle porte une robe. Ma mère se prend le petit-déjeuner. Elle est normalement en retard. Ma mère commence à travailler à maison.
3. Ma mère se douche dans la salle de bains à huit heures. En ce moment, je me lève et ma sœur se réveille.	6. À neuf heures moins le quart, ma sœur et moi prenons le petit-déjeuner. Elle est normalement en retard. Ma mère commence à travailler à maison.

## La routine de la famille de Jacopo







Mon frère se reveille à sept heures vingt.	Je me lève à sept heures et demie.	Je me lave à huit heures moins quart.
Mon sœur se brosse le dents à huit heures moins cinq.	Je m'habille à huit heures.	Mon pere et mon mere se petite dejeuner à huit dix.

Mon frère Michael se reveille à huit heures.	Puis, mon frère Jacob se lève à huit heures et quart.	Mon père se douche à huit heures vingt.
Mon frère Joseph se brosse les dents à huit heures vingt cinq.	Je m'habille à huit heures et demie.	Ma mere et Michael prennent le petit-déjeuner à neuf heures moins dix.





Elle se lève dans le chambre à sept heures vingt-cinq.	Elle s'habille dans le chambre à huit heures moins vingt.	Elle se lave dans le chambre à huit heures vingt.
Puis, elle se lave dans le chambre à huit heures et dix.	Après, elle se prend le petit-déjeuner à huit heures moins dix.	Et puis, elle va au collège à huit heures dix.









### La routine de la famille pikachu

		
Mon père se réveille à trois heures et quart.	Mon frère se réveille à quatre heures.	Ma mère douche dans la salle de bain à quatre heures et quart.
		
Mon père se brosse les dents à quatre heures et quart.	Ma sœur arrive à l'école à cinq heures et dix.	Ma mère a petit déjeuner à cinq heures et quinze.







### La routine de la famille pikachu

		
Mon frère se réveille à six heures et demie.	Ma petite sœur ne se réveille qu'à 9 heures!	Ma maman prend le petit déjeuner à huit heures.
		
Mon père va travailler à huit heures.	Ma sœur aînée va à l'université à neuf heures moins le quart.	Et je ne peux pas dormir parce qu'ils sont tous trop bruyants.

### La routine de la famille de Tehya

		
Mon frère se réveille dans son chambre à sept heures et quart.	Pendant la semaine, ma mère se lève à sept heures et dix. Le week-end, ma mère se réveille à dix heures. Elle porte son pyjama au matin.	Mon père se réveille à six heures et prend une douche à une demi-heure.
		
Ma mère se brosse les dents et elle lave dans sa robe de chambre vert à sept heures et demie.	Mon frère s'habille dans sa chambre à sept heures moins le quart. Il s'habille de son pull et pantalon bleu prêt-à-porter.	Ma mère prend le petit déjeuner avec ses enfants dans la cuisine.

### La routine de la famille

		
Ma mère se réveille à sept heures et quart.	Mon père se réveille à sept heures moins le quart.	Ma mère se lève à sept heures et dix.
		
Ma mère se brosse les dents à sept heures et quart.	La famille se prépare à petit déjeuner à sept heures moins le quart.	Ma mère se lève à sept heures et dix.

### La routine de la famille de Rosa

My words

					
Ma mère se lève à huit heures et demie.	Ma mère s'habille à huit heures moins dix.	Elle se brosse les dents et se lave à huit heures.	Elle se prépare à petit déjeuner à huit heures et dix.	Ma mère se couche à huit heures.	Elle se lave et se douche à dix heures.

## Key Stage 3 Design and Technology

Now that students have designed their characters and storyboards, they are now drawing up illustrations for all the pages for the book. So far, they have drawn up the first 4 pages. Again, both Angelika (the illustrator working with us) and I have been amazed by the high quality of work. Here are some great examples:



## KS4 GCSE Design and Technology Iterative Design

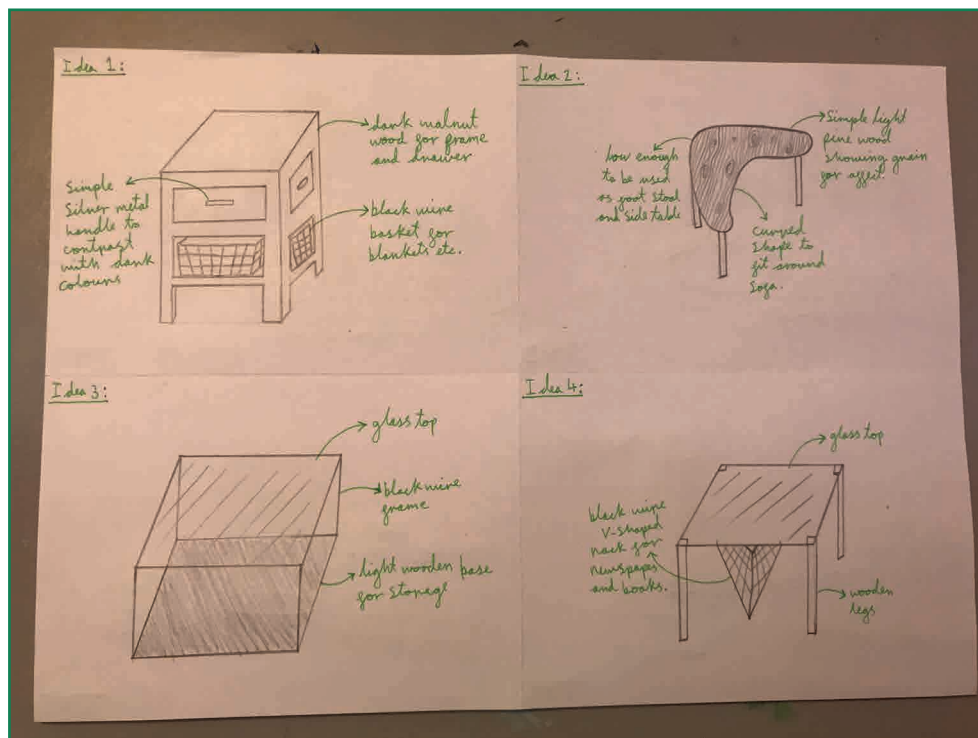
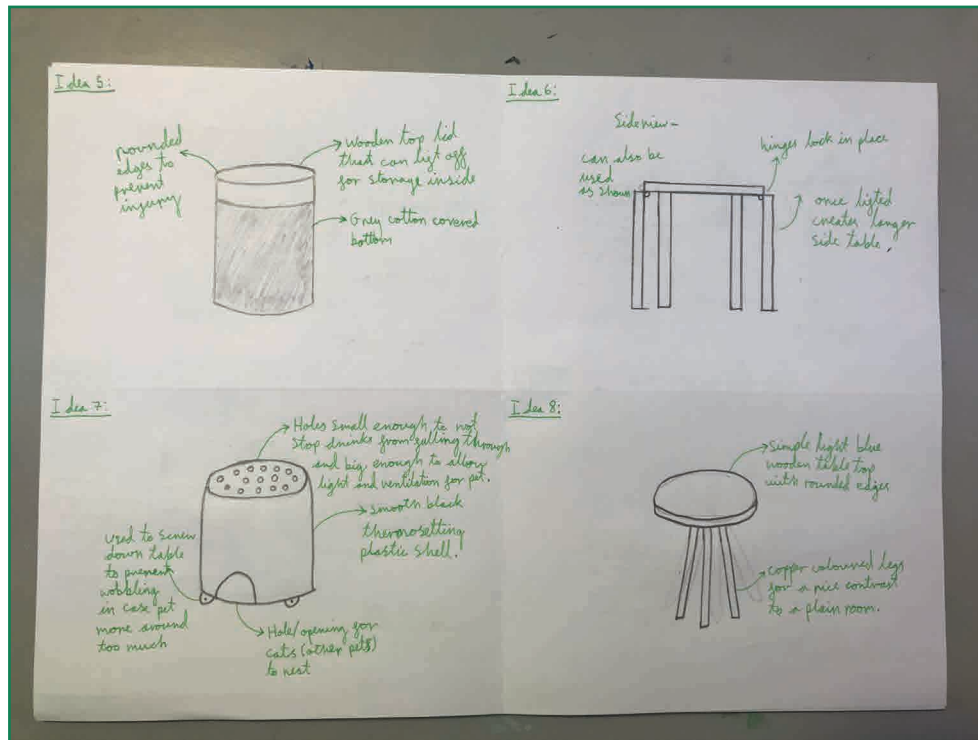
Josie Evans, who is in her final year of studying for her BA (hons) in Product Design, has agreed to mentor our Year 10 GCSE D&T students. She set them the following brief:

Brief: To design a multi-functional side table for the living room.

The problem: In populated cities, living spaces are getting smaller and so people need furniture with more than one purpose.

The target market: Chloe is 23 and lives alone in East London. Her style is minimalistic and Scandinavian. She is organised, creative and loves to read in her spare time.

The work below is by Amy Wenn, 10 Da Vinci, who is now developing her ideas using the iterative design process.

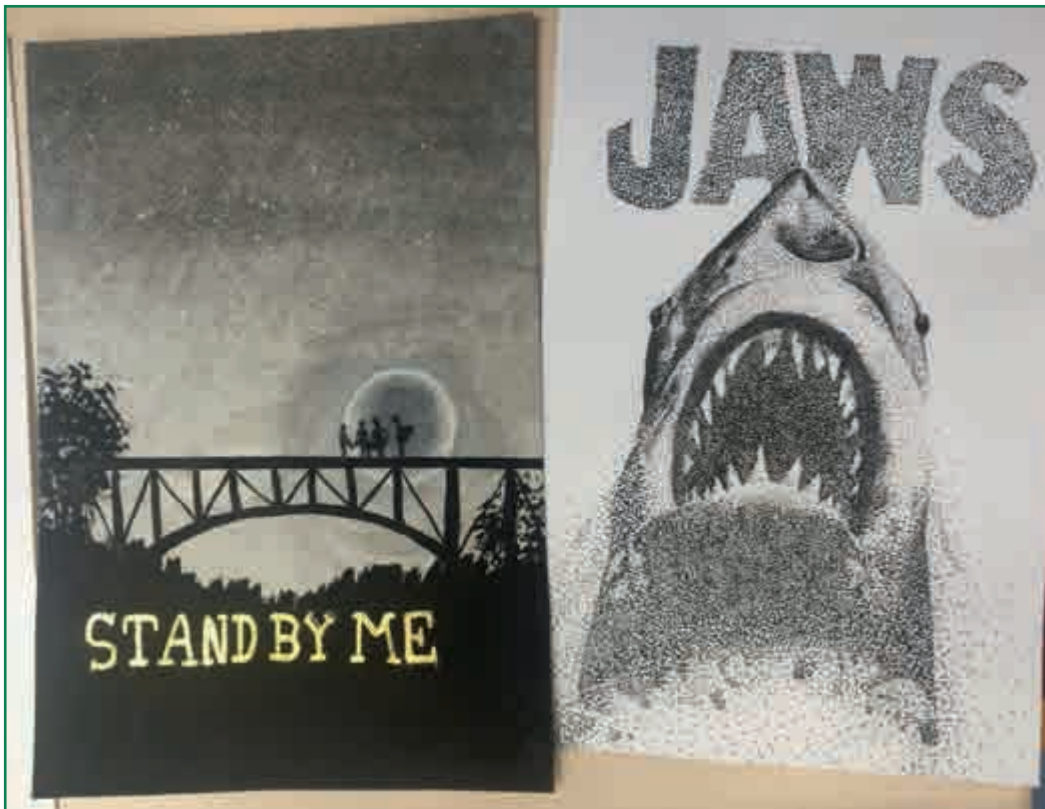


**Mr Wildman**  
Head of Design and Technology/Art and Design

Year 10 Visual Art have recently started a new project called Identity. Despite the lockdown this has not stopped the wonderful engagement of the students, completing outstanding pieces of work inspired by their primary and secondary resources.

Tilly Sheldon-Ralls and Tanit Chauhan have experimented with a wide range of media and have created this range of excellent pieces. Tilly and Tanit have thought about how to use the media chosen to create these individual, original and skilful pieces of work, well done Tilly and Tanit!

## Tilly



## Tanit Chauhan

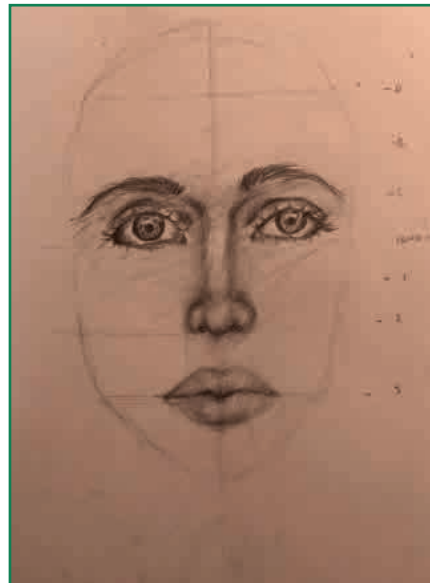


Year 7 are currently studying portraiture, please see some of the fabulous pieces of work by a very talented cohort of students. Sasha Rog, Elisa Bellas, Danny Dobbin and Octavia Hunt have been studying how to draw the facial features accurately and in proportion, the art department are so impressed with the work individuality of the work produced. We certainly have some very skilful artists.

## Danny Dobbin

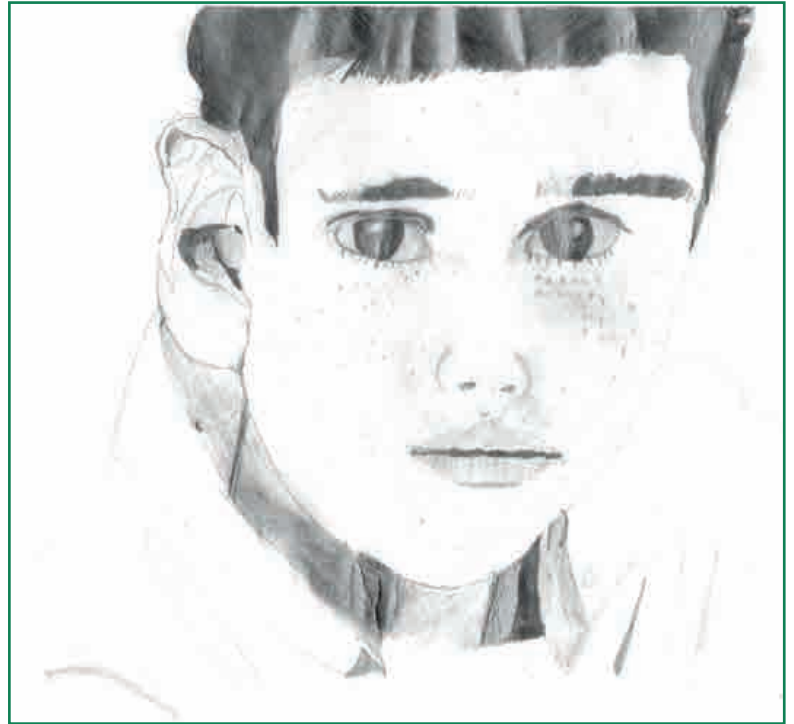


## Elisa Bellas



**Sasha Rog**

**Octavia Hunt**



**Ms M Horne**  
**Art Teacher**

## OUTSTANDING PERFORMING ARTS

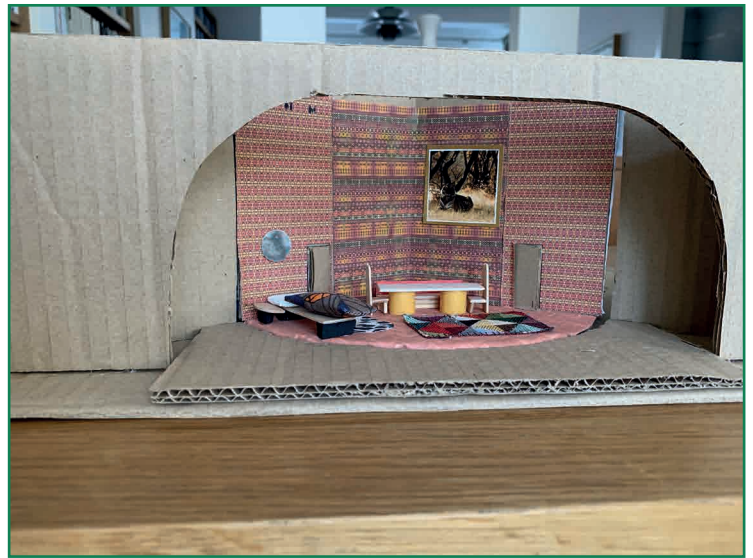
### Year 7 Drama

Year 7 students have just begun to explore design decisions for interpreting theatre however it is already clear that the year group have some budding directors, artistic directors and dramaturgs. Evandro Pereira, Khaira De Souza, Mia Demetriou-Kerr, Joshua Simon, Rajwa Abdulaziz and Sasha Rog to name a few have impressed me with their ability to make informed design and directorial decisions.

### Year 8 Drama

Year 8 this term have been developing their design and directorial decision making skills through the exploration of the play Noughts and Crosses. Students have been tasked with creating set designs for their own interpretation of the play starting with initial concept mood-boards and sketched designs to creating model boxes. I have been so impressed with the work produced demonstrating high levels of creativity, innovation and a solid understanding of theatre.

Felix Papa's model box is exemplary, he uses a composite set design which is able to depict 4 locations as the central set piece rotates. This design demonstrates a clear understanding of the play, design and engineering, well done Felix! Check out his model box below:



## Year 9 Drama

Year 9 have been completing the DNA Project that explores interpreting the play DNA by Dennis Kelly. Students have used research and their understanding of the play to make decisions about staging, set, costume, lighting, sound and direction. There are far too many students to list for outstanding learning however I would like to shout out Covenant Obazee and Evan Liu for directorial decisions, Jacob Sharpington, Eliza Goulborn and Lara Rizzolo-Blackman for thoughtful designs and Zoe Spencely, Ben Powell-Howard and Karoline Lanuza for engaging audio performances demonstrating clear artistic intentions.

**Ms Merritt**  
**Drama Teacher**

## Year 7 Dance

Students produced some fabulous posters on different dance styles that tell stories that you can see below.

The following are students who produced some really outstanding work for their Dance and Storytelling assignment:

Maya Basinski - For researching and giving me a poster on multiple dance styles

Alana Dias- For going above and beyond and creating a whole slide show on her dance style.

Max Cowley - For giving so much detail in his poster, it could have been its own piece of writing.

Joseph Oliver-Abrahams, Jerry Athymaritis, Khaira De Souza, Tehya De Souza, Umma Zukanovic, Rani Mahmood, Alice Withey- For going above and beyond in creating a poster that was exceptionally detailed and visual.

Ria Jordan Clarke, Lyra Skinner, Lara Sharpington- For handing in a hand drawn poster with exceptional clarity, colour and drawings.

**DANCE PROJECT PART ONE DANCE STYLE:** By Lara

# GERONOS

List of styles RESEARCHED:

- Carpaça
- Angelica
- Cordax
- Kathakali
- Dragon dance
- Lion dance (debatably a story)
- Bharatanatyam
- Kathak
- Morris dancing (arguably)
- Tarantella
- Syrtos
- Korymbos
- Schuchplattler (is old but not a story)
- Dabke
- Pyrrhichios
- choreia

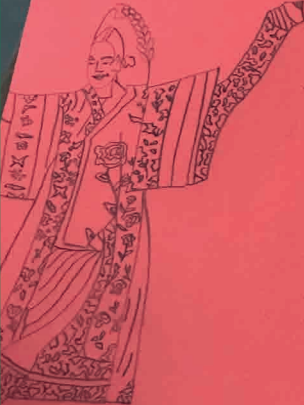
**A BRIEF EXPLANATION:**  
The Geronos is an ancient Greek dance originally performed by children of both genders. (unusual compared to other Greek dances of the time.) The dance was popular around anytime in between 320/310 BC and 146 BC (when the romans seized control over Greece. It uses snake-like movements to tell/recreate the story of Adriane (who would end up marrying Dionysus, God of Wine) and how she helped Theseus escape the minotaur. They build a statue in honour of Aphrodite, and perform a dance to celebrate their love, which does not last.

**DANCEWEAR:**  
**GIRLS:** Girls wore loose linen robes, a popular style in hot Greece, and wreaths of flowers to represent love and peace.  
**BOYS:** Dancers typically did not have extremely different clothes than the ordinary, so it is very likely they wore light, ill-fitting tunics called chitons. They may have also had light pieces of armour to represent theseus as a warrior.

**Music performed with the dance:**  
Greeks highly enjoyed all forms of performing arts from drama to music to dance, and often combined them together, like music with dance. The music typically performed with the Geronos was included instruments like the lyre, aulos (a type of pipe with two 'joined' together it was made of reeds) and the Kithara, a string instrument similar to the lyre and guitar. These would be played as a fast tempo for the Geronos.

*and appreciated*

## Taepyeongmu




Taepyeongmu is a graceful Korean dance of great pride for the country. Its specific origin is unknown but it was composed by Hahn Seorun, a very good master of the unique dances at the start of the last century. There are three assumptions about Taepyeongmu's origin. The first one is that it's a court dance performed by kings in the Joseon Dynasty, meaning the costumes used by the dancers are very similar to the costumes generally worn by kings and queens. The second assumption reflects the inner rhythms of the graceful dances and its most beautiful dynamics. The third one is that Taepyeongmu is designated as one of the Important Intangible Cultural Properties of South Korea.

Other styles I have researched:

- Shim Sham
- Calabrese Potch
- Xacxaco
- Robam Jap apseura
- Uta
- Tango

# Ballet



One ballet lasts about four hours.

## NARRATIVE BALLET

(ballet that tells a story)

Ballet dates back to the 15th and 16th centuries. It began as part of the Italian Renaissance and spread from Italy to France to Russia.

Despite ballet originating from the 15th century, women were not allowed to take part until 1681.

Other storytelling dance styles  
- Kathak  
(Ballet was the most obvious and I couldn't find any more ancient ones)

★ By ★  
★ Lyra ★

Narrative ballet that has a plot and characters. It was invented in the eighteenth century. They are essential to a ballet company's repertoire because they are most favoured by the public. Some of the most common productions are Swan Lake, Sleeping Beauty and Cinderella.



## Year 8 Dance

Students were asked to do some research into a choreographer called Christopher Bruce and create a slide show discussing what they found out. The level of work from students was outstanding and they all produced research that was insightful and even included a bibliography.

The following are students that really impressed me in this assignment:

Maximilian Reynolds and Sebastian Reynolds - For including a Christopher Bruce Gallery at the end of their presentations. It was a really nice touch!

Sonny Neath - For including a wide range of images in his work and including small pockets of information on other topics but still linked to Christopher Bruce.

Sophia Shade - For presenting her bibliography in an inventive way by using screenshots to show where she got her information from.

Wiktoria Powietrzynska- For giving each of Christopher Bruce's works their own image so you could see what the work looked like.

Nami Ramos - For dedicating a slide to one of Christopher Bruce's work, giving more insight into that piece.

Farah Kennedy, Jessie Turner and Leia Paridjanian for using the information they researched to give a presentation that was written in their own words.

## Year 9 Dance

Students have created costume and lighting designs for a piece of dance that they made before Easter based on 'Skeletons'. The students had to also justify why their costume and lighting linked to the theme of their dance. The quality of work that students produced has been fabulous and I was thoroughly impressed that the students were able to justify their costumes so well.

The following students did exceptionally well in either their costume design or their discussion about their costume:

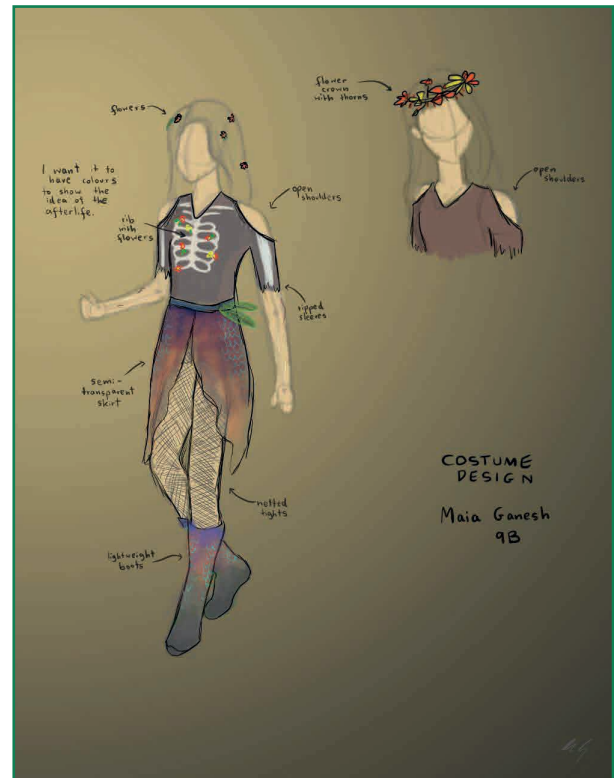
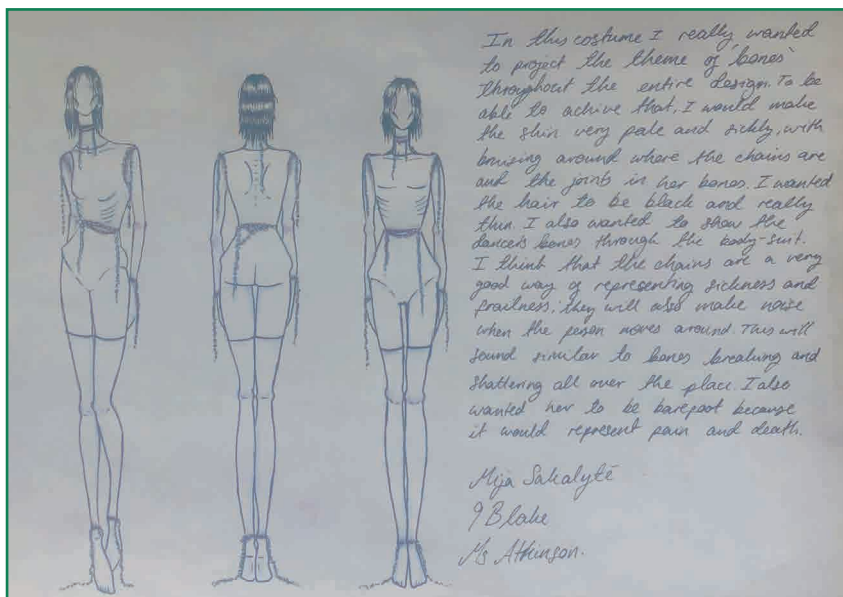
Maia Ganesh, Mija Sakalyte and Gabriela Kolczynska- For their beautiful costume designs.

Ivana Kuzmanoska, Olivia Smeaton-Couzens, Jessica Creasey- The combined detail and images of their design was really great. They supported each other which allowed them to produce some really strong work.

Lucy Keenoy - For going away and actually MAKING her costume!

Benjamin Powell-Howard- For going above and beyond in his written descriptions and explanations.

Joel Macrohon- For managing to write about his costume in such a visual and descriptive way.





CHESTNUT 21

*Article 26: Social Security*



# Bags of Help

We are continuing to raise funds in our drive to provide support to our students and their families during this difficult time. The innovation, community spirit and generosity we have seen has been immense and we have just received a further £500 from Tesco Bags of Help COVID-19 Communities Fund. We are continuing to apply for trusts and grants that can add to the funds. Please speak to your tutor or RSL if we may be able to assist your family in some way.

10 months on.....from our grand opening event last Summer, one visitor emailed me yesterday with her Foxglove that she was given as a memento from our students at the Study Incentive Club! She has been nurturing it all year, and here it is in all its glory! Let's all look forward to a time when we can all be together in the grounds again!

**Ms Sharon Noble**  
**Development Manager**





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:

### English

**Inka Burton**

### Science

**Ivana Kuzmanoska**

**Isla Nicholson**

**Olivia Smeaton-Couzens**

**Lucy Mann**

**Farah Kennedy**

**Daniel Dasgupta**

**Lauren Barker**

**Jerry Athymaritis**

**Beatrice Isted-Aggrey**

**Isla Nicholson**

**Elvie Paterson-Martin**

**Lilly Lowe**

**Alice Withey**

**Thurston Jepps**

**Lincoln Lewis**

**Khaira De Souza**

### History

**Karoline Lanuza**

**Amy Wenn**

**Isabel Morris**

**Charlotte Kelly**

### Drama

**Felix Papa**

**Holly Hawkins**

**Edward Andree**

## YEAR 7

As we come to end of another half term, I would like to thank Year 7 for their effort, engagement and commitment to their work, Teams and each other, and to thank you and their tutors for your continued support as we work virtually.

I was really impressed with Year 7's engagement last week in their tutor chats and with the assembly shared on 'care'. It was lovely to hear feedback, from both tutors and students, and have added some of this below. It was truly heart-warming to see this year group engage fully with the theme of 'care' and recognise the rewards that real care for ourselves and others can bring. The video link is <https://www.youtube.com/watch?v=zcrulov45b> if you want to watch yourselves.

Some of the Year 7 student comments after watching the video were as follows:

.....you don't always need a physical reward to know that you are doing good things, sometimes seeing a smile on someone's face after you have helped them is the only reward you need!!

..... I think it is a good moral that everyone should follow, that you don't need to get a material reward for doing something good, but something like a smile or love can brighten someone's day even more than money.

..... at first I thought all the people were taking advantage of him and I pitied him but it turned out that everything was OK. I got worried when the girl had disappeared and thought that something bad had happened to her but when she turned up in her new school uniform I felt happier.

.... At first, I did think that the man was going to continue giving, and the others would take him for granted, but the outcome of it was much better than I had expected.

Such wonderful messages to hear and I hope we can continue to put these into practice over the weeks ahead. This week, along with our continued academic work on Teams, we have looked at the theme of mental health and kindness and the theme of commitment. If your child has not yet done so, I would really encourage them to look over the Mental Health Awareness Week presentation shared by Ms Holmes in Teams and respond to this by sending her your small acts of kindness that have made a difference to yourself and others at this challenging time.

Next week is half term. Please do use this time to both have a break and spend some time together as a family. It may also be a useful time to consolidate the work up to now and catch up on anything you may be behind on so that you can start the new half term in a really positive and prepared place.

Departments have once again used this newsletter to share some more examples of excellent work. It is always a joy to see this and my challenge is for each of you to get something in the next newsletter. Additionally, if you have done something that you are really proud of, please do share this with your tutors or me via the Year 7 team as I would love to continue to reward excellent work or where you are demonstrating our PROUD values.

Have a great half term, look out for the welcome back message on Teams on Monday 1st June.

**Mr D Collins,**  
*Acting Raising Standards Leader Year 7, Assistant Head*

## YEAR 8

Another two weeks have passed and I hope that you are all still well both mentally and physically.

This week was mental health awareness week and the theme for this year was Kindness. The definition of kindness is 'the quality of being friendly, generous, and considerate' and I think this is extremely appropriate at this time, when our focus should be on helping and being kind to others. Not only does being kind to others make them feel better, it is also good for our own mental health and wellbeing. It is especially important amidst all the uncertainty and fear that is felt by all during this pandemic, but the increased sense of community has been, in my view, a real blessing. An act of kindness can;

- Increase happiness,
- Increase energy,
- Increase lifespan,
- Increase Serotonin,
- Decrease depression,
- Decrease stress,
- Decrease anxiety,
- Decrease pain,
- Decrease blood pressure.

I am sure you have heard of the #bekind movement and also about small acts of kindness and during this time, it is actually sometimes harder to be kind as so much is reliant on close physical proximity. However there are some things that we can do from a distance even if they are things we would never have considered normally. At home, talk to your children about things that they could do which would be kind for you; helping out with chores without having to be asked, letting someone else choose what to watch on family movie night, help you put away shopping without being asked and I'm sure you can think of a myriad of other things you could ask them to do, but the key thing is, they understand that they should not have to be asked but it should be done because they want to be kind to you.

Other things that we can all do in our community may make us feel slightly more uncomfortable at first, but will feel good! Write a note to your neighbours around your house, or on your floor if you live in a block of flats, write positive messages and leave them on cars in your road, say hello or good morning to the people you see (if you're wearing a mask, they can't see you smile!).

I've had lots of individual conversations with you over the past few weeks and the most important thing that I would like you to do is to be kind to yourself. We are all in the same position, working or not, we are all trying to manage a family and school work at the same time. I hope that my year group are making it somewhat easier for you and have taken on the message that they do need to be doing their schoolwork without being reminded (or nagged) by you and this is the biggest act of kindness that they can do.

Please take care and enjoy the half term holiday.

**Ms K Striesow**

*Raising Standards Leader Year 8*

## YEAR 9

I would like to congratulate Year 9 for their efforts over this half term in incredible circumstances. As we approach the final half term of the year the government's current guidance suggests KS3 and selected Primary school year groups will have the longest period of online learning without face to face support. Thus it is of great comfort to me to see Year 9 so actively engaged - more so than ever before I would thank you for your commitments in taking on so much in facilitating their education.

### Student council

Every week Mr Collins and I have met with the Year 9 student council representatives to get a view on student experience with teams. The feedback from this is already being used to shape our approach after half term and if you as parents have any suggestions or points you wish you raise please let me or your child's tutor know. We've achieved a lot in a short space of time and now need to develop and hone our approach.

One area I would like your support on is teacher/student communication. As teachers we want to be able to help and support your child with work, whether that be to help students with IT related problems or support them with completing the work.

Microsoft Teams has a chat function which allows us to do this, with most students engaging. We have noticed and discussed with student council that some seem less inclined for a myriad of different reasons and planned some actions to encourage this.

As parents I would appreciate if you built this into your child's working routine should they need to develop this. Encouraging them to check their chat messages and ensuring that they have appropriately responded (a process I empathise with getting used to!). Speaking to a Year 7 parent last week the student hadn't noticed it and found all the feedback for their work so far!

### Care Assembly

Last week's assembly focused on care for others with a discussion on how to help those around you at home and the wider community. In the feedback quiz I asked students to give an example of how they have helped others during this time. Reading their responses was an elevating experience, I've taken out the names but see if you recognise any! PROUD.

- I have been swapping cakes and jigsaws with friends down the road
- Calling older relatives who are at home alone.
- I volunteer at the food bank organising donations once a week.
- I've given stuff to some of my friends in-game that they couldn't get by themselves.
- We helped my grandpa know how to use zoom via text so he can now talk to his friends and family and find people to help him during this time.
- I've joined a lot of online video calls with my family.
- I have helped my mum with things around the house
- I have done the hoovering and the washing up to help my mum.
- Went food shopping for my grandparents.
- I have done the shopping
- Not be a pain for my Mum and Dad.
- Helped my brother when they were struggling with work.
- Helped clean the house

- I have helped my grandparents get shopping safely, by ordering theirs with ours and dropping it off to their house.
- Helping my dad with something he is working on so that he is less stressed and doesn't need to do as much work.
- I have spoken to my Grannie and cousin who are on their own. I have also sent messages to some elderly people from my church so that they will hopefully feel like people are thinking of them.
- Playing with both of my brothers to give my mum a break.
- I have called my granny in Scotland whenever I go on a walk with my dad because she lives alone and she really misses us when we aren't there.

**Mr D O'Keeffe**

*Raising Standards Leader Year 9*

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## YEAR 10

I enjoyed watching Mr Collins' online assembly this week which was on the subject of commitment. I would really recommend that you take some time to watch this assembly with your child at some stage over this week or during the half term holidays because I think it includes a really pertinent message that could be useful to our Year 10s at this time. He used training for marathons as an example of commitment and the following quote really made me think about the current situation Year 10 are facing:



I understand that Year 10 must be facing significant threats to maintaining this commitment at this stage of the pandemic. I was discussing this with an advisor on mental health yesterday who reminded me of the difference in the challenges faced by us as staff and that faced by the students. For me, dozens of emails hit my desk each day with clear actions attached, I have three classes for which I need to set and follow up work, meetings are scheduled and I simply need to press "join" and I can get involved in whatever it is that we are working on. Whilst this may sometimes feel like trying to guide a canoe down rapids, at least I'm guaranteed to keep moving by the flow of the river! My days disappear!

However, the journey the students are on is rather different. I expect that this feels a lot more like a long and complicated alpine hike each week, in which the temptation is absolutely there to either never set off on the journey, or set off, but instead of scaling the mountain, simply trot around the base, taking in the scenery but never attempting to scale the slope. And the key component that could inhibit the capacity of students to scale the mountain, is a lack of preparation. Of course, if you were to set off on a mountain hike without the planning, and then you saw the peak, steep, covered in snow and ice and clearly at an altitude in which oxygen could become an issue, the only sensible decision would be to admire the mountain, but not engage.

To compound this challenge, teenagers of 14 and 15 years old are not naturally equipped with those tools. Frankly, they need to step outside of their comfort zone and reach beyond their natural phase of educational development every single day to prepare themselves for what lies ahead. I know this must be incredibly tough and I wanted to pass on a message of thanks to you all for the support you have given the school in continuing to guide your child and push them to succeed in online learning despite these obvious difficulties. Whilst it is tough, it is by no means impossible for students to make exceptional progress despite these challenges.

Indeed, today, I am able to pass on the positive news that your efforts, and those of our students, are paying off! A study at the start of the pandemic suggested that only 22% of state secondary school students were carrying out online work every day. I was pleased to see that 94% of Year 10 are currently engaging regularly with Microsoft Teams and 62% of students handed in at least one assignment on Monday of this week. This not only shows that the vast majority of our students are actively engaged, it is also an indication that they are organising their weeks appropriately, completing some tasks at the start of the week when they are set and arranging to complete others later in the week. I am truly impressed.

For those that are finding this trickier, here are a few words of advice that you can share with your child to help:

1. Most subjects are now using the “Assignments” function to set work. This keeps everything in one place and, we hope, makes it easy for students to organise their work.
2. The assignments should have advice from teachers about how to complete the work. In many cases this comes in the form of a Powerpoint with audio instruction and sometimes it is written. Students must take note of these instructions carefully and I would recommend re-writing the instructions in their own words so they are sure they understand what they need to do before they set out to do it.
3. One limitation of “Assignments” is that it doesn’t yet provide a calendar for students to organise their hand in dates. It is therefore vital that students spend part of Monday morning planning out the week. This could be done in a diary or on a calendar or simply on a word document or spreadsheet and students should consider how long they should spend on each subject. If students then find that one subject is taking a disproportionate amount of time, students should let their teachers know – we will be able to help to re-organise and prioritise their work.
4. If students do get behind, teachers will message them using the chat function. This has a helpful tool which allows students to “pin” chats that contain instructions they have not yet followed up. Students can then return to these chats to make sure they’ve followed up what they need to.

Whilst the thoughts of Year 10 parents, students and staff will have naturally now turned to a possible return to school, it is vital that students understand that this will supplement rather than replace the online learning curriculum, and so the advice above will continue to be important throughout next half term.



Of course, students' moods during the course of this period of home learning will continue to ebb and flow and may sometimes resemble the aforementioned rapids, but preparing for the journey ahead at the start of each week, will hopefully help to ensure that it is far easier for students to remain committed to their studies and to achieve much more than they ever knew was possible.

**Mr G Bedford**

*Raising Standards Leader Year 9*

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## YEAR 11

As we approach the end of this half term the emphasis for Year 11 remains focused on next steps for September, whether that is with us in the Sixth Form or onwards to the next exciting element of your child's progression. This week has been Mental Health Awareness Week and in honour of this my very light hearted 'assembly' is now available for Year 11 to see on the Year 11 Team room. Take care everyone.

### Sixth Form applications

If your child has applied to attend Chestnut Grove Academy Sixth Form in September you should have had a reply last week. If you have yet to receive this please contact the Sixth Form office. This is an exciting year of growth for the Sixth Form with the new build intended to begin this year. Congratulations to all those who have secured a place with us next year, well done!

### Reading lists

I will be uploading a general reading list for the majority of the A Level courses students are beginning in September. This will be available in the Year 11 Team room from Monday 25th May.

### Resources relating to careers

This is the perfect opportunity to put some time and effort into thinking about your future and potential career paths. If you have not confirmed your place in our Sixth Form or on another course elsewhere for September this needs to be your priority for this week.

Please also make sure you check out the resources on Teams - in your year group team you will see the channel Careers resources where there are a number of posts and files linked to careers. Ms Verber will be updating these weekly with a range of information, links and activities to check out. For any questions about your next steps or to raise any concerns you can contact Noel Tierney (careers advisor), Mr Taylor (Head of Sixth Form) or Ms Verber on Teams.

### Team Chat last week

Thank you to all the students who engaged with their tutor last week on Teams during the arranged chat times. Attendance was up again this week so well done everyone who participated. This will be arranged for the first week back after half term as part of our Year 11 bi-weekly slot.

### Tutor quiz action

It's heating up in the tutor group quizzes -results below!

## Blake

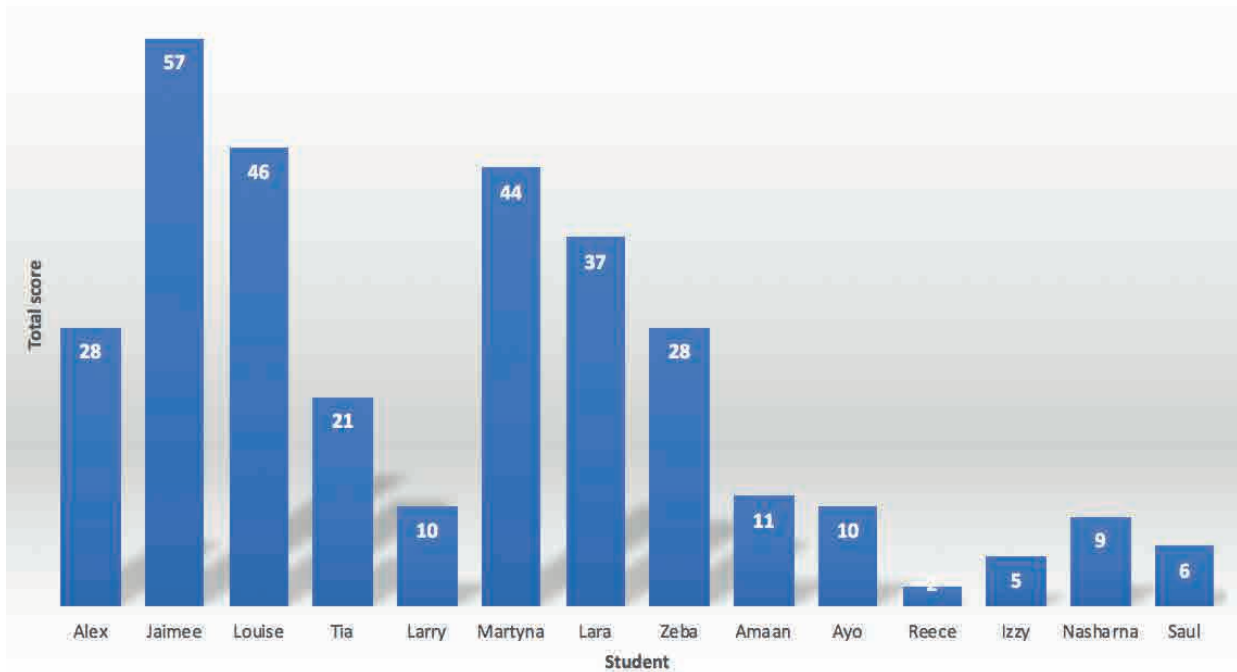
### Quiz started this week

Samuel 6  
India 9  
Nawaal 9  
Clare 12  
Cheyenne 16  
Mr Tobin 16  
Gabriel 17

Theomoy & Parris looked at the quiz but didn't give it a go!

## Kapoor

### 11 Kapoor Quiz Leaderboard

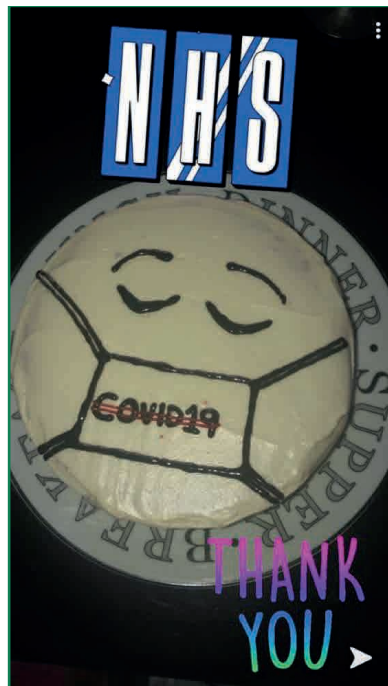


And finally.....

Something utterly joyful. A massive shout out to Clare Collins who has made this amazing cake as part of her science homework this week. Great effort - who knew!(?)

**Mr B McCarthy**

*Raising Standards Leader Year 11*



## Sixth Form Year 11 offer letters now sent

The Sixth Form team have now sent out the offer letters for next September. Those students that have been accepted and who have received an offer letter will receive further details about our induction process and about enrolment appointments in due course. Congratulations and we look forward to welcoming you back in September.

## Year 12 Higher Education Update

Normally by now, as part of the Sixth Form's rolling programme of UCAS support, Year 12 students would have attended the UCAS Convention at the ExCel Centre and would have had their appetites whetted in terms of what they might want to do in the future. They would also know what grades they may need to satisfy university entry requirements and any possible career aspirations. More often than not, this single factor kick starts Year 12 students to redouble their effort, provoking exactly the reaction required as we approach the second half of the summer term.

Perhaps this year more than ever before we will need to fire Year 12 students up to fully engage with the Sixth Form's Higher Education programme, both remotely and at school. There is much ground to be covered and we cannot wait if we are to ready students for their next steps.

Applying to university is a demanding process and with this in mind, I have produced two powerpoint presentations that I will shortly be distributing to Year 12 parents and students. I implore you to read over these carefully and urge students to begin researching widely both in terms of what they may want to study at undergraduate level, and where.

The presentations do two things - the first one (**Copy of Competitive Unis**) attempts to get you thinking about what you can be doing now to increase your chances of a successful application to a competitive university. The second one (Personal Statement Presentation 2020) focuses more specifically on how to prepare an effective and strong personal statement. You'll notice it also refers to writing supporting letters for apprenticeship applications too, so if this is your preferred route you'll still need to construct something similar.

Both of these presentations have been put together with the support of Peter Rawling, PiXL6 Higher Education Lead, and previous students have found these helpful as a lead into the process of applying to university. The competitive universities presentation was originally made in 2015-16. I have amended as appropriate – though some of the data about graduate earnings will have changed. The personal statement presentation was an offshoot from the first, so there is some overlap, but it should still help you to formulate your personal statement structure.

Writing the personal statement is not something you'll perfect in an hour. It takes many, many drafts and hours of polishing to do you justice and to sell you well. Therefore, it is critical that you begin the process now (Year 12 students usually begin the process just after their AS level exams have finished). So these presentations, when you get them via email, should prove timely.

So, if you get going on this soon you'll be in a good position for when school resumes. In the meantime, check them out, complete the interactive sections in the second presentation and get researching!

**NB. Do not set up your own UCAS account independently. I am in the process of creating the school's account and will distribute the Buzzword separately, which students can then use to link to our centre.**

## Year 13 Higher Education and Student Finance England Notice

A final reminder that Year 13 students who have applied via UCAS need to reply to their offers now and must complete and submit their Student Finance England Forms by **Friday 22<sup>nd</sup> May** (last day before half-term).

### 13 Blake- Phenomenal Thursdays!


Every Thursday Ms Adams or a member of 13 Blake leads a session in tutor time called Phenomenal Thursdays where the tutor group explore someone or an event that was/ is phenomenal! During lockdown some of the tutor group have been carrying this on, organising a Zoom call for any other member of 13 Blake who wants to get involved. This is a superb example of independent and curious minds ready for university! They have then been uploading the recordings to the 13 Blake tutor page so Ms Adams and the others can watch back.

Nezrin Badalov led a session on Jacinda Arden

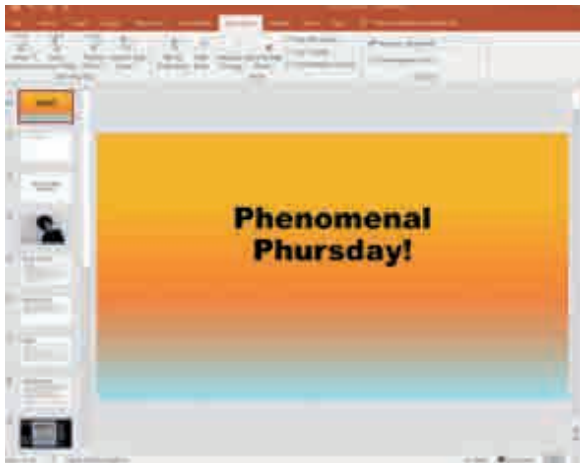


## Reaction to the Coronavirus pandemic...

- New Zealand has recorded just 18 deaths; public trust in Arden's government is greater than 80%.
- Has been applauded for being outspoken about racism and sexism.
- Her insistence on saving lives and her kindness-first approach - urging New Zealanders to look after their neighbours, take care of the vulnerable, and make sacrifices for the greater good - has won her many fans, while her emphasis on shared responsibility has united the country.
- [pic.twitter.com/95QosGx1Z](https://pic.twitter.com/95QosGx1Z)



Antonia Antrobus-Higgins led a session on Nina Simone



Well done 13 Blake!

**Mr J Taylor**  
**Deputy Head/Head of Sixth form**