INTRODUCTION FROM THE PRINCIPAL, MS GREEN

Another packed newsletter which gives you some insight into the wide variety of opportunities and experiences here at Pimlico in a typical term in the academic year. We have been very busy with transition supporting our Year 9 and Year 11 pupils with their course choices for next year and starting to work with the Year 6 pupils that are joining us in September. I hope you all have a restful Easter break and students taking exams this summer put aside some regular time for revision and make the most of the Easter Revision Centre running in school.

The Social Media Charter

This term Year 7 have been working towards creating a Social Media Charter. The idea at the heart of the Charter is for students to make a commitment to everyone in their year group about their behaviour on social media. The Charter will form a series of promises that Year 7s make to themselves and to their peers. So far the Student Board leaders have met and discussed why they think a Charter will benefit their year group. Student leaders then conducted a survey to find out what problems students have faced on social media and how pupils think the Charter can help to solve those issues. This feedback suggested that the Charter should lay out how to be safe on social media, how to be kind and respectful, the appropriate language to use and what to do if you are worried for yourself or someone else. Next term Student Board leaders will meet again to give some more detailed ideas for the Charter. A committee will then be selected from across the entire year group of students who are eager to be involved in writing the Charter. Once it is complete each Year 7 will sign their own copy to show their commitment to the Charter, and copies will be displayed on each form’s noticeboard.

We hope this will be used as an example to other year groups.
**Vegetable Growing Club Setup**

This term saw the beginning of our after school Grow Club on a Monday. Involving six Year 7 students and led by Mr Mendonca, the Grow club gives students the opportunity to plant seeds, look after them by managing the soil and growing them. I am reliably informed by Mr Mendonca that so far the students have successfully planted, grown, cooked and eaten peas. The idea behind the Grow Club is to give students the experience of planting and growing vegetables. A fertile garden has been created at the back of the main playground by the AstroTurf where the club convenes every Monday afternoon to both learn about planting and growing seeds and to actively do this in their group. See pictures in the Inclusion section.

– Mr Cornish, Academic Support Officer

**Stars in their Eyes: The Year 7 Wall of Fame**

Stars in their Eyes: The Year 7 Wall of Fame has been on display outside the Year Team office since the beginning of the year. Updated every week, it features the names of students who have been chosen as “Star of the Week” throughout the year for outstanding contributions in lessons and around the school.

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**Learnwell Group with Mind Charity**

7PC/PD have recently completed their Learnwell Group Workshop with Mind Charity. The aim of the programme is to reduce stigma around mental health issues and promote habits that have a positive impact on student’s wellbeing. Our students engaged in the programme so fervently that another workshop is being planned for a different Year 7 tutor group.

Programme Leader, Taylor Smart, had the following to say about working with PC/PD.

"PC/PD and Ms Danks and Ms McNally have been incredible this term! Thank you for all of your support. I’d like to arrange another workshop with a different tutor group as I have really enjoyed working with your Year 7’s so far."

**Year 7 Parent Coffee Morning – Tuesday 24th April**

Following the success of our Social Media and Online Safety Parent Coffee Morning, we are pleased to invite parents to our next morning on Tuesday 24th April from 8:40-9:20. The theme for this morning will be English and Science from Year 7 to Year 8. Alongside myself and Mr Cornish, we will welcome Mr Baldock (English Key Stage 3 coordinator) and Mr Robinson (Science Key Stage 3 coordinator). Mr Baldock and Mr Robinson will be discussing what your children have been studying this year and what they can look forward to studying when they return in September as Year 8 students. The timing of this coffee morning is excellent as it will also offer parents an opportunity to discuss the upcoming Assessment Point 2 process. We will send a reminder closer to the time but if you have any queries, please email Mr Bardetti at c.bardetti@pimlicoacademy.org.
Year 7 Lunchtime Football League

Having started with 42 students and six teams, the Year 7 Lunchtime Football League has grown tremendously and we now have 75 students signed up across 10 teams. The league features three games per game week and students can win points for punctuality to games, organisation and fair play. As well as playing in fixtures, other students such as Aaron Zeleke and Yen-Zee Chin-Phillips have contributed to the excitement by writing match reports and officiating games. We would like to congratulate everyone in Year 7 who contributes to this enjoyable lunchtime event.

Brilliant Attitude to Books in Year 7

As part of our drive in Year 7 to promote and encourage reading, I am pleased to announce two students in particular who have displayed a superb engagement with two of my projects. During Book Week I launched a book review competition which was very well received, resulting in a good number of students submitting lovely pieces of writing – all of which were clearly the result of hard work and thought. The winner of this competition was Nabrah Wardi who wrote a very clear and concise review of Beaky Malone’s Weirdest Show on Earth accompanied by a terrific drawing of the book’s front cover. The second student I would like to commend is Ewan Trelawney-Wingate Hardy who has barely gone one week without loaning a book either from myself or from my display in the library. In a world of so many other (digital) distractions, Ewan’s attitude to reading is fantastic, and his active response to my book display is precisely the reason why it was set up in the first place.
Mental Health awareness has been a major theme of Year 8 in Term 4. Each week in I-Development the topics are related to an aspect of mental health, raising awareness of the issue and how help can be sought and delivered. We also had Mindfulness sessions and a special Meditation and Relaxation led by Ms Simpson. Moreover, we were fortunate enough to be visited by Jonny Benjamin MBE, who spoke to the year group in assembly about his struggles with mental health and the importance of talking to someone when you need to.

Academically, this term has been one of preparing and looking forward to Term 5, in which Year 8 will have Assessment Point 2. After the Easter break, there will be a timetable provided to all students, which will layout when each subject will have its assessment.

All students have also had their academic tutorials with their ISpace tutors. In these one-to-one meetings students discussed their areas of strength as well as the subjects and topics they need to target for improvement, and how to do so. These targets were written down by the tutor and will be re-visited next term in preparation for AP2. It is in these areas that Year 8 should be focusing doubly hard in lessons and in their efforts outside of the classroom. With this extra attention and hard work I am confident that even more students in our year group can make progress between AP1 and AP2 this year.

A large number of Year 8 students have been on trips with their subjects this term – congratulations to them as this was often as reward for effort and progress in those areas. Furthermore, the behaviour of these students has been commendable when representing the Academy in the wider community. Congratulations to the winners of our final week’s assembly, who picked up awards for attendance, punctuality, behaviour, and effort and progress in subjects.

And finally, as a reminder to all students, parents and carers; mobile phones should not be on or used anywhere in the school grounds, including after lesson hours. Failure to comply with this rule may result in the phone being confiscated for the week, as outlined in the home-school agreement, on the website, and in the handbook provided last year.

Have an excellent Easter holiday.
GCSE choices and goats!

Year 9 students have now had their GCSE choices interviews with one of either the Senior Leadership Team or the Year 9 team. I have been very impressed by their thoughtfulness and maturity during the process.

This is reflected by the message Ms Green sent on to me.

"Interviewing Year 9 for their Choices was a real highlight of last week. Across the year group all the staff involved commented on how well prepared, thoughtful and polite your year group was in each of the interviews. I am really looking forward to seeing them progress up the school."

This is clearly a year group with a real sense of how important their education is for building a successful future for themselves. They understand that success will come from hard work and are prepared to put that effort in to get the best possible grades. In fact results from the last AP tests in January show that Year 9 are in the top 10% in the country in terms of progress made from the end of Year 6. They still have a long way to go and have many challenges in front of them, but their excellent work has put them in a great position to be very high achieving by the end of Year 11.

Mr Kitson, our Senior Teacher in charge of GCSE options, is now collating all the choices forms given in by Year 9 students at their interview. He will be trying to ensure that each student gets the choices they wanted when the Year 10 timetables are published at the beginning of July. We will be in touch with parents if there are any problems allocating their child’s GCSE choices before the July deadline.

On another note, our wonderful student leaders are planning the next good cause that they would like the year group to raise money for. They have settled on buying some Oxfam goats! Their aim is to raise enough money in Term 5 to buy four goats for poor families in Africa. A goat is an excellent extra source of income and can make a real difference to people who are struggling to survive. Please watch out for the various fund raisers that the Year 9 student leaders will be putting on, and support this fantastic cause.

I hope you have a happy and restful Easter break.
Year 10 Pimlico Idol Clean Sweep

The final of this year’s Pimlico Idol saw nine acts perform a variety of songs backed up by the Pimlico Music Department House Band. After renditions of tracks by artists ranging from Bruno Mars to Anita Baker, and even a special appearance from the one and only Spice Girls (!), the votes were cast...

Third place was taken by Heath Garrett performing ‘Human’ by Rag’n’Bone Man.

In second place was a duet - Sam Smith’s ‘Say You Won’t Let Go’ performed by Adesha Craig and Renato Ferreira Costa.

The winner was an incredible performance of the Fugees version of ‘Killing Me Softly’, sung by Joseph Boyo.

Congratulations to all the performers! The year group look forward to hearing all performers again in assembly on the last day of term.

AP1 and Parents Evening

It was encouraging to see how seriously Year 10 students take their education. In the lead up to exams there were common scenes around Pimlico of students revising before and after school, in study groups during i-space, and during lunch. All AP1 exams have now been sat, and teachers as well as tutors have been discussing the improvements that students need to make in the lead up to the next assessment point in June. To support parents and students and to help them understand the new changes to the way we assess, Mr Suckling was only more than happy to host an information seminar for parents prior to parents evening. Some valuable information he passed on to parents was the 9-1 based assessment model and what that means for students.

Also joining the seminar was the current Head of Year 11. Mr Revel who brought some valuable information on what he would do differently if he was Head of Year 10. Ending the seminar was Mr Benjamin who passed on some important questions parents should think about asking teachers, so that they have specific information on the areas of study that students need to improve. Overall, Year 10 parents’ evening was a great success and attendance was once again outstanding. Parents should be encouraged that any feedback they provided will be passed on and acted upon. As always the Year Team would like to thank all parents for their continued support with Year 10.
As the exams close in, it seems the news every term is about academic progress and successes, but this clearly demonstrates the school and students’ attitude towards the exams and determination to do well. This term began immediately with the assessment point exams which were densely packed and demanding. Students responded well, lining up calmly and maturely, and it was evident that the exams were taken seriously. Even at breakfast in the morning, students were seen revising and talking about their work, and during the snow everyone was able to maintain a happy front despite it not being the best introduction to an exam.

As a Head of Year who has seen the year group develop over three years, it was especially rewarding to see the way students went about their study and revision. It was normal to see students working in groups, helping each other and asking each other for advice; the level of support was extremely high. This was emphasised by the attitude to i-space after the exams in which the focus was continued study. Students did not resist this as would be understandable after an intense exam period, but continued to revise collaboratively and cheerfully. This is also a testament to the strength of the tutor team who were asked to identify students who might find revision a bit of a challenge, and to offer them some extra one to one support.

The level of knowledge the tutor team demonstrated about their tutees was impressive, and the support and advice they gave invaluable: a reflection of relationships that have been steadily built, in some cases over the last three years. What I have been convinced of this term more than ever is that school not only serves the purpose of imparting knowledge, and preparing students for gaining qualifications, but in teaching them to form lasting and fruitful relationships, whether that is with each other or the staff who work with them. We know that a lot of the school’s success stems from the strong relationships within departments, and between departments and senior leaders. It is encouraging and satisfying to see this pattern repeated in students’ peer groups, and between them and their tutors.

Mr Revel passes on some of the lessons he has learnt as the previous Year 10 Head of Year.

What I would do differently

1) Useful work in year 10 that can be returned to in year 11
Any work produced this year will be needed in year 11; therefore, it is essential it is well-presented, legible and detailed. Look at your child’s book this evening and see if the work is a resource they can use next year.

2) Revision is a continuous process
In some subjects, the work your child has covered in MP1 will not be returned to until this time next year. Students should already be revising material covered in MP1. When you get the reports tonight, encourage your child to work on weaker topics and subjects now. It is foolish for students to think, “I’ve done the exam, I don’t need to worry now until the next exam.”

Advice for students and parents pertaining to home learning and study.

3) Study VS not home learning
Students in the last two years could have revised and studied more effectively. There is one hour independent study in i-space each week. That is over 40 hours of revision time between now and the exams.

- This time should be used for study, not home learning in order to learn the significant amounts of knowledge needed for the exam.
- It should be organised. Students should know a topic, not just a subject they are revising and being resources with them.
- It should be a process of reviewing and building on knowledge they have obtained this year.
- You can support your child by knowing when their study days are, asking what they will be studying and ensuring they have the correct resources. Ask teachers tonight what they could be working on in these times and what would benefit them in light of their exam results.

Information on the new grading system.

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<th>Reformed GCSEs</th>
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- Students are now awarded grades 9-1 rather than A*- G.
- There is less or no coursework. Exams are harder with more synoptic questions and more extended writing.
- If your child wants to study the subject at A Level, he/she should be achieving grades of 7+ although many subjects will accept a grade 6.
- If your child does not achieve a grade 5 in English and Maths, then he/she will need to retake it at sixth form or college.
Inclusion
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Pimlicans in Primaries

Well done to our Year 9’s who have just graduated from this mentoring program designed to support students in developing life skills, new aspirations and positive life goals. Students are also able to develop emotional literacy (self-reflection, self-management, awareness of others and social skills) to utilise their everyday lives, as well as mentor a small child in one of our Future Primary Schools, Millbank Academy.

Reading Mentoring

Well done to our Year 8 students who have just ended the Reading Mentoring Program. They were all a pleasure to spend time with and get to know. They were fantastic readers with the Year 2 children in Churchill Gardens Academy and excellent contributors in classroom time. They united as a group and got on well together, which was pleasing to see.

The program is designed to provide the knowledge and skills for establishing and building relationships and to educate young people about the responsibilities of caring for a young child.

THE PROGRAMME IS FOR STUDENTS WHO WOULD LIKE TO BE AN INSPIRATION TO SMALL CHILDREN……..

Mr Mendoca
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Here are some pictures from Pimlico’s Vegetable Growing Club (See the year 7 section).
Raising Aspirations at Post 16

As part of our Raising Aspirations programme we have had Careers Chat visits from barristers from the top ranking chambers 6KBW, and actuaries who explained what their job entails and how they got there. There was excellent attendance, and great questions from year 12s. We have also had a series of workshops for economics students, run by 6 volunteer government economists. Students discussed and presented on topics such as Brexit and housing, which Civil Service economists are currently working on. A level Geography and Social Science students took part in a workshop run by Urban Plan, the brief was to design and plan the regeneration of a town, and pitches were judged by four volunteers from Grosvenor Property.
Humanist Speaker visited year 10 Religious Studies Class

On Friday 16th March, Robin Launder from Humanist UK visited our Year 10 Religious Studies class. Launder’s talk offered an excellent outline of what humanists believe and how and why their viewpoints differ from religious ones (which is important for students to understand for our RS GCSE). As Mehdi Al-Najim writes, ‘This talk outlined that Humanism has four main beliefs: the use of reason and evidence to form beliefs, being agnostic about the existence of God or an atheist, supporting secularism or the separation of Church and state, and the importance of not harming others in society.’ Ghadeer Zeidan went on to highlight that humanism has an important role to play in British society; ‘Statistics suggest that 53% of the population in England and Wales have no religion, and in a recent survey even 2% of Anglican priests said they are not certain of the existence of God!’ Humanism offers us one viewpoint amongst many; as Ghadeer says, ‘the important thing is that everybody has freedom of religion to believe in what is important to them. Launder was an engaging speaker and an excellent advocate for humanism that has helped the students better understand a key viewpoint for their GCSE. We are very grateful that he could visit the Academy and look forward to inviting him back for future year groups.

Sheriff’s Challenge - February 2018

A team of Year 12 students took part in the prestigious Sheriff’s Challenge this term, where they gave a short presentation on the topic ‘What makes a great leader?’ The team was supported by Miss Essaye from the Raising Aspirations team and Miss Browning from the Social Sciences department.

“For the Sheriff’s Challenge competition, we focused on Mona Eltahawy as our chosen ‘great leader’. We believe she represents true leadership because she speaks out for women in the Middle East who can not speak out, using her privilege and freedom. ”

“Eltahawy speaks on taboo subjects such as FGM, female rights and all the forms of abuse in her book, ‘Headscarves and Hymens: Why the Middle East Needs a Sexual Revolution’ which we based our main argument around. Instead of allocating a leader we chose to equally distribute the research among the eight of us, and used consensus decision making for things such as, who would speak, and what would go into the final presentation. This was a different experience for us all, since there was no designated leader running sessions. It worked well as a system. ”

“Although we didn’t get to the second heat, the four that spoke now feel more confident with public speaking. We all learnt which positions suit us within group work, and the different aspects of making a convincing argument. It was exciting to complete the presentation on Eltahawy, and learn more about intersectional feminism and women’s rights in the Arab world.” Benin Khalil (Year 12)
Year 11 GCSE Drama performances

On Thursday 15th March, the Year 11 drama cohort performed their Component 2 pieces which are worth 20% of their drama GCSE. The students performed extracts from an Ancient Greek play, either Antigone by Sophocles or Medea by Euripides. They explored these plays in lesson time, understanding the historical, cultural and political context of the plays and applying this understanding to their portrayal of these characters and their stories on stage. The students then chose 2 key scenes they thought really highlighted their character’s intentions and journey. They spent several weeks rehearsing and refining their chosen scenes to really draw out the tensions and conflicts between their characters, major themes in any ancient Greek play!

On the day of the exam, nerves were extremely high as the students were performing to an external examiner from the exam board. They prepared their set, lighting and costume to really transport the audience into the world of these tragic ancient Greek characters.

The students’ final pieces were captivating, intense and full of genuine emotion. All students showed a brilliant understanding of their character and their context on the stage. The Year 10 GCSE cohort, and our Drama ambassadors came to watch the exam pieces and commented that they felt completely transported and engrossed in their pieces, and were extremely worried about doing the same exam next year, or in the years to come, as they felt they ‘could be nowhere near as talented and confident on the stage as the Year 11s were.’ Of course, we feel that with enough hard work and dedication to their pieces they will also achieve great performances!

As a department, we wish all the Year 11 drama students luck with the summer results of this performance component. We know all the students will achieve excellent grades which reflects their hard work towards their final pieces.

Year 8 trip to The Unicorn Theatre

Twenty Year 8 students were picked by their drama teachers to attend a trip to see ‘Beginning’ at The Unicorn Theatre near London Bridge. The students were selected on their progress, achievement and consistent outstanding effort and contributions in their drama lessons. Ms Essaye, our Raising Aspirations Coordinator, acquired the tickets and kindly offered them to the drama department as an exciting opportunity for students.

As the students took their seats in the theatre on Wednesday 21st March, two characters were already on stage in what appeared to be a large bedroom with lots of children’s beds in it. The play then took the audience on an adventure, where we had to use our imaginations to believe that the adult actors were actual playing children who had been brought on a summer holiday to Cornwall by their parents, but were stuck in their bedroom because it was raining so much outside. The play followed how the ‘children’ had to make their own fun in their bedrooms, and learnt and discussed some ‘grown up’ themes along the way.

The Year 8 students were intrigued by how effectively the adult actors played children, and thought it was ‘interesting to show how adults can still act like children, and children can sometimes be as grown up as adults.’
HISTORY

Ms Harries, Head of History
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As part of our Year 12 history lessons, students learned about Auschwitz and the Holocaust. Our Year 12s have been responsible for passing on what they have learnt to others in their community through the Next Steps Programme.

They chose to write an article on Auschwitz survivors, Anka Bergman and Eva Clarke.

Anka Bergman, Eva Clarke

The train journey lasted 17 days. They had no food and little water as the train approached the Mauthausen concentration camp. The realisation of where everyone was, left Anka Bergman in such shock that she went into labour in a cart, giving birth to her daughter, Eva Clarke.

Anka married her first husband, Bernd Nathan on 15th May 1940. A year later they were both sent to Terezín, a concentration camp established by the SS during the Second World War. Three years later she volunteered to follow her husband, who was sent to Auschwitz–Birkenau. Sadly like most, she never saw her husband again, nor was he ever aware that she was pregnant with her first son, Dan. As the Nazis became aware of Anka’s situation they forced her to sign a document in which the new born would be sent to the Gestapo to be murdered. If Anka was not already tortured enough, her son died of pneumonia two months later. His death meant both Anka and Eva’s lives.

Had Anka arrived in Auschwitz with her newly born, she would have been sent to the gas chambers. Despite being pregnant with Eva, Anka only weighed 5 stone and thus her pregnancy was not visible. Fifteen of Anka’s family members had died at Auschwitz–Birkenau. Both mother and daughter survived, as by the 28th April 1945 Mauthausen had been liberated.

They were hopeful I’m sure. Anka later discovered that her husband was shot days before the liberation of the camp by the Red Army.

“TI remember coming home from school one day when I was learning the alphabet – I must have been four or five years old,’ Eva recalls. ‘And on the back of the kitchen door, my mother had a brown suede shopping bag that someone had made for her in Prague. On it were the initials ‘AN’ for Anka Nathanova – her name from her first marriage. And I said, “Shouldn’t it be ‘AB’?” – And that was when she took a deep breath and first told me about my other daddy. And from then on, she would tell me everything – or as much as she felt I could cope with.”

Tower of London

This term, we visited the Tower of London for a wonderfully interesting workshop on the development of Church, state and society from 1509–1745. Students learnt about the Tower’s declining use as a royal residence during the Tudor period, and its increasing use as a house of munition and a place for the monarch to imprison high-status offenders. Our students thoroughly enjoyed linking their knowledge to such an iconic historic environment!

Charles I exhibition at the Royal Academy

Year 8 visited the ‘Charles I: King and Collector’ exhibition at the Royal Academy. Our students looked at the collection Charles and his wife, Henrietta Maria, accumulated during his time as monarch. Students were able to identify the aspects of the Italian Renaissance through the works of Raphael, and were able to develop their understanding of Charles’ character through his portraits and his favourite artwork.
MRS ELIS-WILLIAMS, HEAD OF MUSIC
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On 14th March our brass and wind band, Trubači Pimlicani, went to perform at Music for Youth at the London Southbank Centre. The feedback from the music mentors was very positive, commenting on the authenticity and uniqueness of the band’s repertoire and performance style. Here is a photo of the band before their performance.

We ended the term with our Spring Concert which saw all of our big ensembles perform. There were performances from the Samba band, Synth Club, Year 7 choir, String Orchestra, Big Choir, Jazz Bands, Wind Band and all Steel Pan Bands. Over 200 students were involved from years 7-13. It was an evening full of fantastic performances, well done to all students who performed.
PE AND SPORTS FIXTURES

ADAM HUMPHREYS
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All the house sport events have now taken place and the results are very close. Students in Years 7 – 10 have taken part in inter-house Football and Basketball tournaments with the results in each competition being very close. The winners in each year group were:

Year 7 = Hera/Zeus
Year 8 = Athena/Zeus
Year 9 = Athena/Zeus/Hera
Year 10 = Apollo

As you can see it is all to play for, with all the houses putting in fantastic performances across the competitions. The House Sport will come into culmination at Sports Day, when all the individual results will come together, to give an overall House Sport Champion.

The current overall House Sport standings after the Year 7 Cross Country and the House Sport events are as follows:

1st = Zeus (1030 points)
2nd = Apollo (1007 points)
3rd = Hera (979 points)
4th = Athena (976 points)

The week commencing 19th March saw the Pimlico Academy PE Department once again celebrate and raise money for Sport Relief. This is always a fantastic week full of fundraising events. Our PE student ambassadors did a great job selling wristbands, promoting Sport Relief and helping out with lunchtime Basketball free throw, football penalty and crossbar challenges. Year 7 have been taking on a 3km sponsored run during their extended day lessons, and are working really hard to raise money for this great cause.

Monday afternoon saw the staff take on our Senior Netball team, this was a closely fought game, but the staff came out on top, winning 16 – 9. The Post 16 football team stepped up to the challenge of playing the staff football team on Thursday and in a very close fought game the staff came out on top with the final score 6 – 5. The week culminated with the staff cobbled together a Basketball team to take on a well drilled Year 10 team, after a frantic first quarter the staff were 10 points down. The staff gathered themselves and started to control the game, and pulled the win out the bag with the final score 36 – 28 to the staff.
Students in Year 11 and Year 13 are gearing up for their final examinations. Teachers are offering lots of intervention to help support students and it is good to see so many revising well. Those that take their learning into their own hands that are showing the most progress and special congratulations must go to...

**Our top 10 achievers:**

- Scarlett Stokes
- Romina Aghaie
- Hassan Ali Khan
- Mohammed Hannan
- Ali Jamal
- Marwan Miah
- Joseph Abay
- Salim Abdulmenan
- Ariola Barbatovci
- Anas Benzeggouta

**Top 10 most progress in English Language:**

- Kiki Lin
- Jessica Monteiro
- Maa-Yaa Ntow
- Yadiqba Sesay
- Scarlett Stokes
- Khaled Ahmed
- Sophia Akther-Chowdhury
- Tasnem Alchrabati
- Hassan Ali Khan
- Lucky Asare

**Top 10 most progress in English Literature:**

- Sophia Akther Chowdury
- Tasnem Aichrabet
- Rezart Braholi
- Alan Cenaj
- Kiki Lin
- Yasmin Marghini
- Maa-Yaa Ntow
- Yadiqba Sesay
- Salim Abdulmenan
- Ahmed Al Akhem

This term started with two Globe trips to see Much Ado About Nothing. Year 9 were treated to a magical performance to watch Don John spin his web of malice, and Beatrice and Benedick squabble. A number of Year 9 students were also involved in research conducted by the Open University on teaching Shakespeare within schools – they gave the research project valuable information on how Shakespeare is taught. Overall this term I have received lots of very positive feedback from teachers about Year 9 so I am looking forward to seeing them enter the ‘big years’ of KS4.

At KS5, Year 13 and Year 12 Language students also went on a trip this term. They attended a lecture day run by Sovereign Education. The day was delivered by lead examiners and helped students think through their course and wider language examples that they can utilize in their examinations.
Students continue to enjoy learning Latin in Years 7-8 and Ancient History and Latin for GCSE and above.

**Year 7**: Alongside their Latin language learning, students continue to learn about the Roman amphitheatre, this term with a focus on the different types of gladiators. After translating Latin stories in which each gladiator described their advantages and disadvantages, students chose and defended their favourite type. Students have also had the opportunity to compare a gladiatorial school to a modern school.

**Year 8**: Alongside their Latin language learning, students have begun to learn about Roman theatre, including new genres (pantomime, history play) which complement their learning of Greek theatre in Year 7 Drama. After translating Latin versions of the myth of Orpheus and the legend of Aeneas’ escape from Troy, students have considered how they would put these stories on the Roman stage.

**GCSE**: This term the Year 10 Latinists have also learnt about the Roman theatre (including acting out their versions of the different genres) and Roman dinner parties. Year 10 Ancient Historians have learnt about the invention of Athenian democracy, including recreations of voting in the assembly, ostracisms and the trial of Socrates.

The Year 11s are currently studying hard for their upcoming GCSEs. The Ancient Historians in particular are improving excellently. Year 11 student, Sulaiman Haouane, has written the following about the Persian king Xerxes’ motive to invade Greece:

“Xerxes was not always determined to conquer Greece because he initially wanted to end the revolts in Egypt, which was part of the Persian Empire. Despite the fact he wanted to do this, he was interrupted by the royal family of Thessaly, the descendants of Peisistratus (who was tyrant of Athens) and Mardonius (cousin of Xerxes), who persuaded Xerxes to invade Greece. The historian Herodotus states that “Xerxes was not at all eager to march to Greece.” This shows that Xerxes was not determined to invade because he needed to restore power in the Persian Empire. However, after Xerxes managed to subdue the Egyptian revolt, he was persuaded to invade Greece. Herodotus’ source is from the Persian court, which was very secretive. Therefore, Herodotus is not accurate, as we do not know what the Thessalians, the exiled Athenians and Mardonius could really have said. Moreover, Herodotus was writing two generations after the events he describes, he did not speak Persian and he was biased against Xerxes, wanting to portray him as a weak king.”

And fellow Year 11 student, Zack Kassha, has written about how Hannibal won the Battle of Lake Trasimene by ambushing the Romans:

“One feature which shows Hannibal’s skill as a general is his battle-plan. The historian Polybius states that first he chose a spot for ambush at Lake Trasimene where two narrow paths led to an open plain with the lake on one side and mountains on the other. Hannibal sorted his troops for an ambush, placing his light troops and cavalry on the hills out of the Romans’ sight, and he waited near the exit with his Spanish and African troops. After Flaminius and the Romans entered through the entrance into the plain, Hannibal gave a signal where the Gauls closed the entrance and the light troops attacked the Romans, forcing them into the lake. This shows Hannibal’s skill as a general because he uses the environment to his advantage and uses each division of his army, for example slingers and cavalry, to their maximum efficiency. Polybius is accurate because he uses precise numbers of troops and states the names and nationalities of the armies, for example “1,500 Romans” and Spanish and Libyan soldiers. These details show he is accurate because his source is probably previous historians and he is writing two generations afterwards.”
Science Week at Pimlico Academy

Science week took place this term, and Pimlico Academy’s science department hosted a series of events, including flying kites, quizzing teachers and explosions!!!

Throughout the week, numerous students took part in activities within the school during lunchtimes, science lessons and afterschool, leaving them riveted with the powers and mysteries of science. While some students were enjoying the ‘wiggly wild show’ where many insects and animals – including a baby dragon and snake – were on display to watch and even hold, others were left in awe as they watched fiery displays of coffee powder being burned. Additionally, during assemblies everyone had a chance to support their heads of years in a ‘who wants to be a millionaire quiz’ on the theme of biomimicry.

By Alan & Hassan

Wiggly Wild Show

Pimlico Academy was visited by various creatures, including garter snakes, geckos and African snails! Students thoroughly enjoyed viewing a range of animals, which were all non-venomous. Students also received the opportunity to interact with these animals during lunch time. Pupils enjoyed stroking and asking questions. Within science lessons, some students were given a presentation which they found very enlightening and fascinating. They learnt about the various ways in which these “creepy crawlies” assist us in finding innovations to develop the way we live our lives. For example, Velcro has been inspired by the legs of a millipede!

Potentially, humans could learn from a gecko’s ability to regrow its tail. Re-growing limbs could be a very real possibility. Already, snail slime is being harvested for its anti-ageing benefits and is being sold in stores such as Boots! Snail eggs are even being used as an alternative to caviar.

By Mariam Abdelhadi and Ellie-Diana Wheat
The Further Mathematics Support Programme

In the first week of term four, ten students from Year 10 were given the opportunity to attend an enrichment event held by The Further Mathematics Support Programme.

The event consisted of two speakers, the first being Katie Steckles who spoke about maths’ greatest unsolved puzzles. During this session students were shown some of the greatest unsolved problems in mathematics. They were also given the chance to try to work out some challenging puzzles that have only recently been solved.

The second speaker, Richard Liassaman, spoke about the applications of maths in technology. Students were shown how a skill they have recently learned about, solving simultaneous equations, are used to make search engines like Google run. Students were also shown how scalar products are used in video games to create the lighting and other visual effects, in video games and other animations.

The event gave students a good insight into the different careers that they may not have known about, that are available to them if they choose to study maths past GCSEs.

Team Maths Challenge Regional Finals 2018

The Team Maths Challenge is run by the UK Mathematics Trust and encourages mathematical reasoning, speed, and work and communication skills. It is aimed at Years 8 and 9 in England, and created to make students think. This year, our team was Fajr Dyaeldin (Year 8), Amel Saleh (Year 8), Ellie Wheat (Year 9) and Adam Ouaja (Year 9).

“Taking part in the Maths Challenge was an honour, and was fun yet challenging. It showed a different side to maths, where it was not just sums to do with addition, subtraction, multiplication and division. It makes you think outside the box and tricks you into thinking one thing when it was actually the other.

Overall, the Team Maths Challenge was a new experience and incredibly fun. I, as well as my teammates, learnt a variety of new things, and although we didn’t win, the experience was worth it.”
Character Design Club

Here in the art department, we have begun a new Character Design Club which takes place every Wednesday afterschool. So far, it has proved extremely popular and students have been shown different methods of drawing heads, how to draw in proportion and even a brief introduction to caricature. To progress, we will be examining the Anime (Japanese Animation) method to create our own characters based on this style. If you are in year 8 or 9 and interested in creating your own character, then this is the club for you! Please see Mr Campbell or Mr Furn for more information.
GEOGRAPHY

MS DANKS, HEAD OF GEOGRAPHY

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Year 7's have spent this term learning about rivers around the world. Geography teachers have been particularly impressed with the quality of the home learning that the students have produced this term. Students independently researched rivers around the world and have used this research to support their learning in lessons.

In year 8, students have been applying their understanding of the human and physical geography of the UK to the study of UK settlements. Students have focused on their map reading and analysis skills this term by completing extended projects in lessons on the human and physical geography of Pimlico.

In year 9, students have been working on their extended writing skills in preparation for their GCSEs. The department have been particularly impressed with the quality of extended writing produced by the students and the detailed improvements they made based on feedback from their teachers. Students have shown a thorough understanding of the impacts of climate change on the polar and arid climate, and have begun to evaluate these impacts, showing that they have already developed skills to support their success at GCSE.

Fieldwork has been the focus of year 10 lessons this term. Students visited King's Cross to investigate the social impacts of the development through conducting questionnaires, land use surveys, and environmental quality analysis. They then returned to school to complete secondary research using house price and census data. Geography teachers were really impressed with the conduct of the year 10's on the trip, and students have been working really hard since returning to analyse and evaluate their data.

As always, year 11 GCSE Geographers have been working relentlessly hard in their lessons. Geography teachers were very impressed with the grades attained by students following their AP2, and this is testament to the hard work that they are putting in during lessons, in interventions and outside of lessons. Year 11 students are currently learning complex map skills in their lessons, but their teachers are confident that their positive attitude will lead to success!

Year 12 Geography students took part in an urban plan workshop earlier this term which involved designing and presenting a sustainable town. The Geography department would like to congratulate the 3 students who have now been chosen to present in the finals at City Hall! Year 12's also attended a 3 day Geography residential trip to Flatford Mill in Suffolk in preparation for the Non-Examined Assessment part of their A level course. Students completed a variety of fieldwork activities ranging from beach profiling at Walton on the Naze, to land use surveys in Harwich. Next term, they will begin developing and writing their own independent investigations.

Year 13 Geographers attended a workshop earlier this term to support them with their exam skills in the final few weeks before their A level exams. Geography teachers would like to wish all year 13 Geographers the best of luck for their A level exams, and are sure that the dedication they have shown throughout the two years will lead to their inevitable and well-deserved success.
CREATING POSITIVE RELATIONSHIPS

The organization Catch-22 has put together this advice on how to help young people thrive, and prevent Child Sexual Exploitation (CSE).

POSITIVE RELATIONSHIPS BREAK THE CSE CYCLE

1. YOUNG PEOPLE WITH ADDITIONAL NEEDS ARE MOST AT RISK
   Perpetrators and exploiters of young people who migrate to a new country often benefit from the vulnerabilities of young people to take advantage of them. The young person may be more likely to accept the offer of a face-to-face meeting.

2. PERPETRATORS USE FALSE SOCIAL MEDIA PROFILES
   It is easy for a perpetrator to meet their true victim anywhere by creating a false social media profile and posting a time-limited online post. The young person may be more likely to meet them if they are part of the same friendship group.

3. THEY USE INFORMATION ON YOUNG PEOPLE'S SOCIAL MEDIA TO ESTABLISH COMMON GROUND WITH THEM
   The perpetrator's goal is to isolate and control the young person and make them dependent on them. They will use relationships with friends and family to establish new relationships.

4. THEY MAKE YOUNG PEOPLE FEEL THAT NOBODY ELSE REALLY UNDERSTANDS OR CARES FOR THEM
   The perpetrator's goal is to isolate and control the young person and make them dependent on them. They will use relationships with friends and family to establish new relationships.

5. THEY SHOW YOUNG PEOPLE WITH GIFTS
   Gifts and presents are often given by young people to their friends to show their care and affection. They may also be offered to young people to show their care and affection.

6. THEY DESENSITIZE YOUNG PEOPLE, AND GET THEM TO SHARE INAPPROPRIATE IMAGES
   Perpetrators of CSE often attempt to desensitize young people by normalizing inappropriate behavior, sometimes using pornography. They may also try to persuade a young person to share sexually explicit images, which can then be used against the young person.

7. THEY MAKE YOUNG PEOPLE FEEL THAT THEY OWE THEM SOMETHING, AND SOMETIMES RESORT TO THREATS AND BLACKMAIL
   Having received gifts and favours from a perpetrator, young people are then usually made to feel that they owe something in return for what they have received.

Catch-22 provide services in many areas of the UK. Visit www.catch-22.org.uk/offers/missing-and-csa to find out more.