As student leaders, we are working on a charity project to help the local community. This is through the Peabody Young Leader’s Programme. We have decided to help local homeless people as we feel it important to help people local to us who are less fortunate than ourselves. Furthermore, as it is winter we want to make sure that these people can keep warm and dry. We had to write an application to Peabody Trust to outline our project and who our project will help. Our application has been approved and in return we will receive £500 to help us buy the things we need for our project. With this money, we will create bags filled with blankets, hats, gloves, food and toiletries and we hope it will help everyone in our community to keep warm and fed during this cold winter. Students and parents can also help by donating any old warm coats, blankets or sleeping bags that you do not need any more to the Year 7 office. Once we have put together our ‘winter essentials’ bags we will deliver them to the local homeless shelter where we will help hand them out to local homeless people. As this project involves a lot of planning and organisation from us as students, we are also working towards a Young Leaders Qualification from the Peabody Trust. **By: Syeed Ahmed**
I was delighted to be able to take 7 Year 8 students to the Tate Modern on Thursday 20th December as a reward for outstanding commitment to their studies and the wider school community in Term 1 and Term 2. After a short walk from Blackfriars station, we were greeted at the Tate Modern by Olafur Eliasson and Minik Rosing’s “Ice Watch” exhibition which served as a reminder of global warming and rising sea levels. We then ventured into the Turbine Hall to visit Tania Bruguera’s “Crying Room” which emits a menthol-based organic compound. This compound makes visitors in the room cry in an effort to create empathy with other people in the room. After exploring various exhibitions across the Tate Modern, we visited Christian Marclay’s “The Clock”. “The Clock” is a 24 hour long montage of thousands of film and television images, edited together to show the actual time. Student conduct on the day was outstanding and I was proud to receive positive comments on the day by members of staff at the Tate Modern and members of the public.

Tuesday 5th February saw the celebration of Safer Internet Day in the UK. During our weekly assembly, I spoke to students about their digital tattoo (online reputation) and the importance of leaving a positive trail when using the internet or various applications. Students were surprised to learn that it is common for an employer to search their candidates name on the internet. Approximately 60% of employers said that they search a candidate’s online presence in order to find information which supports a candidate’s application. However, just over 35% admitted that they are also looking to see what other people say about a candidate. A quarter of employers also said that they had eliminated candidates from the recruitment process for having an unprofessional screen name or for posting online too often. The overall message from my assembly was that when using apps and the internet, students should always aim to contribute positively to their digital tattoo. Some students have already been to see me with a request for help in setting up an online blog about subjects that they are passionate in such as Music and modern technology.

With internet safety in mind, please find a social media and online safety toolkit for 11-13 year olds towards the end of this newsletter.
Social Media and Online Safety tips

11-13 Year Olds

Put yourself in control

Make use of the parental controls on your home broadband and any internet enabled devices, including your child’s mobile phone. You can find out how to do this at your broadband or mobile phone provider’s website. You can also find out how to set up a safe search feature in Google by going to google.co.uk/safetycentre.

Check if it’s suitable

The age ratings that come with games, apps, films and social networks are a usually a good guide as to whether they’re suitable for your child. The minimum age limit for many social networking sites, including Facebook and Instagram is 13.

Agree boundaries

Have a family agreement about where your child can use the internet (including on handheld devices), how much time they can spend online, the sites they can visit and crucially, the type of information they can share.

Get them clued up about social networking

Talk to your child about the benefits and risks of social networking before they join any sites. Let them know that anything they upload, email or message has the potential to appear online forever.

Have a conversation

The best way to find out what your child is doing online is to ask them to tell you about what they do and what sites they like to visit. Discuss with them what types of content they come across.

Where can I find out more?

Internet matters is a free online resource for every parent in the UK. Internet matters shares best practice and information/advice on Social Media and Online Safety.

46% of 10 year olds own a smart phone. This rises to 70% at 11-12 years old.

99% of 12-15 year olds are online for +20hrs per week.

Follow us on Twitter @PimlicoAcademy
Tips for a meaningful conversations about online use:

⇒ Ask them for advice on how to do something online and use this as a conversation starter.
⇒ Make sure they know that they can come to you if they’re upset by something they’ve seen online.
⇒ Be sensitive and praise them when they share their online experience with you.
⇒ Make sure they know how to block abusive comments and report content that worries them.
⇒ If your child comes to you with an issue, stay calm and listen without judging them.
⇒ Tackle peer pressure by explaining that if they are talked into bullying online or sending inappropriate images it may get reported to their school or the police.

Simple rules for children:

⇒ Make sure your child knows not to share personal information such as phone numbers, email address, home address etc.
⇒ Only talk to real life friends or family on social media sites and in chatrooms.
⇒ Use privacy settings wherever they are an option. This keeps your child’s information private.
⇒ Don’t arrange to meet people in real life that they’ve only met/talked to online.
⇒ Use secure and legal sites when downloading music and games. COVER WEBCAMS WITH A STICKER/PLASTER.
⇒ Check attachments and pop ups for viruses before they click on or download anything.
⇒ As a general rule, don’t post anything that they wouldn’t want their parents to see.

Who can my child talk to about issues with social media and online safety?

Your child can approach any member of staff with these issues but here is a list of staff who they can easily find on a day to day basis:

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<tr>
<th>Head of Year</th>
<th>Pastoral/Academic Support</th>
<th>Child Protection Officers</th>
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<tr>
<td>7 - Ms Cordery</td>
<td>Ms Hylton</td>
<td>Mr Macdowall</td>
</tr>
<tr>
<td>8 - Mr Bardetti</td>
<td>Mr Cornish</td>
<td>Ms Pond</td>
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<tr>
<td>9 - Mr Ford</td>
<td>Mr Warwick</td>
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<td>10 - Mr Wood</td>
<td>Ms Oliver-Morgan</td>
<td>School Police Officer</td>
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<tr>
<td>11 - Ms Davies</td>
<td>Ms Gooden-Mitchell</td>
<td>PC Sinclair</td>
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<td>12 - Mr Revel</td>
<td>Ms Mann</td>
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Useful online resources

www.saferinternet.org.uk
Online safety tips, advice and resources.

www.internetmatters.org
Simple, practical and easy advice on the steps parents can take to keep children as safe as possible online.

www.ceop.police.uk
If you are worried about online sexual abuse or the way someone has been communicating with your child online.
Welcome back to a cold, wet, but industrious term 3 at Pimlico. I hope everyone had a lovely Christmas break and Happy New Year to all. In our three years together, this has probably been our most crucial term. Not only have we had to decide upon our GCSE Choices, but we have had a very productive parents’ evening as well. Our principal, Ms Green, has gone out of her way to praise the approach and attitude towards the Choices shown by Year 9 students and parents alike. In fact, Ms Green wanted to share her thoughts below, which I shall reiterate in assembly:

‘By far and away the best part of this week has been the individual choices meetings we have had with the pupils in Year 9. It’s great to spend time talking to pupils about their experiences in school. I think they have taken the process incredibly seriously and have listened to advice. I think they know the hard work that will be needed for success in life and they have some great ambitions. It will be important for them to take the 2nd half of the year seriously whilst we sort out staffing their choices and the timetable, but I think they know that and will be an excellent year group throughout their time at Pimlico’.

I think you will agree that that is some high praise indeed, so thank you again to all students and parents/carers. I was also delighted with the approach to parents’ evening as it was evident that students and parents had arrived focused on how to improve for AP2 and how to make the most of Year 10 ahead. It was great to see notes being taken and questions asked about progress and the courses rather than a pure fixation on grades.

The one-on-one Choices interviews have all been completed with either myself, Ms Warwick, Mr Kitson, or another member of SLT. These were illuminating and generally I was more than happy with the choices made. Official decisions will be made before July and then letters sent home. I now look forward to seeing proper academic attitudes towards work after half term and in the lead up to AP2.

Your support is always appreciated,

Mr Ford - Head of Year 9

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CLASSICS

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. This term, year 7 have learnt about Greek and Roman education, including answering questions such as: How big were Roman classrooms? What did a Roman textbook look like? Did Roman teachers bake their students cakes as rewards? What happened if you were late or misbehaved? How did Roman teachers feel about dancing? Years 8 and 9 have learnt about Roman dinner parties, learning about the different types of menu, entertainment and host and translating stories about: Cleopatra’s most expensive dinner party, the evil host Vedius Pollio and his man-eating eels and the emperor Augustus’ pet parrots.

Students of all years at Pimlico enjoyed an assembly this term given by Mr Furber on the Ancient Greek script of Linear B, which was finally deciphered by amateur linguist Michael Ventris in 1952 four thousand years after it was originally written. Many students then attended the newly launched Ancient Languages Society where they could write their own name in Linear B on a clay tablet. Some of the tablets are shown here. The students’ (and teachers’) names are (from the top left): Reem Jabri, Mr Furber, Meryem Yilmaz, Samia Lena, Jason Sanha, Feras Gamar, Zumaira Miah, Miss Evans, Mia Rogers. Very well done to all involved, and very many thanks to Ms Tonkin for her help with the clay.
YEAR 10
MR WOOD, HEAD OF YEAR 10
j.wood@pimlicoacademy.org

YEAR 10 TERM 3: PREPARING FOR ASSESSMENTS

Year 10 teachers continue to praise the cohort for their dedication and hard work in their studies. This will serve them well as they approach their AP 1 tests that start on 4th March. These will be the only formal exams Year 10 students will do this year, so it is important students are prepared. It was felt that only one set of exams was necessary in Year 10 as next year will see the students sitting several sets of assessments in the run up to their GCSE exams. The results of the upcoming assessments will be used by teachers to have a clearer picture of the progress of your child, which will enable departments to put the appropriate support in place.

Please help your child to be as successful as possible in the AP1 tests in the following ways:

- Ensure the exams timetable is up in a prominent place in their bedroom or around the house.
- Your child should have a revision timetable that has set times for revising each subject they are studying.
- The best revision is done in 30 minute blocks. Make sure your child is not spending too much or too little time on each subject.
- Year 10 students have been taught various revision skills. Ask them what technique they are using for each subject.
- Check that they have completed their planned revision each day.
- Make sure they get a good night’s sleep.
- After the exams please congratulate your child on their hard work. It is a stressful time for them so a treat will be in order.

The results of the assessments will be given in the weeks after the tests. Parents and carers will have an opportunity to discuss their child’s results and progress at the Year 10 Parents Evening on Thursday 4th April (4pm to 7pm). Please set this date aside in your diary.

I continue to be very pleased 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.

Comments from teachers have included;

“Continues to produce work of an exceptionally high standard.”

“Is a positive influence on the class and a good role model to other students.”

Many congratulations to the following Year 10 students who have proved they have been working hard in Term 3:

100% ATTENDANCE, 100% PUNCTUALITY AND NO REFERRALS THIS TERM:

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<tr>
<th>PASTORAL</th>
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<tr>
<td>Mariam Abdelhadi, Alla Aboallaban, Rachel Alsayed, Noor Alzubaidi, Lily Blake-Butler, Tian Na Chen, Xin Yi Yu,</td>
<td>Aya El-hajji, Mark Gana, Lucio Iacomino, Aishah Rahman, Harry Rogers, Jude Termanini, Kai Vaughan,</td>
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OUR STARS OF THE WEEK IN TERM 3

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<td>Caleb Powell</td>
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<td>Sharya Baban</td>
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<td>Ruth Luluikila, Noah Ermas, Elisa Krasniqi, Michelle Chui, Emma Collins,</td>
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<td>Frankie Wallace-Bowers, Kiyah Stultz, Grace Myftari, Tommy Flaherty and Alfie Roberts</td>
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<td>Sebastian Fonesca and Walid Nadeem</td>
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<th>ACADEMIC</th>
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<tr>
<td>Morgan Zolo</td>
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“Consistently making use of new keywords and vocabulary in her history lessons. She actively looks back to previous lessons, showing great independence and is making strong progress in GCSE history.”

And my favourite from Ms Lewis about her whole Geography class:

“For being outstanding ambassadors for the school on the fieldtrip to Kings Cross on Monday. They were polite and eloquent when approaching members of the public for questionnaire responses and reflected maturely on people’s negative responses to the regeneration. A great day all round (despite the bitter wind!).”

A special mention must go to Sebastian Fonesca and Walid Nadeem. They represented the school in the London Regional Finals of the Speak Out Challenge, a public speaking competition. There were sixteen entrants from various schools including St. Marylebone and St George’s. Sebastian did a speech entitled ‘The Sneeze’ about letting go of negative comments/criticism and Walid’s speech was entitled ‘The Meaning of Life’ about contributing to society. Both did incredibly well and gave some truly great performances.
STARS OF THE TERM

The below students have been awarded Star of the Week due to outstanding academic focus or setting a good example outside of lessons:

- **Rebekah, nominated by Mr Degueurce**: for consistently excellent focus in her Spanish lessons and a determination to improve her knowledge of Spanish vocabulary.

- **Anika, nominated by Ms Parker**: For being a wonderful, polite and positive student with a highly impressive work ethic. Her commitment to self-improvement is starting to have a noticeable impact on her progress in Maths and I am excited to see how well she does in her AP2 exams.

- **Malsor, nominated by Ms Hughes and Ms Davies**: for completing a vast amount of work outside of lesson time and showing dedication to achieving his very best in year 11.

- **Humza, nominated by Ms Dallafior**: For working hard in English intervention and always demonstrating an excellent attitude around the school.

- **Ali, nominated by Ms Dallafior and Mr Degueurce**: for working hard in Spanish to close any gaps in his learning, this has helped Ali’s grade improve and showed that his efforts are paying off. In English, his essay writing has improved hugely.

- **Fahedur, nominated by Ms Davies**: for demonstrating an excellent attitude in lessons and a real maturity outside of lessons. Setting a good example to younger students.

Well done to all students who have been nominated this term, it has been an outstanding term for year 11, keep it up!

PARENTS EVENING AND AP2

Thank you for all attending parents’ evening, it was fantastic to see the evening so well attended and teachers valued the opportunity to discuss your child’s achievements and targets with you.

Students began AP2 at the end of this term. Many students have taken advantage of the study room and intervention sessions to prepare for AP2. Teachers have commented on the excellent focus students have shown in the build up to AP2 and their determination to improve on their AP1 grades.

BEYOND AP2

Looking forward beyond AP2, after the mocks are finished we have 10 weeks of school time before their first written exams begin on 13th May. Students will have Art and MFL exams prior to this. The final exam will take place on 19th June. Students must be in the country and available for any exams on the 26th of June. This is the National Contingency Day set by OFQUAL for any exams that need to be arranged due to local or national disruption. Our Prom and Leavers’ Assembly will then take place on the 28th June.
This term we have conducted a mid-year review of how all students are coping with the increased independence and consequence of their studies at Post-16.

YEAR 12

For Year 12 students, the main challenge they face is organising their time, managing when they will complete proactive further study and home learning. This is what they have focussed on in their i-Space sessions this term. Most students make good use of a personal diary, where they track the home learning that teachers set and deadlines. Best practice is when students plan when they are going to work on each of their subjects, which study periods and evenings they will use to improve their knowledge. Half-term is a good opportunity to have a conversation with your child about how they are (a) keeping track of their home learning, and (b) planning the best use of their time.

All of Year 12 will be on work experience over half-term and/or the first week back. We wish them well and look forward to hearing about their experiences.

YEAR 13

For Year 13 students, they are coming to the end of their A Level courses and are now entering revision. (Many subjects have also taken in final drafts of coursework this term.) They will have formal mock exams in the third week of next term. All students have been using i-Space time to make revision timetables and checklists of how they need to prepare for their mock exams. Being organised and working through their revision is the best way for them to manage the pressure of these assessments (as they begin to make up their mind about which UCAS offers to confirm). Revision, generally, requires three stages: first, organisation; second, using revision cards/notes to improve their subject knowledge; third, practice tests. Therefore, please talk to your child about how they are going to organise their revision time, maybe help them to find a place to display their timetable and support them in sticking to it over the break.
Pimlico Academy KS3 Reading Group

At the end of last term invitations were sent out to the parents of the 50 lowest ability readers in KS3; their ability was measured in relation to the difference between their chronological age and their reading age (which shows their ability to decode information and comprehend its meaning). Where there was a discrepancy of more than two years, they were invited to join the new initiative at the Academy to enhance reading capability.

Parents were given a presentation on the importance of reading, how it can impact on educational progress and why they are necessary in ensuring every pupil meets their educational potential.

Students were given a reading pack containing a reading log, dictionary, headphones and a Lexia account (on-line reading programme) to support their reading development at home.

**WHY IS IT IMPORTANT FOR MY CHILD TO READ?**

- The ability to read is vital. It opens the way to success in school, which can build self-confidence and motivate your child to set high aspirations for life.
- People read for many reasons: pleasure and interest, work, obtaining information that will help them make choices and decisions, understanding directions (e.g. street signs, recipe books), learning about the world, keeping in touch with family and friends.

**WHY READING WITH YOUR CHILD IS IMPORTANT?**

- Increased parent involvement leads towards increased children’s performance more than reading at school with a teacher or specialists (Lonigan & Whitehurst, 1998, McConnell & Kubina, 2016).
- Opportunity for practice, teaching, feedback, and repetition in the learning process (Lonigan & Whitehurst, 1998).
- Critical role of supporting your child’s motivation of learning and shows the importance of education (Gonzalez-DeHass, Willems, & Doan Holbein, 2005).

Pimlico Academy KS3 Reading Group

All parents were asked to contribute to their child’s reading development and help us at the Academy make reading an engaging activity for everyone involved.

Thank you to all the parents who took the time to attend.

Lauren Reid
SENDCo
Life as a Social Scientist in Year 13 – Melissa Santos (Psychology and Sociology ambassador)

Psychology is a very useful A-level because it has helped me to understand human behaviour and mental processes, leading to a greater comprehension of how and why human beings think and behave in certain ways. In Psychology, we study both scientific and social explanations for human behaviour, including focusing on early developmental experiences, social pressure, mental illness and neurological differences. Studying Sociology A-level alongside Psychology has deepened my understanding of societal structures and the impact of social structures on individual life chances in relation to education, crime and deviance, beliefs and family life.

Revision for Psychology and Sociology can be challenging due to the volume of information there is to learn. What I like to do is type up my notes from class. My number one tip is to MEMORISE the content for these subjects. Since my class finished the course content in January, we started to take on revision tasks in class like writing up 16 markers for essays and completing exam papers, in order to test our knowledge. In Sociology, we have focused on perfecting our exam technique for our essays. What I personally do, and what suits me best, is memorising the content at home and practising during my free periods/lessons. I’m a visual learner so reading my notes, then writing them up from memory can take quite a while, so I like to do that at home.

After A-levels, I’m planning on studying Criminology with Social Policy at university. Combining these two means that I will be able to explore how social inequalities shape criminal behaviour, and how the welfare state and criminal justice system interact in dealing with these issues. Studying A-level Sociology and Psychology has allowed me to grapple with many challenging ideas. For example, why does the criminal justice system enforce laws that criminalise members of the working-class and not of the ruling-class? Why is white-collar and corporate crime under-represented in the official statistics, yet more harmful and costly than petty street crime, which is over-represented? In Psychology, we have considered why some people act more aggressively than others. Perhaps it’s because they have become habituated to the negative effects of violent media? Or perhaps it’s because they have naturally higher testosterone levels than what is considered normal. Or it could even be because something happened to them during their childhood, as Freud Sigmund would propose. Looking at issues such as aggression in a multi-faceted way such as this will be of great help to me in my future studies.

Solutions Not Sides workshop- Marwa Karimi (Politics ambassador)

SNS is a charity that focuses on educating students on the Israel-Palestine conflict, to consider achievable solutions that could bring this conflict to an end in the future and establish long term peace in the region.

The “Solutions Not Sides” workshop took place at Pimlico Academy on the 30th January, which I took part in mainly to understand the conflict from a closer perspective and to hear the potential solutions. During the session, there were two speakers (an Israeli & a Palestinian) in which they spoke movingly about their experiences and the importance for them to help bring change to the region. Both speakers discussed their commitment to a long term solution to the conflict which helped me to see that it is possible to not take sides and gave me hope for the Palestinian and Israeli communities to one day resolve their conflict and live together in peace. The SNS workshop ended with a solution focused group activity in groups letting us come up with solutions and discussing them with the speakers e.g. a one state vs a two state solution.

Overall, this workshop was incredibly useful for Post-16 students to ask questions and learn more about the history behind the conflict. I personally found the SNS programme an eye-opening experience, especially the speakers’ advice to read information from a variety of sources, to avoid biased info or even fake news.
Solutions Not Sides Workshop - Sagal Mohamud (Politics ambassador)

SNS are a non-partisan education charity who lead workshops on the Israeli-Palestinian conflict. Their works aims to combat antisemitism and Islamophobia in the West, whilst educating students about possible solutions to the conflict in the region. I chose to attend the workshop as I believe that Palestine is illegally occupied and wished to share my opinion on the matter, and to hear directly from people affected by the conflict. I also visited the region several years ago, so have a particular interest in this topic.

I was very much expecting the workshop to be led by two speakers, each presenting two very different views on the matter, opening up a debate to us as the students. In reality, the workshop was much more consensus focus and the two speakers were united in their aims of achieving peace in the region, which was refreshing and eye opening to me.

The workshop was an opportunity to understand the severity of the situation as we rarely see any detailed information on the news or much filtered information on social media, therefore, the workshop provided very informative first-hand accounts on the conflict. As students living in a Western developed country, it is hard for us to fully understand the injustices in other parts of the world. This workshop helped us to conceptualise the conflict and build a better understanding of people living in the region, through the two speakers’ viewpoints and experiences.

The workshop also incorporated a Q&A and allowed us to deliver our questions and then allowed us to discuss amongst ourselves which solution we think would be most effective, consolidating our understanding and made the focus of the session on ending the conflict, rather than picking a side.
The Drama Department ended the Winter Term with an outstanding production of Little Shop of Horrors. Clearly the best production Pimlico Academy has ever created with an incredible performance from leads, Renato and Tayla, supported wholeheartedly by a talented cast and band. The set was a magical treat that wowed the audience which sold out every night.

This term year 11 have completed their Component 2 practical exam, which saw six different groups perform excerpts from six very different plays. From ‘Who’s Afraid of Virginia Woolf’ to ‘Noises Off’ and ‘A Midsummer Night’s Dream’. All groups performed to the external examiner on Tuesday 5th February to the best of their ability and the Drama Department were once again very proud of their efforts.

Finally this term will end with another visit from LAMDA where acting and directing graduates will provide three double workshops on Othello for lucky year 8 groups. These workshops aim to help deepen understanding of one of Shakespeare’s most notorious tragedies whilst improving the confidence of our students and developing their understanding of rehearsal techniques. In addition we hope the students will be inspired by our visitors.
HISTORY
MS HARRIES, HEAD OF HISTORY
a.harries@pimlicoacademy.org

History society has been focusing on the tumultuous times of the 17th Century. Over the term, we have covered the following complex topics:

- **Neostocism:** the rebirth of the classical writings of Seneca and the philosophy that people should not be driven by emotions and submit to God.
- **Witchcraft:** superstition and ignorance in the 17th Century expressed in the execution of hundreds of women during the English Civil War
- **The Glorious Revolution:** the development of the Bill of Rights and the eventual securing of a Protestant monarchy.
- **The transition from the Ming to Qing Dynasties in China:** the Manchu conquest, establishment of the Qing dynasty and view of the East by observers in the West.

A group of fifteen dedicated pupils have continued their excellent effort and progress in our Debate Mate sessions this term, which take place every Wednesday following Extended Day. We are lucky enough to have an external mentor in these sessions, who comes into school to teach us how to debate effectively, both in terms of style and content.

This term, Mr Stock and Ms Tolstosejevaite took two groups to their first inter-school debating competition at Notre Dame RC Girls’ School in Lambeth, where they debated topics including the suggested impeachment of President Trump and the considered value of a classical education. One of our teams was victorious and looks forward to progressing to the next round.

It has been highly enjoyable and rewarding to see Pimlico pupils develop into confident debaters over the course of the term.

**History Society!**

Monday Lunchtimes Room 245
All years welcome!

Next Term: The use of censorship by governments across the curriculum.
Our first session will be on the Reformation.
MUSIC
MR FRANCIS, HEAD OF MUSIC
j.francis@pimlicoacademy.org

BRASS DAY

Pimlico Academy hosted its second annual Brass Day on 23rd January. The day aimed to introduce some of our newer students to brass instruments, while stretching and extending the performance ability of some our older instrumental music students.

Together with students from Archbishop Sumner Primary, Pimlico Academy students formed a 40 piece brass band performing Homecoming by Abdullah Ibrahim and Raider’s March by John Williams. We were supported by tutors from the Royal College of Music showing our students how to perform their parts and correcting instrumental technique throughout the day.

Throughout the day we also held two “have-a-go” sessions for brass instruments. These sessions were hosted by international touring trombonist, Paul Fisher. Paul was an engaging and energetic presenter, working with students from our Year 7 cohort as well as a class from Millbank Academy.

To end the day, we welcomed parents and students of Churchill Gardens Primary Academy to the Assembly Hall for a performance featuring all the participants throughout the day and our resident brass band, Trubaci Pimlicani.

Students from Millbank Primary Academy perform at Brass Day.

MUSIC CAREERS DAY

On Monday 21st January, in conjunction with the school’s Raising Aspirations Coordinator, Sarah Essaye, we held our first Music Careers Day. The aim of the event was to give students an opportunity to meet people who had studied music at university and/or worked in the music industry. We invited all students who study GCSE music as well as Year 9 students who are heavily involved in music at Pimlico.

Guests at the event included the vice principle of Morley College (who is also a Bassoonist with Kensington Symphony Orchestra), a producer for the English National Opera, the manager of Kinetika Blocco, a music therapist, and instrumental teacher, students from the Royal College of Music and two former Pimlico students who are contemporary song writers and producers. Students were given some suggested questions focused around employment skills, self-organisation, career paths and job interview skills but also encouraged to ask other questions that were of interest to them.

Students who took part feedback that they really appreciated the opportunity to hear how different professionals had developed their careers and that, at times, they had all struggled to find their way in the music industry. Students said they had gained new ideas about the routes they might take in future, including further and higher education, as well as ideas about how to develop links in and around the music industry.
At the start of this term, Year 7s and Year 8s undertook their AP1 completing a reading and writing test on current content. I was impressed with how many students used the holidays wisely to revise - a skill which will set them up well for the future. Those students did especially well – congratulations to them!

In week four, Year 9s attended a lecture by Grace Nichols, renowned poet of pieces like ‘Hurricane Hits England’ which is on our contemporary poetry unit. Nichols talked about what inspires her, the importance of peace in our time, and family. The event was run by the Royal Society of Literature who are running a competition entitled ‘Peace’ inspired by the poetry of Wilfred Owen and the 100 year centenary of the Armistice. A number of our students have entered their own poems for this competition and we are looking forward to seeing the results!

This term also saw the regional finals of the Jack Petchey Speak Out Challenge. Sebastian and Nadeem from Y10 took part, competing with 16 other finalists from different schools including Westminster City; Harris Academy and St. Marylebone. MC’d by our very own Asma, both boys went on to perform fantastic speeches inviting the audience to consider the importance of letting go of negative comments and how contributing to society is, fundamentally, the meaning of life. Nadeem went on to place third overall in the final. Well done Nadeem!

As the countdown to the exams begins for Year 11 and Year 13, we remind all students to make sure they revise little and often. There are a wealth of resources on the MLE, on the curriculum shared area, in your planner, in your book, online and in the app store (try Gojimo – a quiz app for GCSE and A level content). Speak to your teacher who is always happy to help and get revising!

**WORD OF 2018**

**Toxic (adj):** poisonous. Toxic has its origins from the Greek *toxikon pharmakon* – lethal poison used for smearing on the points of arrows.
SCIENCE
MRS PRIOR, HEAD OF SCIENCE
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YEAR 7/8 SCIENCE CLUB – UPDATE

After finding the mysterious murderer of Ms Prior, science club has been working on a new topic, Memory and the Brain. This topic is very interesting as we are challenging ourselves with memory games and learning in depth about the brain. However in a recent lesson, our technician brought us in a lambs head. After inspecting the head, the technician got to work and started to cut through the lamb’s skull with a giant saw. Taking our safety precautions, we all watched and after about 3 minutes of cutting we got through to the brain. Bravely all but one of us felt the lamb’s brain and though it might sound rather grim, it was completely fascinating identifying parts of the brain. Although the brain was rather damaged, we were able to distinguish many parts that we had set out to see. First we could see the brain stem (a part of the brain which sends messages between the brain and the body and controls some basic body functions) the frontal lobe (used to help control some advanced actions such as thoughts and behaviours) the right and left hemisphere (a part of the brain used to control the right and left sides of the brain, though strangely the right hemisphere controls the left part of the body, opposite to the left hemisphere which controls the right part of the body) the cerebrum (the largest part of the human brain) and many more. Next came the more grim parts, where we decided to go into further detail and pop its eyeball open. Almost immediately a seemingly non-stopping pool of black liquid came out which we all assumed was ink because of its thickness and its colour. We all discussed this and found out it was apparently not ink but it was actually part of the liquid behind the lambs retina. Then we realised that we were able to put a finger through the base of the lambs head out of its empty eye socket. We all were very grateful to our technician and teacher for giving us the incredible opportunity to help perform and view this fascinating yet fun experiment.

By Leo Burton
SCIENCE NEWS CLUB

Every Wednesday lunchtime Mr Robinson runs the very successful ‘Science News Club’.

A group of students from Year 9 and 12 produce articles, discussing the news, from the world of Science.

A slide with a snapshot of the news, is then sent to every students’ i-space group.

Below is this week’s slide, look out for the very sad piece on the death of George, the world’s ‘loneliest’ snail.

Some of the species declared extinct in 2018 and the start of 2019

The Little Macaw, the birds that inspired the film Rio, have been officially declared extinct in the wild.

The last male Northern White Rhino has died, leaving only 2 females left alive. Incapable of reproducing, this species will go extinct.

Researchers Develop New Way To Use Wi-Fi Signals To Charge Electronics

In an article published in the journal Nature, researchers created a device that could use Wi-Fi signals to create a DC current. This device, only capable of generating 40 microwatts of power, is far from ready for consumer use. However, the team behind this is quickly trying to make this system more efficient.

The Eastern Puma, due to deforestation, has been declared extinct in the wild and in captivity.

George, the ‘loneliest snail in the world’, has died, declaring the extinction of his species.
Key stage 3 Coding Club got off to a great start this term. Students from years 7, 8 and 9 have been coming along every Thursday lunch time to learn how to code with the Python programming language. It has only been 4 weeks since the club started and already our coders have learnt how to create a quiz game using variables, selection and iteration. In case you’re not sure what this programming vocabulary means, here are some simple definitions:

- **Variable** is something that the program needs to remember that can change like a score or a timer.

- **Selection** is when the program decides what to do next. This usually involves an **if statement**. For example ‘if the answer is correct then add 1 to the score’.

- **Iteration** is when the program loops / repeats. For example, the quiz will keep looping until the user chooses to exit.

It is not too late to come along to coding club. It takes place every Thursday lunch time in room 124 and all Key Stage 3 students are welcome to attend. 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, it provides a great way to prepare for the Computer Science GCSE.

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**THE MORAL MACHINE**

GCSE and A Level students have spent the last few weeks exploring the ethical aspects surrounding Computer Science. These include issues such as censorship and surveillance, the use of personal data, cyberbullying, health problems caused by technology and the environmental impact of the increasing use of technology. These are extremely important issues at the moment and are going to be even more important as technology is used more and more. What is clear is that the Computer Scientists of the future have a huge responsibility to create technology and applications that take care of our planet and the people that live on it.
At the end of last term, the Maths department held its annual Christmas Countdown competition. We had a record 18 teams participate, including a surprise visit from our former A-level students, under the apt team name, “Veterans”.

It was an exciting 9-round competition. Up to the final round, four of our over-15s teams were neck and neck. In the final, the Veterans clinched it by getting the exact calculation achieving a total of 80 points.

We’d like to say a huge well done to our over-15s runners up: Team I₂, Mr Hunter’s Fan Club & John Gavin π₂ who each achieved 75 points!

For the Under-15s, we’d like to congratulate team 0 ÷ 0 who gave our more experienced students a run for their money with 70 points!

Think you have what it takes to take part next year? Have a go. Can you make the target number by adding, subtracting, dividing or multiplying the six numbers below it in 30 seconds? You don’t need to use all the numbers and can only use each one once.

\[ 844 \]

\[ 100 \quad 25 \quad 3 \quad 6 \quad 9 \quad 3 \]
This term the MFL team have launched a cinema club. It is dedicated to those passionate with movies who want to learn more about its language, genres, directors, and styles. The group of passionate viewers have the opportunity to share their knowledge and opinions on different movies and debate some concepts.

The first session was dedicated to film director and film d’auteur. We watched trailers from directors like Christopher Nolan, Wes Anderson and Charlie Chaplin. We identified elements that define each directors’ movies. The next session will be on animated movies, we will watch and analyse different styles of animation and look into Japanese and Hollywood studio animated movies. The next session is on Monday March 5th at 3:15 in 237. Join us!

LONDON CENTRE STUDY DAY

On Friday, 2nd February, nine of our Year 12 students headed up to Oxford for an MFL study at Pembroke College. The day kicked off with a session on Harry Potter in Italian translation, followed by a tour of the college led by current undergraduates, which gave our pupils a view into university life.

In the afternoon Pimlico students got to experience university-style seminars on subjects ranging from Haitian literature to untranslatable Spanish words, all of which pupils reported to have found very interesting. The day finished with a talk on MFL and careers. The trip proved to be a great success and left both students and teachers with a renewed enthusiasm for their subject.

DEVELOPING SPONTANEOUS TALK

This reflects a long-standing preoccupation with teaching speaking in the foreign languages classroom. Several developments in recent years have put a spotlight on speaking, including the Ofsted report ‘The changing landscape’, the new secondary curriculum, the renewed framework and the new GCSE exam.

Ms Simonnet-Balchin has been working on the rationale behind introducing more spontaneous talk in the Language lessons at Pimlico Academy. These resources are now being tested with one class to gain student voice and create more opportunities for students to progress using the Target Language as a class activity with their peers.

This will successfully lead to a major change in the way speaking activities are conducted in the Language lessons in Pimlico and students will experience responding to unexpected questions effectively thus being more independent and skilled with manipulating language readily.
On Monday 14th January, the year 10 textiles class visited the Chelsea Physic Garden. We photographed the garden plants and took part in a workshop by professional textile artist, Zoe Burt. We learnt about natural dyeing and eco-printing and took rubbings from real leaves to show textures and shapes.

We took part in making natural dyes from three different materials where we had to stir to make the dye and then submerge silk, wool or linen into the colours. For eco-printing, we could choose from geranium, eucalyptus or rose leaves to create samples using a steamer and the natural pigments from the leaves.

We also learnt about historical uses of dyes, particularly the importance of the colour mauve, and we were told how surprisingly, the fashion industry is the second most harmful industry to the environment.

It was a very fun and educational experience where we learnt lots of new skills we can use in our textiles lessons at school.
In this term’s geography classes we have been learning about droughts and desertification. A drought is defined as an extended period of abnormally low rainfall, which usually leads to a low supply of water. An example of this is the 1976 drought in parts of England. This had an impact on industry, but also led to standpipes being installed in streets in some areas. Other consequences of drought include conflict, forest fires, crop failures, the death of livestock and water rationing.

We have also been learning about desertification and how it affects our everyday lives. Desertification is defined as soil degradation, which often leads to the expansion of the desert ecosystem as the soil is unable to hold water and may be eroded. It can take up to 10,000 years for soil to be made, yet it can be destroyed in a couple of days.

In the long term, most predictions suggest that with an ever-growing population and the corresponding demand for food and water, these problems are only likely to worsen. This would have a big impact on developing and emerging countries who are more vulnerable to these types of natural hazards. However, it also impacts on developed countries, such as Australia, who are currently experiencing one of their worst droughts on record.

Sonny Brett
Y9 Geography Ambassador

This term has been a busy one for the Geography Department, with a successful return to King’s Cross for the Y10 students. Students completed land use maps, questionnaires and environmental quality surveys in and around the regeneration scheme at King’s Cross. This forms a significant part of their GCSE, and pupils enjoyed being out in the field testing their hypotheses.

The Y12 students also completed their residential trip to Southwold, a coastal town in Suffolk. Students specialised in a human or physical element for the duration of the trip, and worked independently in collecting data and testing their predictions in preparation for writing up their non-examined assessment later in the year. The A-level students are looking at a wide range of topics this year, including community engagement around the Grenfell Tower, sediment cells along the East Anglian coastline and gentrification in Brixton.

Mr Steel
Head of Geography