INTRODUCTION FROM THE PRINCIPAL, MS GREEN

We ended the term on a real high with our production of Little Shop of Horrors. The Drama and Music teams have been rehearsing every day since the start of term and the cast and crew were hugely committed to ensuring it was another Pimlico triumph. I know they all have some great memories of the time they spent working on the show and should feel very proud of their accomplishments.

We packed lots into the last term both in lessons and after school and I hope you enjoy reading about our work in this newsletter.

My thanks to all our families for their on-going support and I hope you enjoy the holiday.

UPCOMING EVENTS

January 17
Year 11 Parent Evening
January 31
Year 9 Parent Evening
February 14
Year 7 Parent Evening

Year 7

MS CORDERY, HEAD OF YEAR 7
e.cordery@pimlicoacademy.org

CHRISTMAS SHOEBOX APPEAL

The Year 7 student leaders have been working on a charity project over the past couple of months. They thought it was important to think about those who are less fortunate than themselves and decided to pack festively wrapped shoeboxes with gifts and hygiene products which could be sent to areas of the world where children will not receive a present this Christmas. The Year 7 student leaders took the idea back to their I space groups and together each form packed a shoebox each. The gifts and products that the students brought in were so thoughtful and will make another young person very happy. Items such as colouring and stationary sets, small games and puzzles and sweets as well as toothbrushes, toothpaste and soap were packed into the boxes and then sent off last term. These will now be shipped around the world and received by a child.
JAMIE’S FARM

A group of nine students were fortunate enough to be involved with an initiative in partnership with Jamie’s Farm for six weeks. Oasis Farm Waterloo was once wasteland that has been transformed into a blooming and resourceful farm for young people to learn and understand some of the factors which may inhibit their educational success. The urban farm is home to pigs, goats, chickens and guinea pigs.

At the farm the students were encouraged to develop their social and emotional skills through taking responsibility for the feeding and caring for the animals on the inner city farm. On arrival at the farm each week students would rate how they felt emotionally on a scale of one to ten. By the end of each visit the majority of students scores would be a ten or higher! Many of the skills the students wanted to develop included confidence, resilience, bravery and problem solving, at the end of the six weeks the students were able to explain how their new skills had been used in school and in everyday life. The students were also taught the invaluable skill of following a recipe and preparing a snack to share with the rest of the group.

This was an enjoyable and valuable learning experience for all the students involved, some of their comments are below;

“I made some Christmas decorations out of tree branches these included a tree and a star. I learnt to be patient, friendship and much more. When I started my rating was a seven, at the end it was a ten!”

Jessica

“The farm was amazing, I got to know my team more and I enjoyed it because I learnt about team work more. I learnt how to clean the chickens home out, and I hated chickens when I first started!”

Hala

“The farm was great because we learnt how to make pancakes and jam, and then I made the jam at home. I held a chicken and a hamster, the hamster was soft and very peaceful. I have also met my personal targets.”

Mohamad

YEAR 8

MR BARDETTI, HEAD OF YEAR 8
c.bardetti@pimlicoacademy

After a very encouraging end to Year 7, students have embraced the new challenges and experiences that being a Year 8 student provides. I have been very proud to see our year group represented in a number of extra-curricular activities such as debating, football, steel pans, dancing, basketball and creative writing. A brand new and much talked about addition to the Year 8 extra-curricular offer is Science club which takes place on Fridays after school. In term 1, students had the opportunity to delve into the world of forensics where they have investigated crime scenes using Science.
Our students were very proud to show their school off to visitors during our recent open evening and open mornings. It was particularly satisfying to watch our Year 8 steel pan group perform in front of a packed out assembly hall of prospective parents and students.

Wednesday 10th October saw the world celebrate World Mental Health Day. This provided a chance for us to remember that mental health problems can affect anyone on any day of the year. During our week six assembly in term 1, we took the opportunity to remind students of our in school Place 2 Be counselling service, which is available on Mondays, Tuesdays and Fridays. We also introduced a new service which will be delivered by the Westminster Child and Adolescent Mental Health Services (CAMHS) team at Pimlico Academy on Thursdays and Fridays. This project will feature 8 weekly sessions of 1:1 guided self-help for symptoms of anxiety, panic, stress and low mood. Students can complete a self-referral form (these can be collected from the Year Team office) if they would like to participate in this well-being project.

Throughout term 2, Year 8 students have been receiving Sex and Relationship Education (SRE) and Growth Mindset sessions during their tutor time. During SRE, students have discussed topics such as image and self-esteem, positive relationships, hygiene and puberty. Growth Mindset sessions have focused on risk taking, persistence and the science of the brain. Students have approached both areas positively and maturely and this has contributed to a wonderful atmosphere in tutor time this year.

Outside of school, I am very pleased to share that one of our Year 8 Science Ambassadors, Ilia Ahmadi-Shooli, has entered the Guinness World Record books after recording the fastest time to complete a buzz wire course. Ilia shattered the previous world record by almost two seconds. Well done Ilia!!!

SHOEBOX APPEAL

This term the entire Year group took part in a charity project which saw them fill shoeboxes with gifts, wrap them up and send them off to less fortunate children living in different parts of the world. They planned to send one box per form but far exceeded this target and filled approximately 12 boxes in total as a year group. All boxes were filled with thoughtful gifts including toys, stationary and a few bags of sweets thrown in for good measure.

The excellent student board members, 16 in total, took the lead on this project and played a decisive role in coordinating it within their forms. All students in the year group embraced the project with a superb amount of grace and goodwill.
The student board members presented the project to their peers in assembly and also arranged a successful bake sale one lunch time which raised enough money to cover the costs of posting their shoeboxes. In all, it was a fantastic group effort.

YEAR 9

MR FORD, HEAD OF YEAR 9
j.ford@pimlicoacademy.org

It can certainly be said that Term 2 has been one of the busiest we have had as a year group since we began at Pimlico all of 28 months ago. In this GCSE Options year, Assessment Point 1 has never been more seriously embarked upon and I commend students on the effort that the vast majority put into their revision and in the assessments themselves. Students this year were as proactive as I have ever seen them in their learning, making great use of the revision timetables that were provided by us after we had collated the dates for each subject from departments. Students also made fantastic use of the revision sessions given twice a week in ISpace to supplement the work they were doing at home. I gave all Year 9 pupils a checklist of 10 different revision strategies and I was delighted to see mind-maps, revision cards, and practice answers all produced and used to re-enforce the learning from Year 9, as well as both previous years at Pimlico. I also once again thank the parents and carers that arrived for the Coffee Morning in November, where we discussed all things revision and assessment-based. This was a valuable session for me, and I hope it was for the 52 parents (a great turnout) who attended too.

GCSE Options have also been an exciting focus of the year group in recent weeks. We have had many ISpace sessions on Thursdays about the options available to students and how the process works, and advice on what makes a good choice for individuals. This will continue in Term 3 and I will also hold a special ‘Choices’ talk before Year 9 Parents’ Evening on 31 January. This talk will begin at 15.45 before the main Parents’ Evening starts at 16.00. At this event you will be able to talk options with class teachers and will also receive a physical Options booklet and guide. Furthermore, every student will have an interview with myself or a member of the senior leadership team the following week to discuss the forthcoming choices.

YEAR 9 STUDENT VOICE

The Year 9 form reps have been selected and the students have been working hard on gathering feedback from their peers on the start of this academic year and how they are finding Year 9. The discussions that we are having in the student voice are surrounding the preparation for their AP1’s, and how they found them. As well as this, we have been discussing the choices process and the information the students have been receiving regarding this. There will be one more meeting with our form reps before the Christmas holidays summarising what has been discussed and what more we can do as teachers to support the students making these choices which will impact what they study next year. Our form reps have started the year very positively and they have a lot of great things to share as well as points they think could be improved on.
STUDENT LEADERS

The student leaders have been feeding back on the positives and the concerns their peers have been voicing over the course of Term 2 and Ms Green and the Senior Leadership Team have received these thoughts and will be giving their responses to the student leaders in Term 3. We have also acquired the services of Imperial College tutors who are running intervention sessions with selected Year 10 students to support with GCSE study.

The student leaders want to make volunteering in the school and the local community a focus for the year. Next term they plan to be working with Year 9 students to mentor them through the GCSE choices process. They are also keen to work with older members of our local community. In the New Year we hope to be working closely with the Chelsea Pensioners at the Royal Hospital as part of their wellbeing programme.

CHRISTMAS FAIR

The student leaders have been getting into the spirit of the season and have been part of the Christmas Fair as part of the Academy’s Christmas Concert. They organised and ran stalls at the fair to raise money for local charities.

Many congratulations to the following Year 10 students who have proved they have been working hard in Term 2:

100% attendance, 100% punctuality and no referrals this term:

<table>
<thead>
<tr>
<th>Rachel Alsayed</th>
<th>Xin Yi Yu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aya El-hajji</td>
<td>Siham Salem</td>
</tr>
<tr>
<td>Aishah Rahman</td>
<td>Aysha Ahmed</td>
</tr>
<tr>
<td>Mariam Abdelhadi</td>
<td>Mohammed Al Hilali</td>
</tr>
<tr>
<td>Samuel Nassiri-Shahroudi</td>
<td>Roop Quiney</td>
</tr>
<tr>
<td>Leonardo Zang,</td>
<td>Lucio Iacomino</td>
</tr>
<tr>
<td>Lily Blake-Butler</td>
<td>Nadeem Walid Ahmed</td>
</tr>
<tr>
<td>Chen Tian Na</td>
<td>Alla Aboallaban</td>
</tr>
<tr>
<td>Efrem Phebe</td>
<td>Danica Fleur Rigor</td>
</tr>
<tr>
<td>Fabian Brazona,</td>
<td>Rayan Ghanem</td>
</tr>
<tr>
<td>Fiona Boriqi</td>
<td>Leila Chady</td>
</tr>
<tr>
<td>Alfie Roberts</td>
<td>Hannah Shafau</td>
</tr>
<tr>
<td></td>
<td>Jude Termanini</td>
</tr>
</tbody>
</table>

CONTINUING WITH HIGH STANDARDS

Year 10 teachers have been very happy with the work that Year 10 students have done this term in their GCSE lessons. It is great to hear so many positive comments from staff, as well as seeing our students engaged and hard working in their classes. Several groups have extended their learning with trips out of school including a Citizenship visit to the Houses of Parliament, an Ancient History trip to the Institute of Classical Studies and the amazing work of Ms Cordery’s Drama group at the Domar Warehouse theatre.

Comments from teachers have included;

“Excellent effort to learn lines and explore the scenes they are performing in depth.”

“Our hard work both inside and outside the classroom is wonderful and is truly resulting in great success.”

“Have worked extremely hard today and the recap has demonstrated the excellent approach they have taken to year 10.”

I am particularly impressed by and happy to report the excellent work done in GCSE Art lessons. The snowflake designs done by Jessica Kurti, Rayana Williams, Teodor Gerov and Pamela Lopaz Ledesma were so good they were selected by Ms Green for her Christmas cards to staff.
Our Stars of the Week in Term 1

<table>
<thead>
<tr>
<th>Academic</th>
<th>Pastoral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amber Armstrong</td>
<td>Benieul Petros</td>
</tr>
<tr>
<td>Clayton Bytyci</td>
<td>Summer Eytke-Rock</td>
</tr>
<tr>
<td>Pamela Lopez Ledesma</td>
<td>Exose Gracia</td>
</tr>
<tr>
<td>Tyler Lopez</td>
<td>Kiyah Stultz</td>
</tr>
<tr>
<td>Ranim Alchrabati</td>
<td>Zach Siddall and Yafet Alula</td>
</tr>
<tr>
<td></td>
<td>Leonardo Zang</td>
</tr>
<tr>
<td></td>
<td>Hannah Shafau</td>
</tr>
</tbody>
</table>

CHRISTMAS MESSAGES

Year 10 students would like to send their best wishes to all at this time of year. Each form have given their own seasonal message to share with you:

PA/PB:
“Christmas is about family; we don’t give gifts to receive, but give love freely to those closest to us.”

PC/PD:
Your hard work helps us grow. Your support helps us face the difficult times. We all are like one big family. Wishing all the happiness, success and strength for you all. Merry Xmas

TA/TD:
Forget not, all the baubles in the community who helped the star get to the top of the tree. Be thankful to all those who helped you get to where you are this Christmas.

TC/TD:
“At Christmas, all roads lead home”.

HA/HB:
HA- ‘Turkeys and snow, When the Christmas lights glow, Come together with your foes. Have a great Christmas day.’

HB- ‘The smell of mince pies and the sound of Christmas cheer, Is all I need for Christmas, this wonderful year’

HC/HD:
“No matter what gender, race or religion you are, you always leave a footprint in the snow”

ZA/ZB:
ZA- May you never be too grown up to search the skies on Christmas Eve.

ZB- Love the giver more than the gift.

ZC/D:
Happy holidays and season’s greetings to all from 10ZC/D

Thank you from all the Year 10 team for all your support and cooperation once again in Term 2. We wish you season’s greetings and a happy holiday with your nearest and dearest.
YEAR 11
MS DAVIES, HEAD OF YEAR 11
h.davies@pimlicoacademy.org

PROM FUNDRAISING

Our year 11 fundraising for prom is in full flow. Our prom prefects and volunteers have been very proactive in raising funds for the prom. At the recent Winter Concert they served mince pies and mulled wine raising over £190 towards the prom. Our running total is now at almost £700.

Students have also held bake sales in school time and have loose change wallets to contribute to the prom fund when they have any spare change. We are really proud of their effort and dedication and know that their effort will be rewarded with a fantastic prom in June.

MR PALMER

We sadly say goodbye to Mr Palmer at the end of the Christmas term as he will be moving to a school near Bath. Mr Palmer’s work with the year group has been greatly valued by students and the year team throughout his time as Deputy Head of Year and he will be sadly missed by the Academy.

MOCK EXAMS

Year 11 had their first experience of formal mock exams this term and we were really pleased with their approach to the exams. Most students ensured they were early, their phones were correctly stored and gave the exams their very best. We were really pleased with the effort that they had put in and for many it has been reflected in their results.

We are continuing to focus on the below:

- Phones being switched off and stored away
- Students planning out their revision in advance
- Students creating active revision resources such as revision cards rather than reading over their books

The next set of mocks will fall the week before and after February half term. We urge students to reflect on their performance at this AP and develop their knowledge for AP2.
We are pleased to announce the appointment of our student board at Year 12, who will helping to develop a student-run programme of extra-curricular clubs for Post-16 students. These clubs are focussed on three areas: culture, community and sport. These students are: Iman Ahmed, Aaliyah Kesson, Scarlett Stokes, Alan Cenaj, Emmanuel Sarpong, Ekraam Jama, Tioluwani Ajao and Ali Jamal. Some of them have also set up interventions for Year 11 students in Maths, English and Science to pass on knowledge and advice.

Continuing these theme of giving back to their community, a number of sixth formers were involved in helping run the Christmas Lunch at the Abbey Centre. The staff there could not praise the students involved enough, emailing me to thank “the amazing team of young people,” and explain how “I am proud to know that our country will be in such caring and wonderful hands as you in the future.” Well done to Fatima, Ines, Mariam, Amie, Yusra and Halima in Year 13, and Muna, Sagal, Gabriela and Saima in Year 12. We are all very proud of them.

For Year 13, this term has been focussed on their UCAS applications, which will have been completed in time for the Christmas vacation. We had 10 students interview at Oxford and Cambridge in November, so fingers crossed for good news for Gaby, Ruby, Sean, Samad, Mariam, Hamze, Arta, Taja, Georgia and Danielle. Students also completed their first set of mock assessments. Students were given feedback and actions in class, which then then discussed at Parents’ Evening. The Post 16 team have also reviewed the programme of support with a list of students assigned supervised study or tutoring to support them between now and AP2.

Generally, Year 12 students have now settled into the routines of A Level study. In terms of their aspirations beyond Post 16 study, a number of them have completed applications to extra-curricular programmes such as SOAS masterclasses in Law and English, The Social Mobility Foundation, the Sheriff’s challenge, Landsec, PWC mentoring and mentoring from students at Oxford and Imperial. At the end of next term, Year 12 students will be able to take a week’s work experience so should take some time over the vacation to seek placements with companies that intrigue and excite them personally.

---

**BBC SET TO LAUNCH OWN IT APP IN SUPPORT OF ONLINE SAFETY**

November saw the announcement of the BBC ‘Own It’ app to help children getting their first smartphone stay safe online. This wellbeing app will provide a helping hand to young people who are starting to use social media and the internet more widely. The main aim of the app is to ensure that young people have a healthy experience in the digital world.

The app will be available in early 2019 and will use machine-learning technology to provide nudges, a helping hand and advice when a young person’s online behaviour changes or could be becoming risky.

As well as being able to access the app when youngsters are looking for help, the app will run in the background to give instant, on-screen advice and support the moment it is needed. This will include:

- Analysing how messages and the use of certain words could be perceived by others before they hit send
- Tracking their mood over time – and guidance on how to improve the situation if it’s needed
- Showing a message when they are about to share their mobile number on social media before they do so, and why they might want to think twice.

The **BBC Own It website** is a great resource for youngsters and adults in need of advice relating to youngsters online use.
INCLUSION DEPARTMENT

MR AUBIN, DIRECTOR OF SEND
g.aubin@pimlicoacademy.org

Information, Advice and Support Services provide training and support to parents, schools and young people who are facing discrimination as a result of their SEND. They believe that every disabled child and young person, and those with SEN, and their parents, should have access to high quality IAS Services.

This term IASS (Information, Advice and Support Service) came in to interview the students in the Academy with SEND; the premise of the visit was to gauge the barriers young people face with services in their own local areas and what can be done holistically to support young people. They also asked the students their views on support at the Academy and what ideas they have about how young people with SEND can be better supported through having their opinions heard.

The students who attended were thoughtful, brave, committed and articulate in sharing their needs and wants in front of an audience.

Well done Pimlicans!
The year 7’s have just completed another fantastic 6-week placement at Oasis City Farm; the students thoroughly enjoyed their reflective sessions at the farm and achieved their personalised targets set at the beginning of the course.

The students were outstanding in representing the Academy in some very trying situations, committed to being ‘yes’ boys and girls and developed some key friendships I hope will remain for the majority of their time at Pimlico Academy.

I am very proud of the accomplishments you have all personally achieved, you are resilient and kind young people and I am proud to be your teacher. Keep up the good work!

_Ms Reid (SENDCo) and Ms Hylton (ASO)_
I chose Citizenship GCSE because it sounded interesting and informative. Not only does it teach me more about the society I live in, but it also relates to daily life and important political issues and matters affecting us. For example, so far in Year 10 I have learnt about: positive and negative consequences of immigration, human rights (and the laws that protect them), how Parliament works, different voting systems and the role of trade unions.

My Citizenship class visited The Houses of Parliament on the 21st of November. There we learnt a lot about the history and functions of Parliament. For example, we learnt how Theresa May answers questions in the House of Commons every Wednesday as part of Prime Minister’s Questions and that the Queen visits Parliament once a year to deliver the Queen’s speech but has no real political power. Something I thought was really interesting was seeing a statue in Parliament which had been damaged due to a suffragette chaining herself to it. As it is the centenary this year of (some) women winning the right to vote, I thought this was especially thought provoking. Something that surprised me the most was the fact that anyone could watch the debates held in Parliament live for free from the viewing gallery in the House of Commons and the House of Lords.

Recently, on the 11th of December, my class had a visit from two members of a trade union named Unite. A trade union is an organisation that looks after the interests of a group of employees, for example, the British Medical Association. The visitors explained what trade unions are and their role in protecting employees’ rights at work. They believe everyone should have: a wage you can live on, a safe and secure workplace, guaranteed hours each week, training and career opportunities, a collective voice and union representation. This visit fitted in well with our learning from term 1, where we learnt about different types of rights, including human rights, political rights, legal rights, employment rights and consumer rights.

Next term, we will be completing our learning on democracy and parliament through lessons on devolution, parliamentary sovereignty and the British constitution.
This term Drama have been extremely fortunate to have been working closely with The Donmar Warehouse. Each week, professional practitioners have been exploring Measure for Measure, in school, with one of our GCSE year 10 groups. They were then treated to a full day workshop at The Donmar Warehouse, in Covent Garden, followed by a professional performance of Shakespeare’s well-loved play. Subsequently the group devised their own performance surrounding the theme of Empowerment and successfully performed this on stage before 3 other schools and the cast and crew of the play they had previously seen. This year 10 group have made outstanding progress and been extremely lucky to work so closely with current professionals.

In addition to this, for the third year running, we welcomed the highly acclaimed LAMDA in to perform their version of Othello. Our year 8s were enthralled with the high level of acting they witnessed and are off to a head start with their understanding of the plot, themes and issues in this notorious Shakespeare play. Anas, in year 8, said “It was amazing. It was one of the best plays I have ever seen.” The professionally trained cast of 12 actors produced a fast-paced production on a thrust stage in our studio space, demonstrating to our students how we can be transported to another realm in a minimalistic way, with few props and costume. The audience were most impressed with the impactful fight scenes and the emotional death scenes and we look forward to working more closely with LAMDA in the near future.
Over the course of the last term Pimlico Academy’s History Ambassadors and Mr Carpenter have been collaborating with students from Hampton School and other schools around the country to mark the 70th anniversary of the United Nations Genocide Convention. The students were surprised to find out that before the 1948 there was no legal definition for genocide and thus no internationally accepted apparatus with which to hold states accountable for genocidal actions. The students were also surprised and saddened to discover the constant breaches of the convention that took place after the Holocaust and even into the 21st century. In conjunction with the other schools involved, the students from Pimlico set about creating a piece of research to determine how much young people knew about genocide. They also interviewed representatives from two major charities for expert guidance on how they could go about creating more awareness around the topic and then went on to consider the issue of genocide denial in the modern era through a case study of the current Rohingya crisis in Myanmar. The students’ work was published in a newspaper created to educate young people about the issue. The students went on to present its contents and their findings to a prestigious audience of MPs, peers and genocide survivors at both at the Imperial War Museum and the Houses of Parliament.

Scarlett Stokes, who delivered an impassioned speech at Parliament, has summarised the group’s involvement below:

“On Wednesday 5th December, we had the privilege to visit the Houses of Parliament as part of a day showcasing two months’ work for the 70th anniversary of the UN Genocide Convention. A group of schools alongside Pimlico worked to write articles to be put into an annual student-run newspaper, Genocide Know More, in an effort to spread awareness. Pimlico decided to focus on a topical issue: the plight of the Muslim minority Rohingya people in Myanmar, who are currently facing extermination by the Myanmar military. This on-going crisis, despite being classed by many as genocide, has not received much media attention: to us, the student researchers, it was horrific to only just uncover the problem, despite it having happened from 2016.

In the modern climate of Internet access, we also decided to look at the influence fake news had on the genocide: how it could propagate misinformation and enforce pre-existing prejudices. Four students, Romina, Isaac, Leonardo and myself each gave speeches on these impacts: local and international, and most importantly what can be done to counter it.

We had the opportunity to talk directly to the ex-speaker of the House of Lords, as well as Baroness Caroline Cox, founder and CEO of an organisation called Humanitarian Aid Relief Trust, and Angela Rayner MP, the Shadow Education Secretary.

We used our high-profile audience to discuss schemes to help the Rohingya, from humanitarian aid to a national curriculum focussed on such education.

The experience was fantastic: we got to go into the Speakers’ Chamber in the House of Commons and spectate MPs debate Brexit, brush past Keir Starmer and Jacob Rees Mogg, and engage with professionals in the seat of this country’s government. Hopefully the trip motivated some MPs to take a more proactive stand against genocide, and solidified my own resolve to help the Rohingya in any way that I can. I would like to thank Mr Carpenter for his responsibility in our participation in the programme.”
This term, some of our younger students have taken part in workshops run by our partner organisations, the English National Opera and the Royal College of Music.

**ENGLISH NATIONAL OPERA WORKSHOP AND AUDITIONS**

As I am a member of the Year 7 Choir, I was recently given the opportunity to be part of the auditions for the English National Opera’s production of Noyye’s Flud. I found this an enjoyable yet nerve inducing experience.

It began with a round of auditions at school where I had to sing a song of my own choice for the Head of Performance and the Head of the Baylis Program for the ENO. At the end of these auditions we had a wait of around two weeks to find out if myself or any of the other auditionees were successful. It was a long wait, but eventually we found out that I and four other students had been invited to a second round of auditions at the ENO as part of a Saturday workshop.

On the Saturday, members of the ENO taught us a piece from the opera Noyye’s Flud before we broke out in small groups to plan visuals and actions for our performance. Later in the day we met a professional opera performer who sang for us and told us about his experiences.

I am very happy at the end of all of this to have been selected to perform on stage with the English National Opera as part of their upcoming opera.

*O’Shane Thompson Year 7*

**ROYAL COLLEGE OF MUSIC CREATIVE QUARTER DAY**

The Royal College of Music trip was very fun. We engaged in a range of interactive musical activities such as taking a beatboxing workshop, trying very nice brass instruments, and going on a tour of the Royal Albert Hall. Best of all, we recorded “Happy” by Pharrell Williams in a professional studio. Overall, the trip was a very fun and exciting experience.

*Isabella Joyce Year 7*
HOUSE SPORT

All year groups have now completed their house sport competitions with the Year 8’s and Year 7’s battling it out this term. The results are as follows:

**Year 8**

<table>
<thead>
<tr>
<th>Event</th>
<th>Winners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys Football</td>
<td>Athena</td>
</tr>
<tr>
<td>Girls Football</td>
<td>Hera</td>
</tr>
<tr>
<td>Boys Basketball</td>
<td>Hera</td>
</tr>
<tr>
<td>Girls Basketball</td>
<td>Zeus</td>
</tr>
</tbody>
</table>

This makes the overall standings very close. The next time the students will compete for their houses will be at Sports Day and as you can see, it is all to play for with all houses within 50 points of each other.

<table>
<thead>
<tr>
<th>Position</th>
<th>House</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>Apollo</td>
<td>1275</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Athena</td>
<td>1250</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Zeus</td>
<td>1250</td>
</tr>
<tr>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Hera</td>
<td>1225</td>
</tr>
</tbody>
</table>

**CHELSEA CHAMPIONS TOURNAMENT**

On Friday 23<sup>rd</sup> November Mr Reid and Mr Bogle took a boys and a girls team (year 7-9 mixed) to the Chelsea Champions tournament at the Chelsea FC training ground. The pupils had a fantastic experience and have come away with some exceptional results.

The girls won the whole tournament, unbeaten and without conceding a single goal in 15 matches throughout the day! Special mention to Sarah and Makeba in year 7 who dominated and made outstanding contributions.

The boys played really well and were just beaten in the semi-finals.
This term, two Year 10 classes undertook the Speak Out Challenge led by the Jack Petchey organisation. Both classes spent an intensive day of training on how to create a lively engaging speech in front of an audience. This not only prepares them for their GCSE Speaking and Listening, it helps them develop skills in public speaking that they will need later in life.

Year 11s had their first serious mock exams in the hall for AP1. They sat Language Paper 1 and Literature Paper 1. Writing under the pressure of time, students wrote reams of tales under titles like ‘The Return’ and about ‘A Time you tried to mend something’. It was excellent to see students taking the mocks seriously and revising hard – keep up the good work!

Year 10 have now finished Macbeth and are starting on the Creative Writing Unit themselves, I am impressed with many of the Year 10 students who are really taking pride in their book presentation and work (for instance, this picture is of an excellent Language book which has all sheets neatly stuck in, work well organised and corrections completed).

At KS3, Year 7s are working hard towards their first official AP1. Year 8 are analysing Chaucer’s dubious and duplicitous pilgrims from *The Canterbury Tales*, and Year 9 are currently travelling the world through poetry from other cultures. It is fantastic to see so many KS3 students attending film club, First Story and Scrabble/Riddle club. The First Story club is producing some fantastic pieces of work which I look forward to hearing at their book launch in the summer.

An especial congratulations to our subject ambassadors, who, after writing excellent applications, were elected this term. They have been busy organizing the English Department and are working on a number of key events for the future!

Well done to all our students for their continued hard work and Merry Christmas from English.

---

**Book recommendation of the term:**

‘The Old Man and the Sea’ by Ernest Hemingway – an old Cuban fisherman struggles with a giant marlin. Addressing questions of age, luck and defeat, this is a timeless classic and a must read.
Compost Matters

Gardening Club pupils in Year 7 and 8 have been working hard with the charity “School food matters” to learn about the horticultural art of composting. The pupils attended a workshop run by Arianna Bastianini who taught them about the abundance of creepy crawlies to be discovered in our gardens and also the theories behind a variety of composting techniques; included how to establish a wormery, construct a biyearly leaf mulching patch and a hot composting bin. The pupils have since been researching how they will source the materials to build and maintain all three types of composter including the tools required and planning how best to spend their budget. They hope to have a wormery on site early next year and begin construction of the leaf mulching bins soon after.

Year 7
Shane Conway
Malak Gharib
Ali Hassan Hannan
Shahriyar Ahmed

Year 8
Zayn Merrit Williams
Domonokos Janits
Meryem Yilmaz

In addition to the composting project, pupils have been able to reap the fruits of their vegetable patch labours and enjoyed an afternoon in the school kitchens whipping up batches of stir fry. They used ingredients such as pea shoots, coriander and parsley from the school garden along with a few shop bought additions to produce some tasty dishes to take home.

The club has also been joined by year 12 pupils; Tsion Dawit and Muna Mhemmed, who will be on hand to offer advice and assist in the running of their projects.
COMPUTER SCIENCE
MR HIRST, HEAD OF COMPUTER SCIENCE
a.hirst@pimlicoacademy.org

Python programming has been the theme of term 2 in Computer Science. Year 10 are currently completing a programming project in which they have to design, program, test and evaluate a quiz program with multiple levels. Year 11 have been working on a ‘guess the song’ music quiz and Year 12 have been working on a range of programming problems including hangman, rock-paper-scissors, dice games and card games. All students have been practicing ‘file handling’ skills, in which they code their programs to read and write data from and to external text files.

Key Stage 3 students will get the opportunity to practice their programming skills after the Christmas holidays, with the commencement of Coding Club. This will take place on a Thursday lunch time and all Key Stage 3 students are welcome to attend. Students will learn the basics of Python programming while completing a different programming challenge each week. Programming is an extremely useful skill to have in the world of work and is going to be more and more sought after as technology becomes increasingly ubiquitous in modern society. Furthermore, this will provide a great way to prepare for the Computer Science GCSE.

Year 9 students will be choosing their GCSE options in February and they should already be thinking about which subjects they would like to study in Year 10. If students are interested in Computer Science but are unsure about whether it’s right for them, they should consider the following.

If you:
- are a logical thinker
- enjoy problem solving
- are curious about technology
- are interested in programming
- are good at maths

...then Computer Science might be the course for you.

In the GCSE, we will learn about the following:
- Python programming
- Hardware
- Software
- Networks
- Data representation (binary etc)
- Cyber security
- The moral and ethical side of technology.

If you would like to find out more about the course then please speak to Mr Hirst in the History office or email him at a.hirst@pimlicoacademy.org.
This term, the Maths department have been showcasing the Monty Hall problem in assemblies. Based on the American game show, ‘Let’s Make a Deal’, and named after its long time host the problem is infamous amongst Mathematician’s: Contestants are given a choice of three doors. Behind two of the doors is a goat, behind the third door is a sports car. Once they have made their choice, the host (who knows where the car is) opens one of doors, behind which is one of the goats. The contestant must then decide – do they stick with their choice or switch?

Many people think that there is a 50-50 chance but it was discovered that they were twice as likely to win if they switched doors – but why?

If we label the doors A (goat), B(car) and C (goat) for example, the only time you are better staying with your choice is if you select door B to start with. The other two times, you are better off switching, hence your odds of winning if you switch is 2:1.

The mistake most people make is that a choice between two things doesn’t always mean a 50-50 chance. This outcome was so controversial that over the years, many Mathematicians have debated it.

I’d like to thank our sixth form Maths Ambassadors, Ruby, Samad, Louis, Max, Dani, Fatima, Hassan, Tommy and Alan for leading on our interactive assembly by hosting Pimlico’s own version Let’s Make a Deal.

To read up on the problem further, have a look at:

https://www.bbc.co.uk/news/magazine-24045598

https://brilliant.org/wiki/monty-hall-problem/

If you’ve understood that, have a look at the ‘Three Prisoners Problem’ which is a variation of the same principle.

https://www.youtube.com/watch?v=5d_3IEofXfY
KS4

Students have said a fond farewell to Ms Cordorba-Bejar, the Spanish Assistant with whom they were practising their speaking skills outside the class. We thank her for her commitment in improving students’ speaking skills. She will be missed.

We will be welcoming in Term 3 a new Spanish Assistant for students to continue preparing for their AP2 speaking exam in mid-January and later in the summer session.

KS5

The French Y13 students did attend a speaking workshop at Queen Mary University in East London so they could gain valuable feedback from undergraduates in the target Language and use it to improve their speaking practice.

Here is a few comments about the event:

‘I found that talking to the university students 1-2-1 really useful. This is because (I generally prefer 1-2-1) I got to learn a bit about them and their education, this helped me regarding my decisions about university’

‘The speed dating practice was useful because I was paired with good people. I liked how we got time to practice before doing it properly and it was nice to get feedback from students rather than teachers. I think it was set up well.’

The Y13 Spanish students attended a BFI study day on Pedro Almodovar. They did have the opportunity to be mixed with other KS5 students from other schools and reflect on the works of the Spanish director which movie ‘volver’ is included in the prescribed list of movies for the A Level exam.

KS3

Students continue to experience Cultural understanding lessons with pedagogical content.

This term French students did learn about PARIS and some of its unusual landmarks like the Catacombs. Spanish students again this year did have the opportunity to celebrate EL DIA DE LOS MUERTOS which is a Mexican holiday celebrated by people of Mexican ancestry living in other places. The cultural understanding also focussed on Madrid, Barcelona and the Andalucia region.
ART & DESIGN TECHNOLOGY
MRS KEOGH, HEAD OF ART,
k.keogh@pimlicoacademy.org

The Art department set a competition for KS3 and KS4 art and textiles students to design a snowflake. We had hundreds of fantastic entries. The best snowflake designs were selected to feature on a greetings card for the school.

Well done to:

Poppy Batory-Hall - year 7
Xiomara Millar - year 8
Qui Junlin - year 9
Nadia Sufian - year 9
Rayana Williams - year 10
Teodor Gerov - year 10
Pamela Lopas - year 10
Jessica Kurti Year 10
Mateo Dervishi - year 10
Victoria Yu Year 10

Poppy Batory-Hall - year 7
Xiomara Millar - year 8
Qui Junlin - year 9
Nadia Sufian - year 9
Rayana Williams - year 10
Teodor Gerov - year 10
Pamela Lopas - year 10
Jessica Kurti - year 10
Students continue to enjoy learning Latin at Key Stage 3 and Ancient History and Latin for GCSE and A Level. This term, Years 7 to 9 have continued to learn Roman civilisation topics alongside their Latin language learning. Year 7 have translated and analysed fables in Latin. Unlike Aesop’s more famous fables, these are more complex, as they are secretly about what life was like as a slave in Rome. Students have enjoyed puzzling out the fables’ secret messages. Year 8 have learnt about the Roman theatre including new genres (pantomime, history play, mime/farce) which complement their learning of Greek theatre in Year 7 Drama. After translating Latin versions of each genre (including 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. Finally, the Year 9’s module on Cleopatra ended with the queen of Egypt’s famous suicide – did she use her notorious intellect for one last act of defiance, or ignore her nation for the sake of a selfish love affair?

The Classics department was also excellently represented at the Post-16 Open Evening, at which Latin and Ancient History A Levels were passionately and persuasively represented by the Year 12 students Sulaiman Haouane and Alan Cenaj – we are very thankful for their efforts.

Classics students also attended two fantastic events: on Halloween, Miss Evans took the Year 10 Ancient Historians to a talk on Ancient Magic at the Institute of Classical Studies; on November 26th, the Year 12 Ancient Historians attended a talk by historian and author Tom Holland on ancient religion, hosted by the charity Classics for All. Pimlico students spoke eloquently and enthusiastically to trustees of the charity about the importance of the Classical subjects to them. Tom Holland himself was kind enough to sign copies of his books for the students and department.
GEOGRAPHY
MR RUSSELL-STEEL, HEAD OF GEOGRAPHY
j.russell-steel@pimlicoacademy.org

YEAR 12 GEOGRAPHY AT A GLANCE

After achieving outstanding GCSE results, the year 12 students have started the year determined to achieve the best ever results for A-level geography.

PHYSICAL GEOGRAPHY: The Study of Coasts

By Alysha Maulidina (Year 12 Geography Ambassador)

We are currently continuing our studies on coasts from year 11, focusing on coastal landscape, processes, and the impact of these processes on the coastline and how it is managed. Unlike in GCSE, this topic requires us to look into many different case studies in-depth to provide evidence in our essays.

The last topic for this term focuses on the social consequences of coastal processes. For instance, coastal recession does not only mean losing valuable land but also losing the livelihoods of the people living near the coastlines. One of our most recent case study is on the Maldives, and how its low-lying collection of islands are threatened by flooding and recession due to rapid sea level rise.

The Maldives, located in the Indian Ocean, is comprised of 1,900 coral islands reaching a maximum of 2 metres above sea level, making it the lowest country in elevation. They are known for clean air, blue oceans and white sands that attracts over a million visitors annually - tourism contributes to a third of the country’s GDP. However, the Maldives are now also attracting attention due to its impending doom of being wiped off maps by the effects of climate change.

The global sea levels are noticeably rising from melting glaciers and expanding water bodies thanks to human activities that speed up the natural climate processes. Average sea level rise is 3.2 millimetres per year, and if this trend continues Maldives will be completely submerged in the next 50 years. Extreme weather events determine the existence of the country which is influenced by climate change as well. The Maldives has already experienced this in 2004, when a tsunami swallowed two thirds of the islands, permanently erasing 20 islands off the map. Not only does rising sea level submerge low lying coastal areas, but it also contaminates fresh water sources and soil salinity, reducing crop yields that provides for the population.

The term ‘environmental refugees’ is new and unfamiliar in the eyes of the world, but it will be a label applied to the Maldivian people and millions of others when they are forced to flee their homes due to coastal flooding. Studies by the United Nations University suggests that there will be over 200m environmental migrants by 2050. However, those leaving from environmental disasters are not recognised by the UN Refugee Agency as being deserving of refugee status. There is already a growing problem with the shift of global migration, so it is less likely that environmental migrants will become a priority.

Ironically, these countries are suffering as they face an uncertain future because of climate trends they have no influence over - China emits the most carbon dioxide from fuel combustion per capita in 2015, followed by the United States and India. But for now the Maldives and thousands of other small islands states remain symbolic of the potential impact of climate change and the people’s unwillingness to face it.
In the first term back at school as A-level students we have focused on regeneration in our human geography lessons. We have had a particular focus on Stratford in London’s East End. The term ‘regeneration’ in this context refers to any attempts to reverse the effects of decline in an area so it attracts new economic growth. The concept of rebranding fits well with this theme as the perceived image of the area often changes. An example of this would be Stratford in East London which was notorious for its industrial buildings before de-industrialisation hit it. This resulted in high levels of economic and social deprivation as the population struggled to find jobs in the UK’s expanding ‘knowledge economy’.

Luckily it shifted from being dominated by secondary industry to having many tertiary jobs thanks to the many regeneration schemes set up by both the public and private sectors. For instance, the sports-led regeneration project was the 2012 Olympic Games. This cost around £9.3 billion and has been renowned successful as it attracted both tourists and large TNC’s to move to this area of London. Due to the LLDC’s (London Legacy Development Corporation) efforts, the park has left behind more social, economic and environmental benefits than costs (e.g. 10,000 new homes, £130 million worth of contracts for UK companies and 2.5 square kilometres of remediated brown land). In terms of the private sector, an Australian company invested in building Westfield in Stratford. It had as many as 47 million visitors in its first year. However, people are afraid of more open spaces being privatised, tenants losing their homes and more ‘clone towns’ forming, which unfortunately all look the same.

The last regeneration strategy is both private and public: the London Docklands. The government provided a new railway called the DLR and cheap land which encouraged companies to build and set up businesses. This gave birth to the famous Canary Wharf which encompasses very well-paid tertiary jobs with very well-known companies such as HSBC and Citigroup. Most of these projects have many stakeholders, which inevitably leads to arguments and tension arising. As you can see, we dive into a lot of depth in our case studies in order to produce rich explanations in our future exams. This was most interesting to me as I enjoyed unpicking the separate projects and their implication on Stratford’s overall image and changing core function.

Next term, the year 12 students are beginning their independent coursework on a topic of their choice.