THE PIMLICAN

TERM 3 2020

INTRODUCTION FROM THE PRINCIPAL, MS GREEN

Please enjoy reading the Term 3 newsletter which captures a flavour of the work in the last six weeks of term from our Departments and Pastoral teams. We have enjoyed seeing large numbers of parents at our meetings for Year 11, 9 and 7 over the last term and look forward to seeing Year 8 and 10 parents and carers next term.

I was delighted to learn that we had Oxbridge offers this term for our Year 13 pupils in Geography and PPE. These pupils clearly love the subject they have chosen to study and this has been nurtured over the years both in lessons and through opportunities to further study and explore the subject outside of lesson time with staff. We have had some great offers from many top universities and colleges and it is lovely to see all the years of hard work paying off for our Post 16 pupils. The younger pupils continue to be a pleasure to teach and get fully involved in the wider life of the school which we always encourage and support.

UPCOMING EVENTS

January 7
Pupils return to school

January 16
Year 11 Parent Evening 4 – 7pm

January 30
Year 9 Parent Evening 4 – 7pm

February 6
Jazz Night 6pm

February 12
Pimlico Idol

February 13
Year 7 Parent Evening 4 – 7pm

YEAR 7

MS DAVIES, HEAD OF YEAR 7
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STARS OF THE TERM

The below students have all been awarded ‘Star of the Term’ – well done and keep up and the excellent work!

Mohammed E: 7PCD, nominated by Ms Coutain

For his generous contribution and effort during RA!

Mohammed has put in a tremendous amount of effort to raise awareness for our chosen charity. He has dedicated his time, while supporting his peers through challenging tasks.

He will be doing a sponsored run and any additional donations to the Teenage Cancer Trust would be greatly appreciated!
MADIHA 7PCD
Nominated by Mr Ford for getting the top score in the class for her AP1 essay on the role of religion in society in the Middle Ages. Well done to Madiha for her use of evidence and explanation in what was a tricky assessment!

OMER 7PAB
Who was nominated by Mr Furber for making excellent progress in Latin. Omer’s overall school conduct has really improved and he is taking on board our Year 7 values brilliantly! Congratulations! Don’t stop there Omer – there’s always room for improvement!

NOOR 7PCD
Ms O’Keeffe has nominated Noor for her enthusiasm and hard work in science which has resulted in a fantastic AP1 score.
AND
Miss Glenn who has been impressed with Noor’s very consistent, focused and hard work so far this term!

HOUSE SPORT
On the 7th February, we had our first House Sport competition with students battling it out House against House in both Basketball and Football. Students showed fantastic teamwork and cooperation in making sure everyone took part and had a chance to compete. The overall scores are below, but with 3 terms of Pimlico Points and Sports Day still to come, there is still everything to compete for.

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<td>3rd =</td>
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OVERALL STANDINGS INCLUDING PIMLICO POINTS FROM LESSONS:

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<tr>
<td>4th</td>
<td>Apollo</td>
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Year 8 students have completed their AP1 this term and they are currently receiving their results and feedback in lessons. During the assessment process I was extremely impressed with how seriously and maturely the students conducted themselves. Many students created their own revision resources, asked their teachers for additional revision materials and made an effort to create and keep to a revision timetable to organise their time. This hard work and dedication to their studies paid off as many students made fantastic progress and achieved great results!

The following students are worthy of particular recognition at this assessment point for either making the most progress across the year group or for being one of the highest achieving students at AP1.

**Students who made the most progress at AP1**

- Syeed Ahmed
- Tianna Azzopardi
- Keiran Campbell
- Fatima Dheini
- Melody Ermias
- Naomy Kohlmayer
- Hisham Nur
- Bill Phan
- Laarayb Saleem
- Hassan Tahir

**Students who made the most progress at AP1**

- Samia Syeda
- Eva Stannard
- Abir Samad
- Syeed Ahmed
- Sharif Tahsil
- Hisham Nur
- Raamys Luqman
- Mia Rogers
- Mia Hyde
- Zahir Mansoor
- Ridhwaan Anchari

A special mention goes to Melody Ermias who made above average progress in all of her subjects. She was the only student in the year group to achieve this fantastic result and she was therefore awarded Star of the Week in last week’s assembly. Additionally, Syeed Ahmed not only made some of the best progress in the year but also was one of the highest achieving students in the year group. Syeed was awarded Star of the Week in this week’s assembly to celebrate this fantastic achievement.

I am sure you are eager to hear feedback from each individual subject teacher as to how your child performed at AP1. Please attend Year 8 Parent’s Evening on Thursday 27th February from 4-7pm to have the opportunity to speak with individual teachers and the year team. You will be receiving a letter with further information about Parent’s Evening before the end of this term.

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**Year 9**

**MR BARDETTI, HEAD OF YEAR 9**

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Term 3 has been a tremendously important period for Year 9 students. As they have worked towards their GCSE choices interviews, students have received information about their programme of study for Key Stage 4. Subject teachers have spoken to their classes in lessons and we have welcomed Heads of Department of new subjects such as Ancient History, Citizenship and Computer Science to our weekly assembly. Parents Evening was also very well attended, as was Mr Booth’s assembly regarding the choices process and I hope that parents and students found the evening both informative and beneficial. I am conscious that I had a lot of parents to see at parents evening but was unable to see everyone. Please do not hesitate to contact me via email if you would like to arrange a meeting to discuss your child’s progress.

All choices interviews took place in week 5 and it was noted by staff how well students had prepared themselves for their interviews. They arrived to their interviews well informed on the content and structure of each course and had clearly taken time to read the curriculum information booklets and make sound choices. We look forward to confirming the outcome of these interviews shortly.

Our next milestone is assessment point 2 which opens on 18th May. It is vital that students continue to reinforce good study habits by carrying out small chunks of revision on a daily basis. Home learning club continues to provide assistance to students who would like extra support. This club is open to students every day for one hour after school. Please contact me if you would like your child to attend.
After a long term 2, Year 10 students have come back to school for 2020 with an engaged and positive attitude towards their learning. I have heard accounts of some fantastic revision habits occurring and it is great to hear that not only are our students embracing the upcoming AP1 and working hard towards it, but they are placing themselves in great positions for the crucial Year 11 GCSEs next year. Long may this continue.

On this subject, all students in the year group have been given a physical copy of the Y10 Mock Week timetable, seen below. I have also sent this home to all parents who have provided us with their email addresses. Please note the rules that also accompany the timetable. These are to ensure calm, silent entries to the exams that comply with exam rules, as well as preparing them for the exact routine that will be followed next year.

May I also take this opportunity to thank all parents and carers who came in for Year 10 Coffee Morning with myself on Tuesday 11 February. This was a valuable opportunity to discuss the GCSE format, the upcoming mocks, how to get the most out of Parents’ Evenings, and to remind each other of effective revision strategies that we should witness our students employing. It was also good to be able to answer any questions or queries. If you would like another reminder of these revision strategies, I sent them out via email last year and can do so again if you contact me.

Of course it hasn’t solely been a term focussed on academic work in lessons and at home, there have also been huge successes for Year 10 in extra-curricular areas. DebateMate has seen a good turn out on most weeks (and would like this to be more consistent), the football team are unbeaten, we have had trips to Oxford University and to a Robotics convention, Jasmine excelled in the Speak Out competition, and we had a finalist in Pimlico Idol (building on the multitude of incredible performances in Hairspray). For me, activities outside of working have always been a crucial aspect of school life and I hope this also continues. The talent in Year 10 is phenomenal and there are a sparkling futures for a number of our students.

Thank you as always for your support and I look forward to seeing you all for Parents’ Evening on Thursday 2 April.
FULL STEAM AHEAD

“By failing to prepare you are preparing to fail” as Benjamin Franklin famously said. With that in mind this term Year 11 students have been focusing on preparations for exams and their Post 16 life. All students have had an interview with one of the Year 11 or the Senior Leadership Team. This was to review their performance in AP1 exams and to determine their progress in finding a Post 16 place here or in another institution. All the staff involved and I have enjoyed this process. It has been great to listen to the students and guide them towards their aspirations. They are a thoughtful and ambitious bunch, who are going to do their best to get the GCSE results which will push them on to bigger and better things.

AP2 mock exams have just started as I write this. Students are starting off with a two and quarter hour English Literature paper and then through each day until they finish with Food Tech on 4th March. Please support your child by ensuring they are revising each day, eating healthily and getting enough sleep. The mock exams are squeezed into a much shorter period than the GCSE exams so this will be a tough test for the students.

The results from the AP2 exams will be used to assess each student’s progress and plan any extra support they will need in the run up to the summer exams. There will be an extensive programme of intervention and tutoring based on the data from the mock exams. This will include sessions during holiday time, I-Space, before and after school up to the end of the GCSE exam period. Your child will be given notice of when they are invited to this extra support so please encourage them to attend all sessions.

The Prom committee are continuing their great job raising money for the occasion on 26th June. Even though the Prom Committee do excellent work fund raising, we will still need each student who wants to go to the Prom to make a financial contribution. To make this more convenient you will be able to this via Parent Pay. Please give what you can and if you know of a rich donor who would like to fund the evening please let us know!

Yet again, it has been wonderful to have very positive feedback from staff about the excellent work Year 11 students are doing during lessons and during their intervention sessions. Here are just a few of the many wonderful comments I have received recently.

“Attend intervention sessions and I have been impressed not just with their attitudes but with their work as well. As a result of this effort, they are writing very good exam answers and are on the way to positive GCSEs! Don’t stop now History class.”

“Computer Science students for making fantastic revision folders including contents pages, RAG rated specs, mind maps and revision cards. Excellent preparation for the upcoming exams.”

Key dates for the rest of the year:

- Monday 24th February = Year 11 AP2 exams continue to 4th March.
- Second round of Post 16 interviews for all students up to end of term.
- Easter and May Holiday Intervention Sessions
- April-June = GCSE Exams.
- Friday 26th June = Prom.
- Thursday 20th August = Results Day.

Next term:

It is the final push for Year 11 students before their GCSE exams start in Term 5. Keep supporting and encouraging your child. Remember, students who attend on time all the time get fabulous results.

All the best to you and thank you for your continued cooperation.
“Students worked extremely hard and produced some of the best answers they have ever written. It is so encouraging to see Year 11 students taking advantage of extra opportunities such as these with such a positive attitude. Well done and keep it up!"

Some of the brilliant GCSE Year 11 art work that was on display in our Arts Festival recently:

![Artwork Displayed](image-url)

Well done to all the students who had their work exhibited.

Congratulations to the following students for being fantastic:

<table>
<thead>
<tr>
<th>100% Attendance and Punctuality and no referrals in Year 11</th>
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<tbody>
<tr>
<td>Alla Aboallaban</td>
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<tr>
<td>Michelle Chui</td>
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<td>Zamir Galica</td>
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<td>Shabnom Mira</td>
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<td>Aishah Raiman</td>
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<td>Jude Termanini</td>
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In Y12 this term we have been focusing on independent study habits. We have had a particular emphasis on wider reading and have introduced all our students to the Staircase 12 reading bank provided by Oxford University. This is a comprehensive academic reading list for all subjects and areas of interest. The school has purchased copies of all these books and Y12 are being given the opportunity to borrow and read them throughout their time in the sixth form. Here are some of what the students have read so far:

**K. Ludera (English Literature, Philosophy and Spanish)**

My main aspiration for the future is to study and pursue a career in law. In order to develop my knowledge in the subject, as I have as little contact with it in school, I have been reading Tom Bingham’s ‘The Rule of Law’. This book raised the question of whether the “rule of law” is a useful or meaningful phrase as, for example, it may be argued to just be the case of congratulating our own system and not inherently good for all jurisdictions. Other things mentioned in the book include topics like the Magna Carta, the Petition of Human Rights and the law of habeas corpus. This book has enhanced my current interest in law and will, I believe, be useful in the future for any interviews or academic conversations around the subject.

**J. Asare (English Literature, History and Spanish)**

The book that I am currently reading is called ‘The Prince’ by Niccolo Machiavelli. I thought it would be an interesting pick as I am studying English Literature as one of my A-levels and one of the books that we are studying is ‘King Lear’ by William Shakespeare. ‘King Lear’ discusses the themes of power, corruption, and obsession, along with doing everything it takes to obtain wealth, including betraying and using the people you love most to get it. As I’ve been reading ‘The Prince’, I’ve noticed links regarding the theme of power compared with ‘King Lear’ and therefore will find it useful to make references in future essays when writing about the play and the characters. In addition to studying English Literature as an A-level, I’m also studying History. Part of the course for A-level History is studying The Tudors with particular focus upon famous monarchs: Henry VIII and Elizabeth I. When I researched more about Machiavelli, I learned that his ideas were very popular with these monarchs during their reign and even went as far as adopting some of his ideas into their practices and principles. Essentially, wider reading has really benefitted me as it has allowed me to develop a better understanding of what I’m studying and have a more robust and well-rounded appreciation for my subjects.

Over the holidays I have been reading “A Brief History of Time” by Stephen Hawking. This book illustrates how our understanding of physics has changed over time and therefore how our perception of the universe has also changed. For example, the infinite static theory states that there is no rotation or movement of stars/planets in the universe - it is static. However, it has since been disproved with the big bang theory. Hawking was an advocate in the unified theory of everything between general relativity (explaining the universe with gravity) and quantum theory (explaining the universe with particles). Although there still isn’t one scientific model, such as light, which can be linked with both. In this way, light can be described as a wave in the electromagnetic spectrum or a particle in the photoelectric effect. This book links in with school study since we learn that there are six different types of quarks in physics. They are sub-atomic particles that make up protons and neutrons in an atom. However, it is mentioned that there are thirty-six different types of quarks of different charge and mass in the book.

**M Ozcan (Latin, Sociology, Politics)**
A Beji (Physics, Computer Science, Maths, Chemistry)

Classics (the study of Latin and Greek) is a subject that I've always been immensely interested in. Whether it be from reading up about conflicts in the Roman Senate to the etymology behind words, I have completed a lot of further reading in my spare time in order to expand my knowledge outside of my Latin lessons. The benefits of this, especially upon reading more about etymology (The Etymologicon by Mark Forsyth), is that it has helped me significantly in my day to day education. For instance, if I so happen to come across a word I don't understand, I try to look at the Latin roots of the word to figure out the general meaning (a less complicated example of this can be seen with the word astronaut, derived from the Latin 'astra' meaning 'space', and 'nauta' meaning 'sailor'. Therefore, when put together, the word can literally mean 'space sailor'). Moreover, doing wider reading on Classics in my spare time has also helped me to become more politically literate and knowledgeable. For example, the Roman Senate used to hold weekly attacks in which senators were held to account, and this can be used as a direct comparison to PMQ's held every Wednesday in the Houses of Parliament. As a result, this allows me to compare the two and reflect on the development of our democracy; this has proved to be beneficial in my politics classes.

Next term for year 12 starts with a week of work experience which they are all very excited about. There are some fantastic placements including St Thomas’, Barclays, The Barbican Library, Endelman and Clyde and Co. We wish them all the best of luck and look forward to hearing how they all got on when they return.

YEAR 13

It has been an exceedingly busy couple of months for the students in Y13 as this term saw all students completing their UCAS applications. We are delighted for Scarlett Stokes who has been offered a place to study PPE at Oxford University and Maryam Sheikh who has been offered a place at Cambridge University to study Geography. We are also proud of the students who had interviews at Oxford and Cambridge but unfortunately did not secure an offer. The interview process has given them valuable experience and we have gathered feedback on the interviews to help us better support students next year. We have been really pleased so far with the offers that the cohort have secured with a range of exciting offers for exciting courses from a range of top universities. We are now working hard to ensure that everyone is well-prepared for their final school exams so they can secure the offers they are holding.

As term three draws to a close, students only have four significant events before their school career ends.

• 9th March – Year 13 AP2 opens.
• 5th May – Confirm firm and insurance choices with UCAS
• 11th May – A-level exam period begins
• 13th August – A-level results day

We understand that this can be daunting for students as the amount of work and revision they have to complete builds. Please continue to discuss school work with your children and support them in the build up to examinations.

Please encourage your children to be as organised and prepared as possible for AP2. These exams are intended to give students the clearest indication of the grades they can hope to achieve in the summer and should be used to help them make informed choices about the two universities they choose to hold offers from in May. It is important to remember that even if students hold five offers, they can only carry one form choice and one back up choice forward to results day. It is essential that these choices are realistic and supported by the grades achieved at AP2. Please take the time to discuss these decisions with your children.

Overall, I am encouraged to see students beginning to increase their work rate in the build up to the mock exams and hope the cohort can achieve the grades they hope for at AP2 and in the summer.
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 studied 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 completed a module on Roman city life and urbanisation, particularly in Leptis Magna – ‘the Pompeii of Roman Africa’ – a thriving seaport town and birthplace of the first African Roman emperor, Septimius Severus, which was buried in the desert for two millennia. Did the development of Roman urban culture in Africa bring the benefits of ‘civilisation’, or was it a deliberate means for exploitation and the erasure of native culture?

The department has either hosted or is preparing to host several trips for the enrichment and edification of its students. Year 11 Ancient History students visited the British Museum (pictured) where they were able personally to witness famous objects which they have studied, such as the Cyrus Cylinder and Elgin Marbles. In preparation for the 4th Annual Latin Spelling Bee (to take place on 25th March, hosted by Harris Chafford Hundred), the department held heats to determine which Year 8 students would be representing Pimlico Academy. We are pleased to announce the winners: Homa Paymon, Daisy Young, Isabella Joyce, Hisham Nur, and Saima Syeda. Finally, a keen and committed cohort continues to attend Ancient Greek Club, run by Miss Evans, who are now able to conjugate and translate many core verbs, even from English to Greek! (Picture shows work of Azania St Marthe, Year 8.)
It has been another busy term in Social Sciences. With APs having just begun for year 11 and on the horizon for year 10 and 13, there has been a strong focus on revision in lessons since Christmas. Year 13 students in Politics, Philosophy, Sociology and Psychology have now finished all A-level content and have spent this term recapping core knowledge and practising exam questions. Many students have applied to study one of our subjects at university and have received a range of offers for exciting programmes of study. Year 12 students have continued to progress through their A-Level courses, with Politics students beginning the ideologies topics, Psychology students grappling with Psychopathology (explanations and treatments of OCD, Depression and Phobias), Sociology students focusing on Research Methods and Philosophy students tackling meta-ethics. Year 11 Citizenship and Religious Studies students have also focused on revision and have displayed a mature attitude in the run up to exams. Year 10 Citizenship students have just begun the Law and Crime topic, where they will be considering such wide ranging topics as ‘What is the best way to support young offenders?’ to ‘Is prison the most effective deterrent against crime?’. Year 10 Religious Studies students have just finished the Marriage and Family topic, which allowed them to analyse and compare Christian teachings on family life.

2019 GENERAL ELECTION

The 2019 General Election provided lots of opportunity for dynamic discussions in and outside lessons, particularly in Citizenship GCSE and Politics A-level. All students took part in discussions about the election during I-Space, including comparing the manifestos of the different parties, the different party leaders, why the election was taking place at an unusual time and considered the impact of Brexit on our political system.

YEAR 12 POLITICS TRIP TO SUPREME COURT

Miss Browning and Miss Essaye were delighted to accompany year 12 Politics students on a trip to the Supreme Court last October, to celebrate the 10 year anniversary of the creation of the Supreme Court. Students took part in a Q&A with of the Supreme Court Justices, Lord Kerr. This was the first time a school group had taken part in a Q&A with one of the Supreme Court Justices and it was a very special event. Students asked a range of interesting questions, for example, ‘What is the relationship between the Supreme Court, the European Court of Justice and the European Court of Human Rights?’ and ‘How can the senior judiciary be diversified?’. Students behaved impeccably and we are grateful to the Supreme Court outreach department for the opportunity.
DRAMA
MS SIMPSON, HEAD OF DRAMA
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Our December 2019 musical, ‘Hairspray’ was a fantastic success!
Thank you to everyone who was involved and to everyone who came to watch!

DRAMA GCSE AND A LEVEL

Year 11 drama students are working towards their Component 2 scripted exam which takes place in March 2020. They are busy rehearsing scenes from a variety of plays, including: Blood Brothers, Death of a Salesman, Antigone and The Woman in Black! They are busy learning lines, choosing costumes & props and working out the staging for their scenes. Alongside this they are working towards their summer written exam, which is based on the play DNA by Dennis Kelly. They are studying how this play could be staged in a variety of different layouts, and how ‘set’ and ‘costume’ would show meaning to the characters. We have almost 50 students taking the Drama GCSE this year!

Year 12’s are devising performances based on the theatre company Frantic Assembly, which are the physical theatre company that performed the play, ‘The Curious Incident of the Dog in the Night-time’ alongside the National Theatre. They are using the play Constellations by Nick Payne as a stimulus for their pieces. They are also working on their Component 2, studying the play Hedda Gabler, they will need to be able to answer questions based on how they would direct or stage this play.

YEAR 8 WORKSHOP WITH PLAYWRIGHT JOHN TIFFANY & ENDA WALSH

A year 8 class having been involved in a series of theatre writing workshops with theatre director John Tiffany. John directed the play Harry Potter and the Cursed Child, which is currently in the West End! The class have been studying a play called ‘Chatroom’ by Enda Walsh, a well-known playwright. The class had the privilege of working directly with Enda Walsh in one of the sessions. We are very excited to have this year residency with John Tiffany and The Royal Court.
ARTS FESTIVAL DAY!

On Wednesday 5th February we had our first Pimlico Arts Festival day. Bringing together Drama, Art and Music to create a day full of artwork, music and some fantastic Shakespearean inspired fun! Our fantastic Drama Ambassadors have chosen to use the three Shakespeare plays we study at Key Stage 3 in our drama core curriculum to produce a performance. They created Elizabethan costumes out of newspaper, Nancy Omar was Lady Macbeth, Tom Barnes was Iago (from Othello) and Frank Stanghorn was Hamlet. During lunchtime, they stood, in character, on rostra’s in the atrium reciting lines from their plays. They then paraded ‘en promenade’ through the playground. It was a great success with some fantastic performances from our ambassadors, and the newspaper costumes were really well received!
HISTORY
MS HARRIES, HEAD OF HISTORY
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HOLOCAUST MEMORIAL DAY

This month, with the 75th anniversary of the liberation of Auschwitz, Pimlico Academy worked with the Holocaust Educational Trust to mark Holocaust Memorial Day.

Our Year 12 students, Isaac and Jacqui, spoke at City Hall and joined the Mayor of London, Sadiq Khan, and survivor Lily Ebert in commemorating the Holocaust.

On the morning of Holocaust Memorial Day, Jacqui and Isaac discussed the importance of visiting Auschwitz. Their comments appeared on BBC Breakfast:

Jacqui commented that it was “one of the most insightful experiences” she had ever had.

Isaac stated that it was a very “emotional experience”.

Finally, to mark the event in school, our sixth formers watched a live interview of, Auschwitz survivor, Susan Pollack MBE. Pollack recalled her experiences living in Hungary during Nazi occupation and later, her deportation to Auschwitz. Our Year 12s and 13s were very respectful and were deeply moved by her account.

THE GREAT DEBATE

This term, Pimlico Academy hosted the central London heat of the Historical Association’s ‘Great Debate’. This year the students presented their answer to the following question:

“Should we judge historical figures by the morals of today?”

Ten schools attended, with teachers, friends and family observing the student speakers. Rebecca Sullivan (CEO of the Historical Association) and Martin Spafford (author) were the judges.

Pimlican Isaac Saliu valiantly presented his case that moral judgement should not be an analytical tool in the study of history. Isaac included a wealth of historical examples referencing figures such as Pericles of Athens. An extract from his speech is below:

“Over the course of history, technology, philosophy and morality have changed and adapted into the society in which we exist. Subsequently, the values, ideal and actions of even the most respected historical figures could be labelled as reprehensible from a modern perspective. When we condemn past figures through the lens of our own morality, it removes us from an undeniable truth that we are not special observers and are a part of the weaving web of history. Pursuing moral condemnation clouds the already hidden complexities of our past.”

Although he did not win, Isaac was a firm runner-up and is looking forward to competing again next year!
PIMLICO IDOL

We ended the term with our annual Pimlico Idol competition. There were performances from Cherie from year 12, O'Shane from year 8, Joni-Lulu from year 12, Sophia from year 8, Turan from year 13, Miranda from year 11, Ishmael from year 10 and Shiva’s Divas, a band of year 10 and 11 students. It was a very strong field of contestants and a close vote. Shiva’s Divas won with their rendition of ‘It’s Raining Men’, O’Shane was second and Ishmael third. Well done to everyone who performed.

JAZZ NIGHT

Thursday 6th February was our annual Jazz Night organised by Ms Vicary. There were performances from the Big Band, the Senior Jazz Band and some soloists as well as performances from our own jazz performers, Ms Vicary and Mr Francis.

EXCITING PROJECTS!

The music department are currently in the middle of a number of exciting projects. The school choir are currently preparing for a performance of Durufle’s Requiem at the Barbican in March. We will be performing alongside Westminster School, Greycoats School and the Pimlico Music Foundation. We are very lucky to have Dr Ralph Allwood coming to our weekly choir rehearsals to prepare for this. Tickets are available through the Barbican website and you can find more information here: https://www.barbican.org.uk/whats-on/2020/event/westminster-school-beethoven-durufle.

A group of year 8 and 9 students are in the middle of a composition project with the Royal College of Music. They began the project by visiting the Queen’s Gallery to see the George IV collection for inspiration to start their compositions. They will now go to a series of workshops at the Royal College of Music to compose their pieces. The students’ compositions will be performed at the Queen’s Gallery on the 11th March.

Look at for news of these projects in next term’s Pimlican.
PE AND SPORTS FIXTURES
ADAM HUMPHREYS
a.humphreys@pimlicoacademy.org

CELEBRATING PIMLICO GIRLS’ SUCCESS

As we are approaching International Women’s day, the PE Department would like to celebrate the success of our Girls’ teams so far this year.

Mr Bogle, our head football coach took a year 8 team to the Westminster football tournament. Congratulations to the team who came 1st place! They were consistently strong throughout, demonstrating great team work. Our year 9 team also had an opportunity to represent Pimlico in the Westminster football tournament. They worked extremely hard as a team and secured 2nd place in the tournament – well done!

A great performance was put on by our year 7/8 football team who came 2nd place in a tournament organised by QPR FC. Well done to Makeba who was top scorer with a total of 12 goals and Dunya who made some excellent saves.

YEAR 7 TEAM

Congratulations to our year 8 Cricket team who came 2nd place in the Westminster tournament. They performed exceptionally well and were unbeaten during the group stages.

YEAR 8 CRICKET TEAM

Congratulations to our basketball team, who played against Southbank School in a home fixture. They secured a great win, well done to Shanay in year 9 your teammates said you did a fantastic job.

And finally, a massive well done to all of our netball teams who have been participating in the Westminster Leagues. We have had teams entered in year 8, 9, and 10. Our newly formed year 7 team, are currently competing in their league. They have had a fantastic start, winning both their games against Greycoats and St Augustine’s.

YEAR 7/8 TEAM

In our most recent competition, Mr Reid and Mr Bogle, took our year 7 football team to the Regents Football Cup. Well done to the team, who came 1st place bringing the trophy back to Pimlico for the second time. They played some outstanding football, with no goals conceded.
At the start of this term, Year 7s and Year 8s undertook their AP1 completing a reading and writing test on current content. Year 7 used all of the content they had learnt so far to create their own epic hero description and write an analysis of an excerpt from The Odyssey (comparing it to Beowulf). Year 8 wrote an analysis of an unseen poem and composed a guide to London. 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!

Year 7 then undertook a trip to the British Museum to see the Troy exhibition. The year 7s saw a real bust of Homer, some sculptures of the real city of Troy, and depictions of Greek mythology. Students were utilising their knowledge well that they had learnt throughout the year and I was especially impressed by Molly and Linda who offered an interpretation of a painting of Zeus to two members of the public!

This term also saw the regional finals of the Jack Petchey Speak Out Challenge. Jasmine from Y10 took part, competing with 16 other finalists from different schools including Westminster City; Harris Academy and St. Marylebone. Judged by our very own Nadeem, Jasmine went on to perform a fantastic speech inviting the audience to consider the value of education. Well done to Jasmine alongside the runners up of the Pimlico Speak Out Final: Adam, Eden, Joe, Faatimah, Joao, and Sarah.

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!

**CHALLENGE OF 2020**

33 words can be made from the word: JANUARY. Can you get them all?
To celebrate the completion of the first topics of A level Biology, and as an excuse to eat cake, keen bakers from Year 12 Biology competed in the Great Biology Bake Off! Their challenge was to create a cake based on their newly acquired biological knowledge. The format was very similar to the ‘Showstopper Challenge’ in the Great British Bake Off, testing the students’ creative flair and baking ability.

The students presented their creations and, with tea at the ready, the judging panel assembled. The students were judged against three criteria: scientific accuracy, artistic flair and, most importantly, taste!

The cakes varied from mitotic cells and gametes, to organs and skulls. Students excelled in all their creations and the competition was fierce. Despite this, there was clear overall winner: Asma with her injured (and skinned) skull: carved from only cake and icing, her creation showed the muscular structure on the skull, the difference between a healthy brain and one from a sufferer of dementia, and the damage caused by a car accident.

Overall, it was great fun and we were hugely impressed by the efforts of everyone who took part.
COMPUTER SCIENCE
MR HIRST, HEAD OF COMPUTER SCIENCE
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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.

If you are interested in finding out more, try watching the ‘Do you trust this computer?’ documentary. A fascinating insight into the possible future of technology.

YEAR 9 OPTIONS

Lots of year 9 students have expressed their desire to study GCSE Computer Science next year and we are looking forward to seeing you all in September. In the meantime, students who have chosen to study Computer Science should be practicing coding in the Python programming language. Anyone can learn to code in Python by downloading the free ‘Python Idle’ development environment and using online tutorials. See below for a list of useful websites.

Python IDLE development environment - www.python.org/downloads/
Free Python tutorials - www.tutorialspoint.com/python/
Free Python tutorials - www.w3schools.com/python/
Paid Python tutorials – www.codeavengers.com/python/

LOGICAL THINKING PROBLEMS

Both GCSE and A Level students have been attempting to solve the kind of logical thinking problems that will be asked of them in Computer Science degree and job interviews. Here are 2 of the problems that they’ve attempted to solve in recent lessons. See if you can think of the solutions. Answers will be in next term’s newsletter...

1. A clock falls off the wall and breaks into 3 pieces. The numbers on all 3 individual pieces add up to the same number. What is that number and what are the 3 pieces?

2. There are 100 lightbulbs in a room, each with its own switch numbered 1-100. There are 100 people outside the room, each also numbered 1-100.

Person 1 goes into the room, switches all the lights on, and leaves.

Person 2 goes into the room and switches all even bulbs off (2,4,6…100)

Person 3 goes in and switches every 3rd switch (3,6,9…)

Person 4 goes in and switches every 4th switch (4,8,12…)

This continues until the 100th person goes in and switches the 100th bulb.

What is the status of bulb 64 after all 100 people have left the room?
INCLUSION DEPARTMENT
MR AUBIN, DIRECTOR OF SEND
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ACCESS ARRANGEMENTS

Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access assessments without changing the demands of the assessment. At Pimlico Academy, we follow the guidelines established by JCQ, the organization that oversees the application of Access arrangements for most exam boards.

Access arrangements available to students are:
Withdrawal, 25% Extra Time, Reader, Scribe, Oral Language Modifier, Laptop/PC, Supervised Rest Breaks, Modified Papers Prompter, Bi-lingual Dictionary

Years 7, 8, 9 and 10 have Access arrangements attributed based on information from Primary school, SEND data, teacher information, Head of year feedback and information contained in their EHCP.

In year 10 students who have benefitted from access arrangements in Key stage 3 undergo an evaluation process. This process will allow us to apply for Access arrangements for the students GCSE exams. The application process comprises 3 steps:

• The establishment of “normal way of working” in regards to Access arrangements;
• Psychometric testing to determine the ability and need of the student in regards to Access arrangements;
• On-line application if “normal way of working” has been demonstrated and the results of the Psychometric testing are below the age appropriate average.

If you would like more information in regards to Access arrangements please contact the Inclusion Department.
You may also find the JCQ guidelines using the link below: https://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-and-reasonable-adjustments-2019-20

EAL: ENGLISH AS AN ADDITIONAL LANGUAGE

The EAL department at Pimlico Academy is a specialist provision for learners who are new to English or whom have limitations in the English acquisition. The department leads on assessments, in-class support, 1-2-1 and group interventions as well as managing entries for community languages.
The additional and valuable expertise of the EAL staff who share the languages and culture of the pupils is also recognised. Their role is seen to include pastoral work with small groups or individuals, under the direction of a teacher and included providing help to enable new pupils to settle in and understand what is going on around them. The EAL department is lead efficiently and specialist teachers and consultants within the context for EAL do a phenomenal job of raising attainment for both bilingual and ethnic minority learners.

The EAL department offer annual training for staff to support the teaching of pupils with EAL as well as offering learning walk, feedback and training where applicable.

**MATHS**

**MRS IDROS, HEAD OF MATHS**

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**PALINDROME DAY**

For you eagle-eyed mathematicians out there, February 2nd was a palindromic date. In other words, when written as numbers, the date is the same forwards and backwards: 02/02/2020. Even more special is that it’s a palindromic date in both UK, US and ISO date formats! Although it seems pretty mundane, this is the first universal palindromic date in 909 years (the last one being 11/11/1111!)

Even more quirky, it’s the 33rd day of the year and because it’s a leap year, there are 333 days left. For all these reasons, some say that this is most palindromic date in history!

If you haven’t had enough palindrome facts, here’s an interesting video from renowned mathematician, Matt Parker: https://youtu.be/4fE_sXZjxng (or more easily, search for Matt Parker palindrome day on Google!)

**UPCOMING EVENTS**

Although officially the 7th February 2020, the Maths Department will be celebrating this year’s Number Day after the half-term on Friday 6th March. We’re looking forward to running several events on the day, including the return of the Number Day treasure hunt.

All proceeds and entry fees for Number Day activities will go towards raising money for the children’s charity, NSPCC.

The following week, the Maths Department will be holding its annual Pi Day bake sale where we’ll sell all manner of baked goods to raise money for both Year 11 and Year 13 Leavers events.
LANGUAGE AMBASSADORS

Pimlico Academy’s team of language ambassadors have been set the challenge of raising the profile of Modern Languages at the Academy and highlighting both the foreign languages learned in lessons as well as the many community languages spoken by our students. The team is comprised of outstanding linguists from all year groups who have met twice so far this year with Mr Wahab to work on various projects.

The most recent project that the language ambassadors are working on is creating a display board to emphasise the linguistic diversity that we are so lucky to have here at Pimlico Academy. Our students speak a wide range of languages other than English and bring a wealth of linguistic experience into our classrooms. To do this, the team is in the process of collating a series of texts in foreign languages written by students and staff that will take pride of place on a display board on the second floor. So far, the team has managed to collect texts written in German, Spanish, French, Bulgarian, Arabic, Albanian and Turkish! Keep your eyes peeled for the new display board that will be making an appearance soon.

FOREIGN LANGUAGE ASSISTANTS

Throughout the year, the FLAs contribute enormously to students’ progress. They are native speakers who check pronunciation, deal with cultural understanding and create resources for students to reflect on. Their work is invaluable.

For instance, the story on the blue board is an attempt to show students how past tenses in Spanish work.

Each bubble represents an idea. As the story progresses, the grammar becomes more complex. Each colour represents a different tense, making it easy to spot and remember [each tense]. A white thread connects the bubbles, giving the design a constructivist touch.

In addition, several postcards contextualise the plot.

The artistic nature of the composition can be used on a one-to-one basis, particularly when working with students in the corridors, or as a reference text for students. Thus, it is a clear example of how to create a text using the three main Spanish past tenses. This helps students to achieve the level of narration that is required in their speaking and writing exams.

SIXTH FORM MOVIE CLUB

Every term, our Spanish sixth-formers are invited to watch a movie to broaden their cultural knowledge of Spanish cinema. We carefully select the movie in order to reflect the curriculum taught in class. This term, we selected a film from Pedro Almodovar (‘Todo sobre mi madre’) as we wanted students to gain more knowledge of the director as he is part of the Spanish cinema heritage.

OFFICIAL TRAILER

https://www.youtube.com/watch?v=6SzU3n4TI
The first Pimlico Academy Arts Festival was held on Wednesday 5th February and it showcased so many talents from the art, drama and music departments throughout the day. The art department exhibited work from year 8-13 in a range of different media from photography to clay sculpture. The students have worked so hard this year and we received many comments about how impressive the art work is! Some highlights were from year 13 students Lourenco and Serine whose observational drawings showed beautiful uses of tone in pencil, charcoal and coloured pencils. The photography competition winners were also exhibited and looked extremely impressive in professional mounts. The next time we exhibit new art work will be the Summer Festival in July. Well done to all those students whose work was chosen to be exhibited!
This term, we have been delighted to see the confidence of our talented year 11 Food Preparation and Nutrition GCSE students soar as they showcase their tremendous culinary skills during their NEA 2 practical exams. The preparatory lessons have equipped our students with an array of culinary techniques, skills and in-depth knowledge of nutrition and food science. This has allowed them to make valuable connections between theory and practice and apply their understanding of food and nutrition to practical preparation. Students were encouraged to experiment with high skilled dishes from homemade pasta to delicate patisseries; all of which proved successful. After demonstrating a range of technical skills, we welcome the new term with excitement and embrace the opportunity to present fresh and creative ideas for the final exams next month.
GEOGRAPHY
MR RUSSELL-STEEL, HEAD OF GEOGRAPHY
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GEOGRAPHY IN THE NEWS

When asked what they enjoy about geography, many Pimlicans often refer to its relevance in today’s rapidly changing world. The start of this new decade has brought an avalanche of geographical news stories that we have been discussing in some of our lessons.

January heralded the start of the bushfire season in Australia, a country that is predominantly arid – especially in its interior. This year has seen the biggest bushfires since the 1970s, with thousands forced to flee their homes and over 1 billion animals perishing in the fire. Wildfires often start due to natural causes such as lightning strikes, however Australia has been dealing with a severe drought since 2017, exacerbating the situation.

Iran and the US came close to armed conflict at the beginning of January after the US assassinated an Iranian General. Relations between these two countries remain very tense, with Europe still pushing for a continuation of the nuclear deal. Year 13 students have been discussing these issues as part of their Superpowers topic last term.

Finally, the world is on alert after an outbreak of coronavirus, which originated in a fish market in China’s Wuhan province. Novel viruses are nothing new, however the destruction of animal habitats, growing urbanisation and increased consumption of meat in many emerging countries is leading to a greater risk of these viruses passing from animals to humans.

ENVIRONMENT CLUB

The Environment Club, set up by Ms Crocker, is a club that brings together like-minded students who want to make a difference in the fight against pollution and global warming. We spend our time discussing environmental problems, tactics to resolve them and debating current issues that concern the environment and state of our planet. Our time has also been spent fundraising for a beach clean in Brighton that we are planning to do in March. This will enable us to play our part in solving the problems we have been discussing: plastic pollution in the oceans.

Recently we have been debating the issue of plastic. Did you know, the equivalent of one garbage truck of plastic is emptied into the oceans every minute?

“Industrial pollution and the discarding of plastic waste must be tackled for the sake of all life in the ocean” – David Attenborough

The consequences of plastic pollution are devastating for marine life, with 100 million marine animals killed each year as a result of plastic waste in the oceans, notably by plastic bags and straws. Our aim as a club is to raise awareness of the crisis our oceans face, and encourage everyone to contribute to a solution. If we all make an effort to improve the health of our oceans, the world will be a better place for it. Your effort counts. We hope that our club and this article inspire people to make a difference for the environment and see how crucial our roles are as informed young people.

Written by Beatrice Waddell and Felix Gibson, Year 9