INTRODUCTION FROM THE PRINCIPAL, MS GREEN

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

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

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

YEAR 7

MS DAVIES, HEAD OF YEAR 7
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Term 2 has been a term during which Year 7 have really settled into Pimlico Academy. Teachers have praised students for their hard work and effort as well as their thoughtful and kind behaviour. We have held our first student board meeting and many subject ambassadors have been working to fulfil role in departments. Across the curriculum it has been a great joy to go into lessons over the final weeks of term to see what students have learned across the term.

In I space we have been using one of our sessions each week to focus on bullying and why it is important to be kind to others. Student responses to these sessions have been positive and thoughtful. We continue to work with students on the impact of unkind comments on the whole school community.

In addition to this, we have now completed our term on Sex and Relationships Education which has focused on healthy friendships as well as puberty. Next term, our focus will be on Online Safety which will reinforce some of the messages that have been addressed this term in our bullying sessions.

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
TERM 2 STARS:

- **Amin** – for winning the photography competition in term 2 for year 7.
- **Jasim** – for excellent work in Latin
- **Sara A-T** – for excellent focus and contributions in Latin
- **Mawa** – for academic progress across the term
- **Yumna** – for kindness and excellent work in Spanish

AP PREPARATION:

When students return in January they will be completing their Assessment Points (APs). These are a chance for us to celebrate what students have learned as well as to address any concerns that arise. Students have been informed of various methods they can use to prepare including: using their knowledge organiser to test themselves, creating revision cards and creating mind maps. We then look forward to meeting with you to discuss their performance at Parents’ Evening on the 13th February.

We look forward to seeing students on their return on January 7th.

YEAR 8

**MS CORDERY, HEAD OF YEAR 8**

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Year 8 students have had a busy term 2 at Pimlico Academy immersing themselves in their academics, preparing for their AP1 which will take place at the beginning of Term 3, contributing to the school community and getting involved in a range of extra-curricular opportunities. Below are some short articles from year 8 students discussing three important areas of their Year 8 life; academics, extra-curricular opportunities and sports.

YEAR 8 LEARNING AND ACADEMICS

In Year 8 our lessons are a mixture of recapping previous topics that we learnt in year 7, as well as learning new material which builds upon this. In History, we are currently learning about the Tudor Era, their monarchs and changes to religion and battles. As we move closer to our assessment point we have started to revise everything we have learnt since year 7. At Pimlico Academy, the learning environment is really helpful and positive as teachers use a range of resources and tasks to help students understand in as much depth as possible as well as pushing us to be independent learners. Maths is one of our favourite subjects as we love the methodical approach to working through questions to find out the answer. It is very satisfying.

*Syeed Ahmed and Sharif Tahsil*

YEAR 8 SPORTS

In Year 8 sport is taken very seriously as we all love to be very competitive and take part in physical activities. One of the main sports for both Year 8 boys and girls is football. Last year the Year 8 boy’s football team and the girl’s football team came 1st in the Westminster League and 2nd in the QPR tournament. Recently all Year 8 students have completed their bleep test and Kemall Wilson gained the highest bleep test score in Year 8. Recently, the Year 8 girls’ cricket team reached the final of the cricket tournament, narrowly missing out to Francis Holland in the final.

*Makeba Black*

*Photo: Year 8 girls cricket team: Eva Stannard, Asha Gowie, Christina Vasquez Valenzuela, Sophia Zolo, Makeba Black, Yomna Shoaba, Haja Kargbo, Matilda Williams*
YEAR 8 EXTRA-CURRICULAR OPPORTUNITIES

Throughout this term in Year 8, there have been many extra-curricular opportunities. I think this is a really important part of school life as it means we can access lots of other experiences outside of the classroom. I have recently been involved in a workshop aimed at exposing girls to engineering and construction. This was a really good workshop as it made me see how many career options there are that I hadn’t even considered before. There are also opportunities such as being a subject ambassador, which is where you apply to represent a subject that you really enjoy and feel passionate about. As a subject ambassador for Art, I have visited the photography museum where we learnt about camera obscurers which we wouldn’t usually learn about in our art lessons. There are so many extra-curricular opportunities where you can join clubs before or after school, sign up for music lessons, be a part of the whole school musical or be a student leader. Some of my friends are a part of the Geography environmental club and they are campaigning for a plastic free school.

Hannan Issa

YEAR 9

MR BARDETTI, HEAD OF YEAR 9
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Term 2 has been a very busy term for Year 9 students. We enjoyed a successful House Sport event with great levels of participation from boys and girls in both the football and basketball tournaments. Athena won the overall competition ahead of Hera, Zeus and Apollo and it was wonderful to see so many students and tutors supporting on the night.

Year 9 has also been well represented in both the school production of Hairspray and the Winter Concert. It has been very pleasing to see the wide range of talent amongst the year group this term and I look forward to seeing the students welcome the New Year with the same enthusiasm.

Year 9 students have also just completed their first assessment point of the year and I will be celebrating success stories with students in assembly when they return in January. Most students have developed the good habit of completing small chunks of revision throughout the course of the year rather than cramming revision in the weeks leading up to an assessment point. It is important that as they approach Key Stage 4 students develop good study routines. With this in mind, I’d like to take this opportunity to let parents know that we offer a home learning club every day after school. If you would like your child receive support with their home learning or revision, please contact me to arrange adding them to home learning club on any day.

Top 10 students for progress in Year 9
AP1
Sanjidah Kamal
Mustafa Al-Hilali
Luna Mahon Owusu
Sarai Lopez Ledesma
Liam Sole Garcia
Jordi Amanshah
Marissa Bui
Rebecca Oyeyemi
Domonkos Janits
Tawana Paixao

Top 10 students for attainment in Year 9
AP1
Edward Marcal Whittles
Niyaz Hassan
Alex Andrade
Mahdi Mia
Beatrice Waddell
Liam Sole Garcia
Deborah Kanu
Melanie Lopez
Redha Al Dami
Felix Gibson
Dijedona Maletta
Samuel De Souza Pinheiro
Louize Goncalves

I wish all students and families a restful holiday and a very happy New Year.
At the end of what must have felt like a very long term full of new challenges I send my congratulations to the vast majority of students in Year 10 who have approached the step up in quantity and level of content admirably since September. The GCSEs are a new and unknown process for these students, as well as for most parents and carers and I have been impressed with the focus shown in lessons.

Over the last term we have used our Friday I Space for revision and this will continue for Term Three as we countdown towards AP1 in Spring. This is vital not just for this assessment point but also to embed good study habits in preparation for the GCSEs at the end of Year 11. These habits are not something that can just occur last minute. It is proven that memory works best when material is re-enforced over time consistently. This provision on a Friday was something that our student reps for Year 10 requested and I agreed with. We have begun our meetings which add another perspective to our attempts to foster a positive and safe learning climate across the year group.

Adding to this, I-Development over this term has been on Sex and Relationships Education. This is a segment of the year that is not just a legal requirement but something that I view as absolutely crucial in the development of young minds in our country. It is an ever-changing landscape and the students have been engaged throughout and have asked pertinent questions on many occasions.

Moving forward I would like to see improvement in the following areas and seek your support in these:

- **Completion of Home Learning** to a high standard and to the deadline on every occasion. This has slipped recently and can be aided by checking your child’s planner each evening/each week to see that they have completed and ticked off their set work, asking to see their MLE, and most importantly reviewing their work with them. This will also give you a great insight to what they are learning and doing.

- **Exemplary behaviour in the corridors** belonging to Year 10 students.

- **Sitting detentions**, after three and a half years together, has suddenly become an issue. The sanctions for this have always been clear, and not something that I enjoy having to enforce. Please support the school by reminding your child to sit these and check the list if they are unsure whether they have a detention.

Have a lovely Christmas break and a prosperous new year.
A FULL AND EVENTFUL TERM FOR YEAR 11

Season’s greetings and good cheer to you all.

It has been a very full and exhausting term for Year 11. They have completed their first set of mock exams this year, which they did with a fantastic attitude and commitment. Squeezing a full set of formal exams into seven school days that in the summer, will be spread over eight weeks is an achievement in itself. Well done to them all.

The results of the exams were used by teachers to generate predicted grades for students. These are important as they help students and staff to focus on what needs to be done before the official summer exams. They are also needed by students when filling in Post 16 application forms.

The Post 16 application process has begun, so students have been busy researching courses and filling out application forms. All students must be in some form of education until they are eighteen, so this an important time for them. The deadline for the Pimlico Sixth Form has now passed so those that have applied will be having Post 16 interviews next term. Other Sixth Forms and colleges still have their application window open so this is an ongoing process.

The Prom committee have been doing a great job raising money for the occasion. They are present at most school events, such as the Christmas Concert and Hairspray, providing refreshments. If you are attending any such event please support our Prom by buying a drink or cake!

Once again, it has been lovely 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 get each week.

“He has been exceptional in Science this term. He has worked hard both in and outside of the classroom. I am just proud of his attitude and dedication to his studies.”

“Absolutely outstanding effort across the whole year so far and this has led to a significant improvement in his AP1 grade. On top of this, he is consistently well-manned, polite and thoughtful. He is a real asset to the class and the year group as a whole.”

“She will always go above and beyond and completes exam practice questions at home. Her dedication and organisation is an example to us all

“For their proactive contributions to class discussion in our first lesson back after exams. So great to see their determination pushing through the post-exam fatigue!”

NEXT TERM:

It will be another busy time for the students next term. Pimlico Post 16 interviews will begin, Year 11 Parents Evening and another set of mock exams. It is important students are prepared for these tests so please encourage your child to revise in all subjects from now all the way up to their exams.

Key dates for the rest of the year:

Thursday 16th January = Year 11 Parents Evening.
Monday 10th February = Year 11 AP2 exams start.
April-June = GCSE Exams.
Friday 26th June = Prom.
Thursday 20th August = Results Day.
And well done to the Year 11 students in the victorious Under 16 Basketball team. Adam Elouassi, Zamir Galica, Nahum Fekadu, Rahim Kerkache (capt) and Tyrese Cabral da Lomba who were part of the U16 basketball team that won the Westminster Borough Cup Tournament.

Congratulations to the following students for being fantastic:

**100% Attendance and Punctuality and no referrals this term**

<table>
<thead>
<tr>
<th>Alla Aboallaban</th>
<th>Andre Kesson</th>
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<tr>
<td>Imaan Ahmed</td>
<td>Aishah Rahman</td>
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<td>Clayton Bytci</td>
<td>Danica Rigor</td>
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<td>Michelle Chui</td>
<td>Malek Sedeq</td>
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<td>Enaam Dheini</td>
<td>Jude Termanini</td>
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<td>Aya El-hajji</td>
<td>Yin Yi Yu</td>
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<td>Zamir Galica</td>
<td>Ilyes Zahzouh</td>
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Finally I will leave you with a message emailed to me from a member of the public. Well done to Rose Cassidy and Summer Eytle-Rock whose wonderful intervention certainly embody the spirit of the season and put a warm feeling in my heart. I look forward to next term and the year ahead as we push forward to the GCSE exams in the summer.

Happy holiday and festive tidings to you all.

“Hello my name is Harriet and this email is due to a shocking incident that occurred on Wandsworth Road which involved 2 year 11 students. I am a very old women and I finished shopping at Sainsbury’s and all my shopping fell out my bag. I tried to go and pick it up and I fell down and I was in a lot of pain. When these two year 11s walked past they picked up my shopping for me and was very nice. They were very worried and decided to walk me to my home to make sure I was okay. They were so polite and was saying how they have their GCSEs soon and how great the school is. They made sure I was okay and asked if I needed anything. These two students are amazing and I will never forget this for my whole life. Please tell them that I said Thank you again.
YEAR 12

This term, year 12 have been focused on thinking about life after school and possible career and university options. It has been inspiring to see how many students have embraced the opportunities they have been told about as many of them have now been accepted on or applied to fantastic mentoring schemes. So far students have submitted applications for the Aspiring Professionals Programme from the Social Mobility Foundation, Target Oxbridge and K+ at Kings and we are delighted that some of these applications have already been successful.

To support students who are thinking about an application to Oxbridge next year, we took 5 students to visit Magdalen College at Oxford University. Here they attended sessions on the application process and a taster lecture. As we were unable to take all the students who would have liked to go, the 5 students who went did a presentation on the experience when they returned. All students who are interested in applying to Oxbridge have been attending sessions focussed on wider reading around their chosen subject. This week they will all be given the opportunity to develop this further by borrowing a book from the Staircase 12 list of recommended reading to enjoy over the holiday.

To help students with making big life decisions about careers, Ms Essaye and the raising aspirations team have been busy taking them on lots of career-focussed trips. Our physics students attended a career day at Jacobs (the engineering firm working on the Thames Tideway Tunnel) where they met Dr Brian Cox and took part in a ‘hackathon’ session culminating in them presenting their ideas to staff at the firm. For students interested in finance, there was a trip to Lloyds and the media students attended the BAME entrepreneurs’ panel organised by Westminster Council. This was a great day which allowed our students to listen to fantastic careers advice from a panel of successful entrepreneurs and then do some networking with film company founders, a digital fashion content platform creator and a children’s author. Two of our students were so successful in this that they managed to secure work experience as a result of their efforts.

As well as focussing on improving their own futures, year 12 have also shown their caring and charitable side this term. All year 12 have been mentoring a younger student with either maths or reading since September and on Saturday twelve of them gave up their day to serve Christmas dinner at the Abbey Centre with Ms Green. At this event Ms Green said they were all fantastic; really mature, kind and helpful and dealt with issues in a very tactful way.
YEAR 13

This term has been incredibly busy for our year 13 cohort as they have had to complete their first assessment point of the year, which formed the basis of their predicted grades for UCAS and also complete their UCAS applications. It has been encouraging to see students who have worked studiously to achieve the highest possible grades and have been able to make ambitious university applications.

After such an intense term, it is understandable and right that students should feel proud of their predicted grades. However, we ask that as parents, you encourage your children to recognise that the predictions are not yet achieved and that from Christmas the hard work really begins. Please speak to your children about how well they felt they organised their time for this assessment point and what they feel they need to improve going forward. Nonetheless, we are excited about the range of competitive universities students have been able to apply to and indeed, how many offers have already been secured. We are optimistic that students will secure some great higher education destinations next summer.

All students have now completed their Oxford and Cambridge interviews. Well done to all of these students who have worked hard to prepare for this intensive application process. Students attended a model interview at Francis Holland School and have had at least three mock interviews with teachers from Pimlico, Westminster and Francis Holland School. It is good practice for them to be interviewed by subject experts they don’t know as well as their own teachers. Fingers crossed for good news over the vacation.

Students will continue to receive offers and invitations for interview over the coming weeks. If they are going to be off school for an interview, please forward the invitation email on to the Post-16 team. Students do not need to decide on their firm and reserve choice yet and should wait to see how they do in their second set of mocks, which will be in March.

CLASSIC

MR FURBER, TRUST LEAD6

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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. Year 7 have translated and analysed fables in Latin. Unlike Aesop’s more famous fables, these are more complex, as they are secretly about what life was like as a slave in Rome. Students have enjoyed puzzling out the fables’ secret messages. Year 8 have complemented last term’s learning on the Odyssey by learning about the Roman epic poem the
Aeneid by Virgil, including the tragic story of Dido and Aeneas. Was Aeneas right to leave Dido? Was he a suitable hero for Rome? Where do Virgil’s sympathies lie? What makes his poem a work of genius? In turn, Year 9 have complemented their learning of Roman Africa last term and of Cleopatra last year by studying Roman Egypt. Did life really change for Egyptians as power went from the pharaohs to the Greeks to the Romans? How can we account for the Romans’ multifarious attitude towards Egypt, at once disdainful, fascinated, bigoted and jealous?

The Classics department was also excellently represented at the Post-16 Open Evening, at which Latin and Ancient History A Levels were passionately and persuasively represented by the Year 13 students Sulaiman Haouane and Alan Cenaj and Year 12 students Matthew Ozcan and Eva Smith – we are very thankful for their efforts.

The department has hosted many trips this term for the enrichment and edification of its students. At Post 16, Dr Neil Croally launched the first of the Classics Seminar Series. He gave an elucidating and very entertaining discussion on Athenian polarity, including what he has termed ‘the egg’ (see picture). In addition, our Year 13 Ancient History students attended a lecture at Gresham College by Professor Edith Hall on the invention of physics in Greek Ionia (modern Turkey). Finally, our Year 10 students visited the exhibition ‘The Last Supper at Pompeii’ at the Ashmolean Museum in Oxford, where they saw many of the most famous, intriguing and moving relics of the Roman town. The trip also included a courtesy lecture by Dr Georgy Kantor and a tour of key sites at the university, such as the Sheldonian theatre (see picture).

SOCIAL SCIENCES

MS BROWNING, HEAD OF SOCIAL SCIENCES
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On Friday the 22nd of November, I took my Y13 psychology class to London Zoo to take part in a phobias workshop led by Dr John Clifford, an experienced clinical therapist specialising in hypnotherapy. Whilst we were at the zoo, our first workshop session consisted of a general session in which Dr. Clifford taught us about how phobias are acquired in society and the prevalence of various phobias in the UK like triskaidekaphobia, fear of the number 13. Having learnt all about phobias, we made our way to the reptile house to observe snakes and reptiles and to see for ourselves what it is about these animals that trigger phobic responses in humans. For our second session of the day, we were lucky enough to take part in a hypnotherapy session ourselves whereby Dr Clifford firstly started off by trying to break any malaptive thinking patterns around spiders that we may have had by teaching us about the positive effect spiders have on our ecosystem. We then took part in guided meditation and we were led into a very relaxed trance like state; the rational for this being that the human mind is susceptible to new ways of thinking when it is very relaxed. After this we got a chance to test this idea - Dr Clifford introduced us to Rosie, a red knee tarantula! Students were given to opportunity to hold and take a photo with Rosie.

Ms J Bullock

UCL TRIP

On 7 November, Year 12 politics went on a trip to UCL for an event celebrating the 30 year anniversary of the UN Convention on the Rights of the Child (UNCRC). As the UK government has adopted it, the information was particularly relevant and useful. Students learned about the UNCRC and how children’s rights have drastically improved in many places since its inception, but also how there is room for improvement around the world. It was an informative and interactive day where students participated in various workshops, including one about mobilising groups and speaking to MPs about changing legislation, which students found particularly engaging.

Ms J Sams ‘trainee social sciences teacher’
The Drama department has been totally engrossed in the preparation and rehearsals for this year’s 2019 whole school Musical Production of ‘Hairspray’. With 42 Cast members, 15 band members, stage hands, make-up, Hair and Costume team – we proudly boast our sell out show!!

Hairspray is set in Baltimore in 1962, a time when racial segregation was commonplace and the Civil Rights movements was gaining momentum. Hairspray’s fictional teen dance TV show, The Corny Collins Show is based on a real life dance show called The Buddy Dean Show, in which the participants were all white except for every other Friday when black dancers and presenters would take over. In the musical, this happens once a month and is referred to as ‘Negro Day’. The context therefore involves the use of some racially explicit language which is heightened only to increase cultural awareness.
This term, two of our Year 12 students visited Auschwitz with the Holocaust Educational Trust. Isaac Saliu wrote a reflective narrative on his visit to the historic site. Below is a short extract from his reflections:

They say that birds don’t fly over Auschwitz. As the moon rose, I noticed more stars than I had ever seen before filled the night sky. They sparkled with a beauty I had never imagined but every time I looked up for a glimpse, I had to look back down at a place of unimaginable suffering. The beautiful sky contrasted with the past of Auschwitz and for brief moments I could escape from the overwhelming truth. I only hope that the natural beauty of the stars made even a moment less unbearable for those forced away from their homes and loved ones by a state comprised of individuals with homes and families.

Nothing much distinguished the people within the fences from the people on the outside going about their daily lives as usual. Both groups had friends, families, homes and aspirations. Although while, one group faced brutality, the others facilitated it. In a society, everyone has their own stake to improve their lives and their communities. A take away from this journey is that an authority that moves to better the stakes of a select group at the cost of another is one that we should not be a cog in. Those with the freedom to act should not allow evil to go unchecked out of fear or worse, apathy.

An experience can transcend a million words and a journey to Auschwitz is an uncomfortably unique experience. Those who care to learn from the past to improve the future should visit the site.
We began the term with the year 11 Chamber Concert. Many year 11 students performed what will form their GCSE Music coursework. Students can perform on any instrument for their GCSE coursework and we had a huge arrange of instruments including solo piano, a rock band and the year 11 steel pan band.

On Friday 22\textsuperscript{nd} November, we took 30 year 8 and 9 students to the Royal Academy of Music for a collaboration with Imperial University for a Music and Science workshop. The workshop explored how sound travels and the students were thrilled with the experiments.

Seven students sat and passed their ABRSM instrumental exam this term. Congratulations to Azania, Eva, Bayan, Alla, Eliza, Mustafa and Minnie. Special mention to Azania and Eva who passed with a merit and Minnie who passed with a distinction!

As well as our involvement in the whole-school production of \textit{Hairspray}, we have ended the term with a number of concerts to celebrate the hard work from all the students. On the 9\textsuperscript{th} December, we performed alongside years 4-6 from Pimlico Primary in their end of term concert. Our Winter Concert was on the 11\textsuperscript{th} of December, which saw all of our ensembles performing including the Jazz Bands, Synth Club, Trubaci, The Orchestra, the Year 7 Choir, the Big Choir and all the Steel Pan bands. Well done to all the students who performed.

In the last week of term, the sixth formers went caroling at a number of local events, including a Churchill Gardens assembly, at the school Christmas lunch and at events in the local area. Not wanting to miss out, all members of staff in the music department (and beyond) went to join them!
PE AND SPORTS FIXTURES

ADAM HUMPHREYS
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We have had a fantastic second term within the PE department; with the selection of our Sports Ambassadors for the year, after some really strong applications. We have had many opportunities to compete with various fixtures in basketball, cricket, football and netball. Our most recent fixture saw our U16 basketball team become the Westminster Champions – Well done! They will now go on to compete in the London finals. Have a read of the team match report below:

Our experience at the LBA midseason tournament:

On Thursday 5th December 2019, we travelled to The American School in London, St John’s Wood for the annual LBA midseason tournament. We arrived and were greeted by a professional female basketball player who represented team GB at the Commonwealth Games. She gave us a short speech, before the games were underway. We played in a group format, with our first game against ASL. The entire team was nervous going into our first game; however, as a team we pulled through and won. The final score was Pimlico Academy 14 – 6 ASL. We then played our second game against Southbank where we got our second win. The final score was Pimlico Academy 17 – 5 Southbank. Our final game was against Harris Academy St Johns Wood, who we also beat to come out of the group stage unbeaten. The final score was Pimlico Academy 10 – 4 HASJW. We then headed straight into the finals, after going undefeated in the groups, we knew it would be a tough game against ASL. With 4 minutes to go, we were trailing 2 – 10 after a slow start to the game. Coach Humphreys called a timeout and told us what we needed to do to win. After 2 threes and a layup, we were tied 10 – 10. We played a fantastic defence to take the game into overtime, where it would be down to a golden bucket to win the tournament. A few plays had gone by before Jonathan scored, winning the bucket. The feeling was overwhelming joyous. We all hugged each other and went in for the award ceremony, where we were awarded the trophy and given individual medals. After some photos, we headed back to school and celebrated.
This term, Year 12 Media students went to the British Film Institute on the Southbank to learn about aspects of narrative in film. They watched Hitchcock’s *Vertigo* and thought about how to apply Propp and Todorov’s theories to the film and to other media products. Year 13 students have all been hard at work completing coursework. Some fantastic titles in Language include: ‘An investigation into how the brand Nike represent themselves through language’, and ‘Whether adults speak to animals in the same way they speak to children’. In Literature, students are exploring ideas of Marxism, Feminism and Post-colonialism through coursework titles like ‘Why would a feminist be keen to add Ramlochan’s poems to “a new canon of women’s writing”?’ and, ‘*Heart of Darkness* projects the image of Africa as the ‘other world’, the antithesis of Europe and therefore of civilization’ – to what extent do you agree with this view?’

Year 7 have started their new unit on *Beowulf*, continuing to think about the idea of a hero (building on their knowledge of *The Odyssey*) and how it changes over time. Year 8 have finished *Animal Farm* and are now working on writing their very own propaganda. In Year 9, students have sat their first assessment of this term focusing on poetry from other cultures which include Sujata Bhatt, Grace Nichols and John Agard.

Year 11s had their first serious mock for AP1. They sat the Language Paper 2 and the Literature Paper 1. It was excellent to see students taking the mocks seriously and revising hard – keep up the good work! Year 10 have now finished *Macbeth* and are starting on the reading paper themselves. As with every year, two Year 10 classes are taking part in the Jack Petchey Speak Out Challenge at the end of this term. We are excited to see and hear the students’ performances!

For further reading, a few recommendations from the English Department:

2. Charles Dickens’ *Oliver Twist* – a great companion to the GCSE nineteenth century texts studied in class. Prepare to be scared witless by the murderous Bill Sykes.
3. Ray Bradbury’s *Fahrenheit 451* – a dystopia for students who are interested in science fiction. What would happen if books were outlawed?
4. Joseph Heller’s *Catch 22* – delve into the absurdity of the Second World War with the likes of Major Major and Yossarian. This has also been made into a fantastic series on channel 4!
5. *The Northern Lights* – this story by Phillip Pullman takes place in an alternative universe. There is something very fishy going on as children are going missing- can Lyra save the day? A riveting tale for younger students and now also a BBC series!

Merry Christmas from English!
TRIP TO KING’S COLLEGE LONDON (TUESDAY 3RD DECEMBER)

-NEUROSCIENCE

The biology trip to see HUMAN BRAINS!

A group of year 10 and 12s were selected to attend a full day of activities into the human brain, at a MindTorch event at King’s College London. During the day, we met a variety of people of different experiences and fields within neuroscience. We were able to experience first-hand scientific labs containing microscopes, experiments and fridges for use on human brains. Moreover, we gained understanding of both dementia and more specifically Alzheimer’s disease, studying both the science and the social impact of these.

And yes … we saw half of a human brain leaving us standing in awe and respect of the donor and the hundreds of others that have made scientists and doctors make major breakthroughs in medicine. This has all made us ponder whether we want to go into the field of neuroscience, research or medicine – whether we, the next generation, will find the absolute cure to these diseases.

We have the greatest thanks to Ms McQue, Ms O’Keefe, MindTorch and KCL.

Written by Asma Deris, Yr 12

ROBOTICS CLUB

A group of students from Year 9-12 are taking part in the First Tech Challenge. There are two teams of mixed ages; WIR3D and C3Pimlico. The challenge involves building a working robot that can move and pick up bricks. The next level of the competition is regionals in February, where our teams will compete against other schools.
Below is an account from Sayed-Ahmed (Year 10);

We meet twice every week, Tuesdays and Thursday, after school. Together, we have built two starter robots and now need to design new parts for the challenge. Last week, we attended a scrimmage with lots of other schools. We saw their robot designs and were able to connect our robot to a laptop for the first time. Supported by the other teams we have now begun coding for it; in other words telling the robot what to do! We found out part of the robot didn’t work and with the help of other teams fixed it and started coding. We were able to ask lots of questions and also found a great new mentor for our club! Fundraising to support our challenge has been difficult so far, we have had a ‘bake sale’ and a ‘sixth form v staff basketball match’. If you are interested in this competition it would be great if you could get involved. Our next challenge is to score high in the regionals to be able to securing our spots in the national this March.

COMPUTER SCIENCE
MR HIRST, HEAD OF COMPUTER SCIENCE
a.hirst@pimlicoacademy.org

Python programming has been the theme of term 2 in Computer Science. Year 10 are currently completing a programming project in which they have to design, program, test and evaluate a 2 player dice game. Year 11 have been working on a card game for their GCSE programming project in which they use advanced skills such as 2D arrays and functions. Year 13 students have started working on their Non Examined Assessment, in which they have 50 hours to code an advanced program. Their programs include town planning software, a battleships game and a Connect 4 game. All students have been practicing ‘file handling’ skills, in which they code their programs to read and write data from and to external text files.

I would encourage all KS3 students to learn the basics of Python programming by completing online tutorials in their own time. Programming is an extremely useful skill to have in the world of work and is going to be more and more sought after as technology becomes increasingly ubiquitous in modern society. Furthermore, this will provide a great way to prepare for the Computer Science GCSE.
Year 9 students will be choosing their GCSE options in February and they should already be thinking about which subjects they would like to study in Year 10. If students are interested in Computer Science but are unsure about whether it’s right for them, they should consider the following.

If you:

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

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

In the GCSE, we will learn about the following:

- Python programming
- Hardware
- Software
- Networks
- Data representation (binary etc)
- Cyber security
- The moral and ethical side of technology.

If you would like to find out more about the course then please speak to Mr Hirst in the History office or email at a.hirst@pimlicoacademy.org.

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

We are pleased to announce that we have just completed the first cohort of the Jamie’s Farm Intervention. A group of year 7 students attended the farm, one morning a week for 6 weeks.

They were supported by therapeutically trained staff to address anxieties, self esteem, and boost their confidence. In other words, see themselves differently by identifying the key triggers for ‘negative attitudes or behaviour’ make that change.

The students benefited by:

- Being allowed to show their caring side
- Work in a calm environment that in turn kept them calm.
- They took on responsibilities, such as caring, cleaning and feeding the animals.
• Gardening, which involved growing fruit and veg, where they gained knowledge of the food cycle. The produce was used to make our snacks.

• And ultimately taking pride in what they were doing, whether, it was mucking out the piglets sty or turning over the compost or cooking. All the student who protested that they were not going near the pigs or the goats or in the compost for that matter, were the ones who had to be called over and over to go and wash up because it's time to leave.

The students were asked each week to record how they were feeling before and after the session. They also completed an internationally validated Warwick-Edinburgh Mental Well-Being Scale (WEMWBS) using bespoke electronic software.

100% of the students felt significantly better about themselves after attending the farm then when they woke up that morning. They also recorded getting over their fear of animals as the greatest difference, along with making new friends as one of the biggest changes in their lives.

Gallery:

YEAR 10 SUBJECT INTERVENTION

This term we have begun a process of early intervention with a group of students in year 10. The aim of the intervention is to develop good study habits that will complement their revision at home and also support their progress in lessons.

The intervention focuses on the following:

- Creating a revision timetable
- Learning how to revise in a multi-sensory way
- Retention techniques
- Communicative skills
The intervention holistically allows the pupils to develop a breadth of self-help strategies which will allow them to become independent learners.

**MATHS LIFE SKILLS**

Maths is an essential part of everyday life, from going to the shop to reading a bus or train schedule. Numbers and mathematical concepts structure our everyday life and the Inclusion department has begun exploring these mathematical life skills with a small group of key stage 3 students.

We aim to instil in the students the skills needed to navigate our world. Students are learning how to read an analogue clock, mastering reading bus and train schedules, how to manage money and working in a time based manner in preparation for GCSE study in year 11.

**HOME LEARNING CLUB**

Students are supported in the Inclusion department with various aspects of their school lives, one of which is home learning.

Every day from 15.05-16.05pm we run a home learning club for students of all Key stages. It is a time where they can sit in a quiet room, with the support of a teaching assistant.

Computers are available for students as are various revision guides and textbooks. Students are also supported in their independent study skills and preparation for tests and Assessment points.
The Language and Communication Centre
Specialist resource base for pupils with an EHCP where the primary need is speech, language and communication needs

The LCC team comprising of Bianca Badea Ahmed (Head of Centre), Sara Allouche (Speech and Language Therapist), Sangeeta Vadgama (Intervention Tutor), Jessica Sankey (Intervention tutor) and Annjilla Walker (Intervention Tutor) and are wishing you a wonderful Christmas break and a very Happy New Year.

This term has been a busy one for the LCC, see below our achievements this term:

• We organised staff training on Autism, in collaboration with Jenny Reeve Williams (Autism Specialist teacher) from QE2.

• We delivered a very insightful DLD (Developmental Language Delay) training aiming to help staff understand how to recognise DLD and how best to support students with Language difficulties.

• We supported our Key LCC students with targeted interventions, in small groups to maximise their language progress and fill in gaps such as: comprehension, inferencing, understanding humour, sarcasm, idioms and developing higher language skills needed in their Literacy and daily life.

• We also made sure that our Key LCC students were supported in lessons and we gave year 11 more revision tools as GCSE are approaching.

• We created a relaxing and welcoming environment opening our LCC doors during the Lunch hour where students could come for a chat or to read a variety of up to date magazine subscriptions.

• We are working with the local Authority to bring in Educational Phycologist specialised Interventions that will develop further social skills and help some of our students to make meaningful, long lasting friendships.

• We organised a recreational trip for the LCC students and staff members to enjoy and strengthen their bond.

• Every day our team are working to facilitate learning and provide a high level of language resources and strategies with the aim of inspiring our students to be strong and positive communicators.
MATHS
MRS IDROS, HEAD OF MATHS
i.idros@pimlicoacademy.org

MATHS CHALLENGE

Our sixth-formers haven been busy this term participating in various Maths Challenges.

Firstly, congratulations goes to Anas Benzeggouta & Ali Jamal in Year 13 for achieving Silver Awards on their Individual Maths Challenges as well as Ferdous Yasin (Year 12) and Clayton Bytyci (Year 11) for Achieving Bronze Awards.

Additionally, well done to Isaac Saliu (Y12), Alan Cenaj (Y13), Tommy Tran (Y13) and Dominik Nakoneczny (Y12) for representing Pimlico Academy in the Senior Maths Team Challenge, coming in 12th place. A special thank you to Mr Robinson who worked with the UK Maths Trust to host the event at Pimlico.

CHRISTMAS COUNTDOWN

We have rounded off this term with our annual Christmas Countdown competition. With over 40 students participating and our first ever staff team, it was a successful event.

In third place, we had a joint student-staff venture, the Cena Pigs.

Congratulations to the History department who scored a 67 points to take home the top prize.

Top student team were Year 12s.

Runners up, the Squadrilaterals from Year 10 came a close second.
The Pimlico Key Stage 3 Spanish Curriculum aims for pupils to understand and appreciate the French / Spanish language and Francophone / Spanish and Latin American culture. It recognises that true appreciation of a culture is impossible without an understanding of its language.

In this respect KS3 students have continued to explore cultural understanding while being taught the topics of School and Health.

Y7 Spanish students now know more about education in Cuba as they studied what it is like to be a student in a Cuban school.

Y9 French students did consider what it takes to lead a healthy lifestyle and have been exposed to various French adverts on health.

KS4 students also got to know about soaps in Latin America in the context of Free Time.

On the evening of Monday 2 December, the MFL department took a group of post-16 pupils to watch the documentary Border South at SOAS University as part of the London Migration Film Festival. The film follows the story of Central American migrants travelling through Mexico in hope of reaching the USA. The film was followed by a Q&A with experts in the field of migration, which highlighted and developed some of the key themes of the film: the dangers faced on the journey; the ambivalence of the relevant authorities; the fate of the many migrants who disappear on the route and what is being done to track them. Both the film and the Q&A proved very interesting and the students commented that it had really opened their eyes to the plight of migrants embarking on this journey and the risk involved.
The art subject ambassadors and year 13 art students took part in a Camera Obscura workshop at the Photographers’ Gallery on an afternoon in November. In the workshop, they learned about the science of a camera and capturing an image using light and were able to see an in-house Camera Obscura in action. Students controlled the lens that is embedded into an outside wall of the gallery. By turning and twisting it, they could see a projection of the world outside albeit upside-down!

Everyone worked in pairs and made their own pin-hole camera carefully following instructions to make it as successful and light-tight as possible. They then attached their cameras to the box and by pointing the box to the light, an image could be seen on their screens. It was great to see everyone able to create a really interesting and different type of image that showed their understanding of a pin-hole camera. We were lucky enough to bring some cameras back so we will definitely be using them in lessons! Well done to all students who attended the fascinating trip, your behaviour and conduct was impeccable.

Cooking Club is a chance to meet friends and to also make new friends. During my time at Cooking Club, Chef Kevin has taught me to cook things I haven’t cooked before like brownies and cinnamon rolls. My favourite so far has been the peri-peri chicken, Nando’s style! I like Cooking Club because we make tasty foods and its good fun on a Friday afternoon. I hope to continue going to Cooking Club and I’d like to thank Chef Kevin and Iman for running the club each week.

Written by Hanan and Amin, Year 7 Design and Technology Subject Ambassadors
As we approach the Christmas holidays, year 11 students are busy contemplating their all-important choices for further study after they complete their GCSEs. We hope that many students decide to continue studying Geography A-level at Pimlico Academy. Last year, 65% of A-level students achieved grade B or higher, and two of our year 13 students are currently applying for Cambridge University. To help students understand the usefulness of an A-level in Geography, all of the Geography teachers at Pimlico Academy have explained why they chose the subject and what they found interesting about it:

I chose geography A Level because I was interested in the subject as soon as I started studying it in secondary school for its wide-reaching content and skills. I had really engaging, highly knowledgeable and passionate teachers, which also helped! I studied a really interesting unit of work on Health geography at A-level that became a primary interest for me as I went on to study this in more detail at University. I remain curious about the extent to which health poverty acts as a barrier to economic, social, cultural and political development.

**Ms Crocker**

I pursued geography at A-level because I was curious about how we could deconstruct some of the binaries (opposing ideas) I had learnt about previously – developed and developing, natural or human causes, should we conserve or use the natural resources we have access to. I had an interest particularly in how humans interacted with the physical geography that surrounds them, and how this impacted culture and the way a country developed. It was this engagement with the context of a place that inspired me to continue to study geography, even beyond A-level.

**Mr Woodcock**

I chose geography A-level because I wanted to know more about the environment around me. I grew up in the countryside so I particularly enjoyed studying coasts and rivers, as this helped explain the landscapes I saw every day. Geography A-level also complimented my other favourite subject which was Biology, in helping me to understand the natural world. This proved a great combination which helped me go on to university and then to many interesting jobs. Since school I have visited a variety of countries around the world and find human geography, particularly in developing countries, very interesting – it’s all connected!

**Ms Tytherleigh**
Geography had always been a subject I enjoyed, not because of the teachers, but because I found something in nearly every topic interesting. I like collecting data, carefully presenting it and then analysing it to prove or disprove a hypothesis. When it came to taking my A-level, one of the things I enjoyed most was the management of water as a resource and how Las Vegas could be built and sustained in a desert. It was something I had never thought of before but discovering how with technologies it was possible to build a city in a desert where nothing grows was fascinating!

Ms Emmerson

Geography A-level was a natural choice for me because I was always fascinated by most of the topics we studied at GCSE, especially those relating to human development and political geography. This inspired me to take more interest in current affairs and the work of the UK government in Commonwealth countries, which was closely linked to themes I was studying in History surrounding the British Empire. By the time I reached Y13 I was ready to engage with the ‘Superpowers’ topic at a time when, under Obama, the USA was fighting to maintain its ‘World Police’ status, particularly in the Middle East. In other words, A-level Geography made me love everything about the subject and meant it was an obvious choice for me to study at university level.

Ms Lewis

I was interested in learning more about the processes that happen in the physical landscape around us. Having grown up on the coast, I was seeing first-hand the impact of coastal erosion on my local community and wanted to understand in more detail why this was happening. I was also interested in the processes within the fluvial system and how they were being impacted by climate change.

Ms Rollo

Geography was always a subject that interested me at school. I've always been fascinated by space, but I also wanted to know more about the planet we lived on, and how humans were altering it. I have always been more interested in the human aspects of geography, and A-level gave me a chance to explore geopolitics in more depth – something which I continued to study at University. In the context of today’s planet, big questions about how countries interact with one another and how humans are responding to the threat posed by climate change continue to be part of the reason why I teach A-level here at Pimlico. The prospect of a residential trip in which we got to develop our own study was also a big motivator in helping me choose it at A-level, and I'm very glad I did!

Mr Steel