



CHANNING

MAGAZINE
2022-23



Contents

Welcome

Introduction from the Headmistress	2
Founders' Day Address	4

Senior & Sixth Form Beyond the Classroom

Careers	12
Duke of Edinburgh's Award	14
Library	20
Partnerships	21
PSHE	22
Sustainability	24
Teaching & Learning	27
Young Enterprise	28

Senior School

Art	32
Classics	38
Computing	40
Drama & LAMDA	42
Economics	47
English	48
Geography	52
History	56
EPQ	58
Mathematics	59
STEM	61
Modern Foreign Languages	62
Music	66
Politics	69

Psychology	71
Religion, Philosophy & Ethics	73
Science	74
Sport	79

Junior School

Head of Junior School's report	84
Art & Design Technology	86
Charity & School Council	88
Computing	90
Drama	92
English	93
Emotional Management	94
Forest School	95
Geography	96
History	97
House Activities	98
Library	99
Maths	100
Modern Foreign Languages	101
Music	102
Pastoral Care	103
Philosophy	104
PSHE	105
Religious Education	106
Residential Trips	108
Science	110
Sport	111
Sustainability	112
Wrap Around Care & Clubs	113



Introduction FROM THE HEADMISTRESS

This year's magazine, edited by Wendy Devine, reflects the extraordinary range of experiences and activities that take place in a school in full flow. I am delighted that this academic year has seen the return of an exciting variety of UK and overseas trips, as well as the most extensive extra-curricular programme that we have ever undertaken. However, the quality of what happens in our classrooms is just as important as what takes place beyond them: Channing, after all, is about an education in its widest sense.

As you will read in the following pages, my speech at Founders' Day focused on the theme of connections: within school, in our local community and across the world. I am very proud of the efforts of both staff and pupils that go into developing and strengthening all

three of these, which set us apart from other schools. Our Unitarian foundation instils kindness, respect and inclusivity by its very nature: it is our privilege to live this in school every day.

So much of what you will read and see in these pages was inspired and instigated by our fantastic pupils. I hope that they will see themselves and their friends here and enjoy reminiscing over their achievements this year. Congratulations – and thank you – to you all, pupils, staff and parents, for your hard work and for being an integral part of the Channing community this year.

With warmest wishes

Lindsey Hughes
Headmistress

Founders' Day

HEADMISTRESS' ADDRESS

Welcome, everyone, to the 138th celebration of Channing School's foundation in 1885. The sisters Emily and Matilda Sharpe, with the Reverend Robert Spears, envisaged a school for the daughters of Unitarian ministers – “and others” – to be situated in Highgate for its healthy air, above the smog of the City. They were part of a wider movement to educate girls, which was gaining momentum at the time. Building on the work of Miss Buss and Miss Beale in raising the aspirations of young women (and their parents) to do more than learn the essentials of the three Rs, sewing, cookery and music to become ornamental wives and mothers, rafts of girls' schools opened in the last 30 years of the 19th century.

Those aspirations are undoubtedly what the Sharpe sisters and Reverend Spears had in mind for the girls of Channing, and that has not changed. I have a framed advertisement for the school from September 1895 on my wall, which includes the study of English, Latin, French, German, Mathematics, Science, Elocution and Greek

(alongside singing, dressmaking, cookery, callisthenics and cricket) – all in the fees for day girls of “3 to 5 guineas with music extra” – OK, so on some fronts a lot has changed! However, Matilda Sharpe wanted nothing less than the best for her girls – and that certainly hasn't changed.

Every year on Founders' Day we come together to celebrate the existence of our school, to share and enjoy the individual, personal successes of the year and to remind ourselves – why does our school matter? As I came to write my speech this year I came back to the central tenets of our Unitarian ethos that our founders espoused and to which we remain committed even now. While I know there are very few of our present families who would describe themselves as Unitarian, you all chose this school for your children because the ethos and values to which we aspire to spoke to you. You are as committed as we are to keeping them alive in our everyday lives in school because we know how important



Head Girls Flora and Imani

kindness, respect and tolerance of others are – perhaps now more than ever.

Indeed, you heard William Ellery Channing in our first reading say that: “The influence of the press is exceedingly diminished by its gross and frequent misrepresentations. Each party listens with distrust to the statements of the other” – well, I did say that some things don't change! Channing wrote these words in 1812 during the American War against the British, deploring the state of public discourse as feelings ran high. I think it is important – imperative, in fact – that while those on the national stage may not be conducting themselves with the integrity that we might expect, we should be ensuring that our pupils understand how civil discourse and social interactions should be conducted, as well as becoming skilled critical thinkers as they engage with the issues of the day.

After all, a pursuit of social justice and a belief in fairness is central to Unitarianism. While I might not recommend a full immersion in Channing's writings as a bit of light reading, it is fascinating to see how the issues he addressed and the values he espoused are just as relevant now as they were 200 years ago. We remain strongly connected to those roots, which are reinforced by our connection with the Rosslyn Hill Chapel in Hampstead. At their anniversary service – their equivalent of Founders' Day – last month, Reverend Kate Dean articulated beautifully in her homily the values to which Unitarians hold and I was delighted to welcome her into school to lead our assembly on Monday morning this week. I quote:

“In a world so full of change, where the forces of division and isolation seem to grow stronger, our commitment to love, which can build bridges and foster relationships, has become even more vital. When we come together, with open minds, loving hearts and helping hands, we create a space where compassion, understanding, and love can flourish.”

“And when we strengthen our human connections, we have the power to heal those wounds that afflict our souls. We can extend a hand to those who are burdened by the weight of their troubles and remind them that they are not alone. Through the simple act of listening deeply, we create an opportunity for joys and sorrows to be shared so that life can feel that little bit lighter.”

“The power of human connection has the ability to spark movements, to bring about social change, and to dismantle the systems of oppression that plague our world. When we are united by a common vision of justice and equality, we're motivated to work for a better world.”

“Our interdependent web of existence means that each encounter matters. In a world that often seeks to divide us, it is up to us to continue building bridges that span our differences so that together we can weave a tapestry of beloved community, centred on justice and compassion.”

The power of human connection encapsulates exactly what I think Channing as a school is all about and I want to talk today about three types of connection which I think are particularly important. Firstly, our connections



Founders' Day at the Junior School



Headmistress Mrs Lindsey Hughes giving her Founders' Day Address

with one another inside school, secondly those beyond our gates in the local community and finally those which connect us to the Unitarian network across the world. All of these connections affect our everyday lives in school, although some will be more immediately visible to us than others, and to me they are all an intrinsic part of what makes Channing special.

Starting in school, our connections with one another within our community are vital and we need to remind ourselves and each other often that the Channing Promise says we should treat each other with kindness, respect and tolerance. Every Monday morning we come together in the Senior School with open minds, loving hearts and helping hands – I use the same phrase that the Rosslyn Hill Chapel uses in its children's services – to connect as a community and to start our week together. As Rev Kate said, "each encounter matters" and how we speak to and about others is of the utmost importance. We heard that William Channing himself said: "The right of free discussion is not the right of uttering what we please" and I am reminded of the Quakers' approach to this. Quakers – close cousins to the Unitarians – believe that there are three questions we must ask ourselves before we speak any words to other people:
 Are they kind?
 Are they necessary?
 Are they helpful?

I have no doubt that every one of us could sometimes do with checking that list before we open our mouths or start typing! Likewise you heard Channing exhort his son to be "true, honest, frank, upright", to "speak the truth", to "be worthy of the entire confidence of your

associates". That may seem like a tall order to a teenager and in fact, his son was just 15 when he wrote him that letter. Nonetheless I feel strongly that we have all the building blocks in place here at school to make that possible. Alongside the Channing Promise, Character Education in the Junior School is well embedded and in the Senior School we build on that with our encouragement to be fearless in our learning – and you know how important I think it is that we should all be 10% braver. Channing tells his son to "Consider what is right as what must be done." and "Hold fast your integrity." It is not easy and undoubtedly requires bravery to do this – but its value in cementing the school community is essential.

How we relate to others is, of course, bound up in how we feel about ourselves. Many of the parents listening will have heard me talk at open days about the wider purpose of school. It is not just a place for learning subjects, developing skills and getting results. Above all it is where young people learn who they are and start to think about what place they want to take in the world. I think it's something that sets Channing apart from other schools, that we are accepting of differences and give everyone the space to be the person they want to be. As Channing wrote: "Each of us is meant to have a character all our own, to be what no other can exactly be, and do what no other can exactly do."

I think it is crucial that our pupils enjoy getting to know themselves and are comfortable with what they find. That takes two things. Firstly, for them to understand and celebrate their strengths: to not brush off compliments but rather to acknowledge the fruits of their hard work, which deserve praise, and to learn to blow their own



ABOVE ALL IT IS WHERE YOUNG PEOPLE LEARN WHO THEY ARE AND START TO THINK ABOUT WHAT PLACE THEY WANT TO TAKE IN THE WORLD. I THINK IT'S SOMETHING THAT SETS CHANNING APART FROM OTHER SCHOOLS...

trumpets. Secondly, I want our pupils to learn self-compassion. Our pupils are brilliant at supporting and encouraging their friends when times are tough; however, they also need to remember to do the same for themselves. Every one of you deserves the same care and consideration that you automatically extend to others. It's really important that you learn to forgive yourself when things go wrong, recognising that all of us – me included – are only ever trying to do better the next day than the day before.

It's not easy – but nor would we want it to be. I was really pleased to find that passage from *Channing Day by Day* which talked about "learning to conquer the obstacles on the path to happiness". I know that some of you would probably disagree that an easy life, "A flat life, without danger and suffering, where joy and happiness would not have to be fought for, would be the apex of boredom, the worst scourge, an immeasurable misfortune." But I think it is true: it is through overcoming adversity that we feel a sense of achievement – and happiness – and, back to Rev Kate again – it is through our connections that we are able to do this. As she put it: "We can extend a hand to those who are burdened by the weight of their troubles and remind them that they are not alone. Through the simple act of listening deeply, we create an opportunity for joys and sorrows to be shared so that life can feel that little bit lighter". On Monday at assembly she had us demonstrate this by linking hands or arms and saying: 'I put my hand in yours, so that we can do together what we cannot do alone.'

We can do together what we cannot do alone feels just as true in the staffroom as the classroom. The connections in our community make it a really fulfilling place to work – it's not just the pupils who enjoy being at Channing! However, next Friday at Mark Reading we will be saying goodbye to some of our staff, as we always do at the end of the year, and it's traditional that I should mention them here too.

Some of them have been with us for just 18 months or less on short-term contracts but have nonetheless made their mark on our community. Mr Harkin in Computing, Miss Jamerah in PE, Mr Thorpe in the Music department and Mrs Gilbert, Head of Geography in the Senior School, and Miss Grimstead, form teacher, Miss Lopez, Teaching Assistant, and Mr Unugur, our Drama specialist, in the Junior School – thank you for all you have brought to us in the short time we have been lucky enough to have you.

After just two years Miss Rehmat, Head of Psychology, leaves us to complete her Masters, while Mr Brand in the Maths department is retiring. We are also sorry to be saying goodbye to Mrs Reece, our first ever Teacher in charge of Football, who is returning to the North West for family reasons. Miss Newell, form teacher in the Junior School, is only just going up the road to Highgate Junior School after three years at Channing but Mrs Jarman is heading somewhat further afield – to King's College Portugal, where she takes up a role as their inaugural Head of Junior School Sport after four successful years building the sports programme here.

Mrs Watts is leaving the Art department – and London – after six years to relocate to Oxford with her family, while Mr Riggs-Long is making an even bigger move: to Singapore, no less, where we hope that he will enjoy an exciting new perspective on the world. He has inspired dozens of Oxbridge mathematicians, encouraged hundreds of DofE walkers and timetabled thousands of lessons in his 13 years at Channing. We wish him every happiness on the other side of the world.



Members of the MFL department

Also leaving us after 13 years at Channing is our former Head of Maths, Mr Williamson, for a well-deserved retirement. It's hard to encapsulate in just a sentence what he has brought us as a school – an incisive mind, quick wit and disarming bonhomie for starters – and I hope that he will be keeping in touch with us for a long time to come, not least with photographs of him enjoying cold beverages at cricket grounds all around the UK and beyond. I hear that he is also intending to break out the bass guitar! He goes with our love and best wishes for a long and happy retirement.

Finally, we are saying goodbye to Elaine Ingram, who for almost all of her 15 years in the school has been the face of Channing, the power behind Reception and the point of contact for every parent through the infamous info@ email address. She has dealt with thousands of queries, questions, comedies and crises, always with her usual calm and efficient charm: we are all so very deeply in her debt. In the last year since she went part time she has been invaluable to Ms Kung as our Partnerships and HE Coordinator and I know she's chomping at the bit to become a full-time glam-mother (definitely not grandmother!). Thank you, Elaine, from all of us.

I mentioned our partnership work: it is something of which I am inordinately proud because it speaks to how we connect with others beyond our community, which is the second type of connection I wanted to talk about today. As Rev Kate said: "When we are united by a common vision of justice and equality, we're motivated to work for a better world" and that common vision has ensured that this year our growing partnership programme has been strengthened.

Under the auspices of the Education + scheme with HNCP, Brookfield Primary School and St Aloysius College, we have offered academic enrichment and cultural capital to those who might not otherwise have access to it and hundreds of Channing students and hundreds of local primary and secondary students have benefited from working together on Art, Science, Problem solving, Debating, German, Latin, Sports, Workshops and events such as the Year 10 Conflict Resolution day in Enrichment Week and Year 12 Higher Education conferences, Cookery, DT, iBrick Engineering, Reading and Robotics. This summer we will also host our third annual Summer School for disadvantaged children in local primary schools, which boosts

self-esteem, confidence and academic progress in the selected attendees. This year we aim to double the numbers who can take part.

However it's not just working in and through schools that we can see our impact on others in our community. Attendance at HNCP's lunches at the United Reform Church in Pond Square and our own regular Communitas, where our students provide company and support with digital devices, has become a diary fixture for many of Highgate's older residents. The comfort boxes we packed last term will ensure that hundreds of Camden residents who find themselves in temporary accommodation at short notice will have the essentials they need to make the first few days easier to bear. The partnerships programme is now well established and ensures Channing's connections go well beyond our walls. While Ms Kung is taking a two-term sabbatical from September, she'll be back at Easter to carry on developing the programme and my thanks to Mrs Hillier in the meantime for taking this on.

Our community is built on the connections within it and also beyond it – and that takes me to the third type of connection I wanted to mention. To go right back to our foundation in 1885, it was only seven years after the school was set up that Reverend Spears made the connection in Kolozsvár, Transylvania, which enabled the first Hungarian Unitarian girl to come to Channing on a year-long scholarship. As you will know from reading Word from the Head I visited our partner school, János Zsigmond Unitarian College in Kolozsvár, now Cluj, in what is now Romania, in May half-term and I can describe the experience as nothing less than life-changing. My heartfelt thanks go to Amanda Davidson, a third-generation Channing pupil whose mother, aunt and grandmother were all scholarship recipients, and who resurrected the scholarship in 2012.

During my visit to Kolozsvár it was truly humbling and inspiring to meet some of the young women who have visited Channing since the scholarship was restarted. Erika, for example, spent seven weeks here in the autumn of 2013. She has pursued a career as a pharmacist after Dr Spinks suggested she might consider it in a Chemistry A level lesson, and is now managing a vital community pharmacy in rural Transylvania. Timea, the 2014 scholar, talked passionately about the new friends and new perspectives she gained from being brave enough to get on a plane for the very first time at the age of 16 and come to London on her own. She is now working as an engineer in renewable energy and credits the independence she learned in her time at Channing with her decision to take placements abroad in her job.

If this is the impact of just seven weeks at Channing, if one girl's outlook on life can be transformed in that short space of time, how exciting it is to think about what can be achieved in seven years – or 11 years, or 14 years, depending on when you joined the school. And that leads me nicely to the Rosslyn Hill Chapel Award, which was established in 2020 to be given to a student or students who have displayed our Unitarian values throughout the year. It seeks to recognise the work of students whose contributions might not otherwise be recognised but who have done some or all of the following:

- Had a significant impact on a charitable cause
- Demonstrates selflessness and compassion
- Has made an obvious difference to the community
- Embodies the Channing Unitarian ethos.

I am delighted that this year's recipient has committed themselves to the life of the school and was nominated for the award through their participation in many of our charitable and community endeavours. The plate goes to Sereny Staite in Year 10. Congratulations!

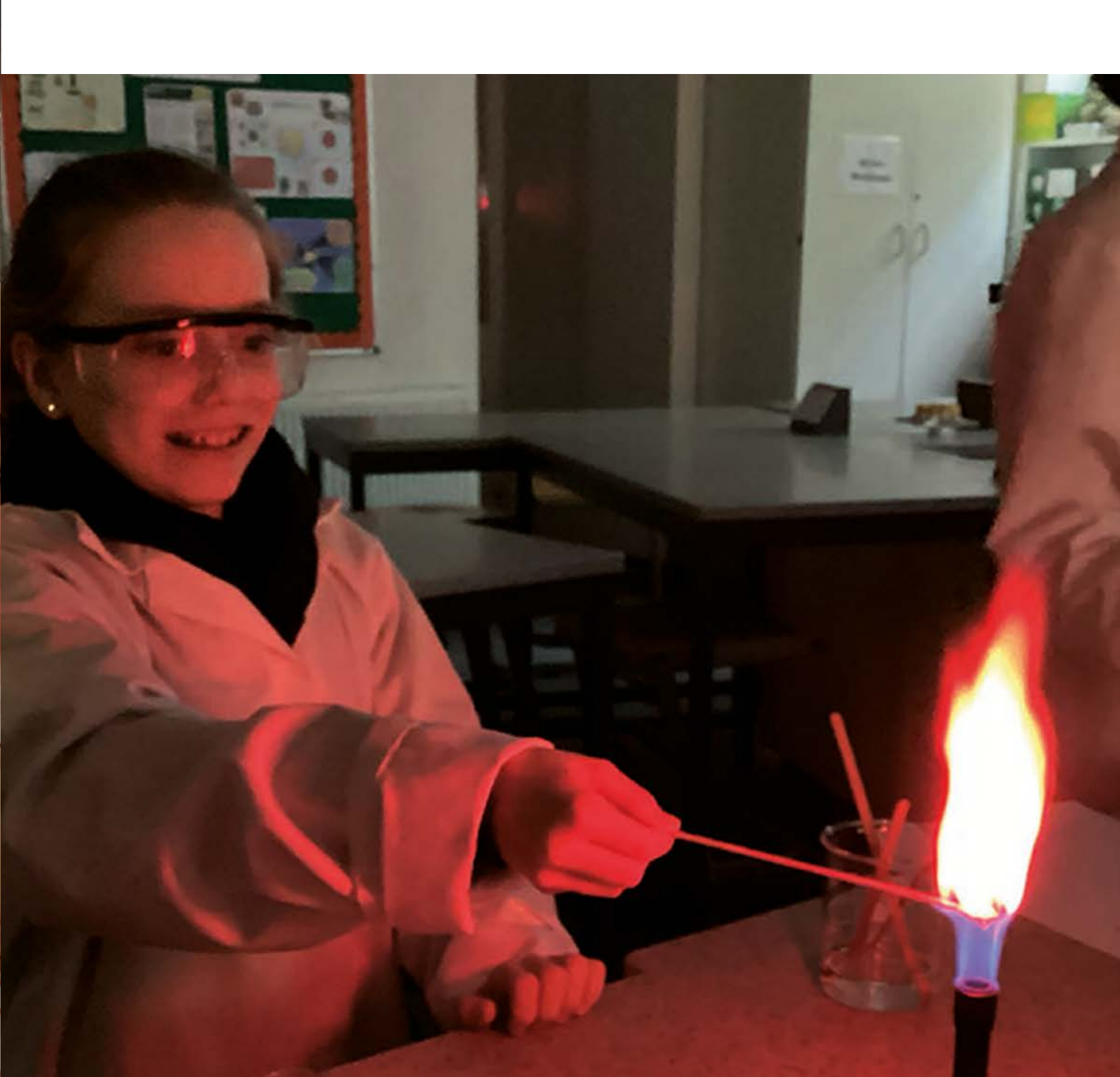
In the video, Imani reminded us of Matilda Sharpe's words, "Never forget – life is expecting much of you and me." On bad days that can feel like an admonishment that we must try harder; but on good days we remember that we are stronger than we realise – we acknowledge our strengths and forgive ourselves for our weaknesses – and with the power of connection we know that we are able to take on all that life can throw at us. I look at all the things you have achieved this year, as year groups, as a staff and as individuals, and I am so very proud to see you putting your trust in one another, literally or metaphorically holding hands with each other, to get through the challenges that each day puts your way.

There are undoubtedly challenges ahead for the school – indeed, for the independent education sector as a whole – but Channing is made of strong stuff. Our Unitarian foundation, vision and values mean that with the power of our human connections in school, in our local community and further afield we are prepared to take on whatever is to come. It certainly won't be a flat life, or the apex of boredom, and I look forward to doing it with you all.

Thank you.



Sereny, winner of the Rosslyn Hill Chapel Award, with Rev Kate Dean



SENIOR & SIXTH FORM

Beyond

THE CLASSROOM

Careers

Channing students have been presented with a vast and wonderful array of careers opportunities again this year



Year 7 careers workshop

Two teams are currently preparing for the National Careers Challenge Final at the ICC in Birmingham, with all Year 7 students having participated in designing a campaign for Air Products hydrogen-powered vehicles, whilst Year 8 designed their Perfect University in the Channing Skills Challenge, focusing on Product (which degree apprenticeships should be offered?), Price, Promotion, Place and People.

They and Year 9 enjoyed another Careers in Sport week this year, hearing from many professionals including alumna Emily Mills, now Partnerships Manager for the Lawn Tennis Association, and Sports Lawyer and Author Daniel Geey. For the first time in January, Year 9 joined Year 10 in participating in a Take Your Child to Work Day. The resulting blogs demonstrated excitement and many myths being busted by what was often students' first experience in a professional environment.

Our Student Careers Leaders in Years 10, 11 and 12 have made a real difference to our Careers provision. Responding to their request for more interactive events, our Interview Skills Workout for Sixth Formers and Networking with Professionals for Years 10 and 12 are



Year 10 at Google's headquarters

now firmly embedded calendar fixtures that students look forward to and appreciate the benefit of. Visits to workplaces are promoted and prized. To make the experience interactive and build students' workplace skills this year, students wishing to attend events hosted by *The Times*, the Swedish Embassy and Rothschild & Co, prepared a mini-application this year. Similarly, when Year 10 went out on their Work Insight Mornings to Atkins Global, Google, Legal & General, Ally Health, Timberseed, Deutsche Bank, Ogilvy and The Foreign & Commonwealth Development Office, students engaged enthusiastically with a pre-task involving researching the host company and putting together an elevator pitch or presentation (an idea for which we thank Mr Barnett).

The Careers Convention in June is always a highlight. Our 25 speakers this year ranged from a professor of Philosophy to a puppeteer. After a candid keynote address by Channing alumna Lauren Ingram, Founder of Women of Web 3, we welcomed 40 parents willing to be networked with. All this goes on during term-time alongside CV writing and aptitudes profiling, psychometric testing and one-to-one guidance discussions. In the summer holidays, Years 11 and 12 get busy gaining work



Year 13 careers workshop



Year 12 careers talk

experience. The Channing community is incredibly generous in this regard; numerous Channing students have been welcomed at Macademia, Lawyers on Demand, the Morris House Group Practice and the Camden Clean Air Project, to name but a few.

We would like to thank every colleague, parent, alumna and friend of Channing who has contributed to enriching the Careers Programme. Whether interviewing for an hour or giving a short talk, your engagement helps us shape and inform students' futures. Outgoing Student Careers Leaders Ella, Lexie, Rosie, Maria, Sophie, Ava, Sophia and Sophie have a very bright future ahead; and our newest recruits to the role in Year 10, Olivia, Catherine, Alice, Ashani and Sereny are already making a fantastic contribution. Sincere thanks also to Ms Marcu, our Careers Coordinator, for her unfailing support.

Eleni Pavlopoulos,
Head of Careers



Careers trip

Duke of Edinburgh's Award

The Duke of Edinburgh's Award Scheme (D of E) evinces a love-hate relationship in Year 9, as every pupil gets the chance to try it for the first time.

D of E is designed to encourage young people out of their comfort zones in a controlled environment and we try our best to include everyone on board and have fun! Pupils spend an hour per week for at least three months learning a new skill, playing a sport and volunteering in their community.

The expedition section includes a camping residential where they carry everything they need in their own huge rucksack – some students are very savvy when it comes to minimising and packing, but others try to fit family-sized bottles of shampoo and conditioner, a box of eggs as well as other space consuming items that would be too embarrassing to share!

Once they've completed an expedition, they realise how D of E has empowered them to become so much more independent and far more resilient than they could have known. Parents are often astounded at the number of stories that are shared at meal times and these memories are the ones that students will hold for years to come. The ones who move on to Silver and Gold are Channing's true leaders and they keep returning for more.

This year the D of E Team at Channing consisted of Mr Daurat and Mrs Smith-Modu at the Bronze level; Mr Riggs-Long at Silver; me and Mr Hill at Gold. We send our very best wishes to Mr Riggs-Long, who will be sorely missed as he embarks on new adventures in Singapore. Good luck, Duane!

Monica Yun, Gold D of E Leader and Manager of the D of E Award at Channing



Y12s at the start of their four-day expedition at the bottom of Sugar Loaf



THE GOLD DUKE OF EDINBURGH'S AWARD 2022-2023

The students listed below took part in the Gold D of E Award this academic year. Most of them have completed both the practice and assessed trips and everyone has until the age of 25 to complete the Award. A handful are usually very organised and complete all five sections (there's a separate residential section too for the Gold Award) before sending off their UCAS form and receive their invitation to receive their Award at Buckingham Palace before they leave Channing!

Y13

Aliya Jami
Lorna Goldman
Alice Metcalf
Eloise Neil

Y12

Mariam Alhamdani
Rebecca Brolin
Emily Brown
Gilda Grimes
Inès Oulevay
Ella Skordis-Worrall
Caitlin Steers
Eliza Weston
Linda Zhang

Y12s en route and wondering why the jackets they're wearing are called waterproofs

FRIDAY 14 - TUESDAY 18 OCTOBER 2022 YORKSHIRE

For our Year 13s, this was their Assessed trip and for Y12s this was their Practice trip to the stunning area of Malham and the Norber Erratics. This was Channing's first trip to Yorkshire and we will be returning for more very soon.

SATURDAY 8 - THURSDAY 13 JULY 2023 BRECON, WALES

The weather was the complete opposite of last year's heat wave where they started walking at 4am to avoid the shockingly high temperatures. Instead, we had the very typical Welsh rain, followed by more rain, with a few thunderstorms and lightning shows! They did their best to navigate around the areas and times of extra precipitation but were sodden on most days. Luckily, we had a few tricks to help them along the way.

BRONZE AWARD

“A JOURNEY OF A THOUSAND MILES BEGINS WITH A SINGLE STEP” LAO-TZU

Much of the vitally important preparation for the Duke of Edinburgh programme goes unseen. Undertaking the Bronze Award represents the start of a learning journey of at least 6 months, with the bulk of information needed in order to navigate, plan routes, organise kit, plan menus and pack rucksacks delivered in PE lessons. Before the trips, 119 students also received comprehensive first aid training, delivered by professional instructors.

BRONZE AWARD TRIPS

Both the Practice and Assessed trips took place during Enrichment week, 19-23 June.

The pupils embarked on an accompanied Practice Walk with staff in the Chilterns where they applied what they had learnt in lessons.

The final stage of D of E Bronze is to undertake the Assessed part of the expedition. This they must do on their own. Despite some initial trepidation, there is a huge sense of accomplishment when the expedition has successfully concluded. Completing the minimum of a 24 kilometre walk over two days marks a significant milestone, as the Year 9s have taken individual and collective responsibility, facilitating a move towards greater independence. Their cooking skills were very impressive too! It goes without saying that they should feel justifiably proud of their achievements. They completed this in the beautiful New Forest in Hampshire.

“

THE FINAL STAGE OF D OF E BRONZE IS TO UNDERTAKE THE ASSESSED PART OF THE EXPEDITION. THIS THEY MUST DO ON THEIR OWN.



Year 9 students 'resting' after a long day walking



Year 9 Students

- | | | | |
|--------------------------|-------------------|-------------------------|-----------------------|
| Bella Abrahams | Imogen Cousins | Ester Keep | Roma Rifkind |
| Bea Album | Chloe Crystal | Lucia Kidel | Natasha Rosenfield |
| Daisy Apfel | Ella Cuppaidge | Kitty Lefton | Anna Ross-Bell |
| Rosa Bellass | Ella Darbari | Daisy Leon | Margo Ruddy |
| Estelle Benamara | Winnie Dingel | Emilie Leong | Eleanor Ruffhead |
| Sofia Bhakta-Jones | Valeria Dolzhenko | Leila Levinson | Amelie Ryan |
| Diya Bhoothalingam | Elika Dutta | Alexa Lewis-Banks | Annabelle Sawtell |
| Rose Birney | Amelia Epstein | Chloe Lloyd | Lila Sharpe |
| Sylvia Booth | Clara Ewing | Jessica Lwin | Tilly Shatz |
| Rukmini Boyd | Nina Fourie | Rana Maaref | Emily Shaw |
| Siena Branchmoore | Ella Franklyn | Sasha Macleod | Sara Singer |
| Maya Brass | Zoe Freeman | Jeyhan Majid | Sophie Stephens |
| Stevie Briggs | Emily Gareth | Gretel McCann | Kira Sysoieva |
| Delilah Brown | Florence Garner | Alex McNamara | Kaia Tabori |
| Juliet Brown | Flora Gillis | Izzy McNamara | Kiki Teversham |
| Lily Brown | Sophia Gold | Isla McNamee | Isabella Thanassoulas |
| Carlotta Bruno-Pensabene | Dinah Goldstein | Eleanor McNeely | Saara Thukral |
| Aria Butorac | Darcy Green | Beatrice McNeill | Jessica Toon |
| Ruby Caller | Minnow Green | Lily Michaelson | Lucie Tran |
| Cristina Carraro | Lara Grosman | Amelia-Belle Missingham | Yutao Wang |
| Siana Chamalidis | Lillia Hammond | Alice Mountain | Maggie Willifer |
| Soraya Chandani | Gaby Hanouka | Charlotte Myddelton | Charlotte Wilson |
| Lulu Chappell | Poppy Hegarty | Ava Nielsen | Zinnia Wilson |
| Edith Christie | Imogen Hicks | Lucy Oppenheim | Tabitha Winch |
| Mia Cobbold | Emily Hogben | Yuli Ostfeld | Ellie Wright |
| Rachel Cockerill | Hermione Holloway | Amara Perumalpillai | Nadia Zavahir |
| Maya Coetzee | Amber Jackson | Bailey Reches | |
| Piper Coombes | Anya Jain | Martha Reedy | |
| Noemi Cortes-Silva | Bella Kain | Bela Rexhepaj | |



Y10s having a well-earned rest

SILVER AWARD

It has been a real privilege to lead the Silver Duke of Edinburgh Award for so many years at Channing and I could not have asked for a better cohort to finish with – they epitomised the virtues of the Award and demonstrated bravery, endurance, resilience and teamwork to complete both the practice and assessed expeditions. The Duke of Edinburgh team along with 41 Year 10 students set out for their assessed expedition (and my final Silver expedition) on 2 July to the South Downs after completing their practice expedition in the North Downs in April.

The Silver Award is longer and the walking on the expeditions is noticeably more strenuous than what the pupils experienced on the Bronze trips in Year 9. What's more, the assessed trip leaves the day after Founders Day with students giving up their Founders' Day holiday. I guess this is what impresses me the most; students sign up for the trip of their own volition knowing the arduous journey to come and forgoing a day when they could sleep in, a notoriously favourite pastime of teenagers. There is not the need to ever force the students up a hill with iron-like orders but with gentle encouragement they reach the summit in determined fashion. The drive emanates from them as a group. The effort is truly worthwhile as the views from the peaks of Leith Hill Tower and Devil's Dyke are spectacular. I will miss those views, but what I will miss the most is the character-building qualities the Duke of Edinburgh award instils in the young people of our Channing community.

Duane Riggs-Long, Silver Award Co-ordinator

Silver participants 2023

- | | |
|--------------------|-----------------|
| Ariella Bentata | Aurora Holmes |
| Georgie Bradshaw | Natasha Hough |
| Liv Brown | Lucy Johnson |
| Katya Brozel | Eva Jones |
| Amelia Cable | Olivia Leslie |
| Saskia Chadha | Leonie Malone |
| Bea Chadwick | Pia Messina |
| Liv Chowrimootoo | Ava Moaveni |
| Amelia Cohen | Bella Monico |
| Kezia Colton | Maika Pastrane |
| Eve Cronkshaw | Ashani Perera |
| Elise Cunnington | Maisie Phillips |
| Rory Dunn | Amy Prins |
| Annie Elms | Amelia Saade |
| Thea Foster | Scarlett Santi |
| Cara Garth | Tanvee Sharma |
| Gabriella Georgiou | Eva Slessenger |
| Parisa Gillardian | Sereny Staite |
| Lucy Gold | Eva Tesoro |
| Mimi Hawksley | Cerys Tyner |
| Thandie Holden | |



Y12s' final kilometre to the finish point, the 17 seater Chan-van



Y12s manoeuvring a northern stile



Y9s make a new friend



Y13s and Y12s at the finish point

Library



Poetry workshop with Ella Frears

We started the year with a visit by the poet Ella Frears as part of National Poetry Day celebrations. Ella performed some of her poems in an assembly for Sixth Form and led workshops for pupils in Years 10 and 11 and A-Level English students. Pupils were introduced to an eclectic range of contemporary poets and wrote their own poems in response to prompts. A Level students experimented with prose poetry and created work on themes such as consumerism, identity and human feelings.

For World Book Day in March, we were delighted to welcome two authors to speak to pupils about their books. Local author Alexandra Sheppard spoke to Year 7 about her laugh-out-loud novel, *Oh My Gods*, in which a teenager discovers her father and half-sister are Greek gods living incognito in north London. Alexandra also ran a creative writing competition with a brief to write a short story about a teenager who discovers she has Greek gods for relatives. The winners were Elsa 7DK (1st prize), Mariia 7RM (runner-up) and Lydia 7RL (runner-up). Alexandra also did a creative-writing workshop for Mythologers Club, in which pupils explored how Greek myth is used in advertising (e.g. Nike and Versace logos), why myths were important to the ancient Greeks and what ancient Greek gods might look like in the 21st century – suggestions included a god of social media and a goddess of good hair days.

The author Tracy Darnton talked to Year 9 pupils from Channing and St Aloysius'. Tracy is the author of YA thrillers *The Truth About Lies*, *Ready or Not* and *The Rules* and was a pen-pal for Year 8 Book Club in 2020-21. In her talk she explained the writing and editing processes, including structural, linear and copy editing. She also talked about the inspiration for her books. For example, her debut novel, *The Truth About Lies*, is a psychological thriller about a girl with hyperthymesia (the ability to remember past life experiences in vivid detail) and was inspired by Tracy's participation in a research study on 'super recognisers' (people who can remember faces very well).



Author Alexandra Sheppard talks to Year 7

This year saw the launch of Years 9-10 Amnesty Book Club, led by Ms Levontine, which focused on fiction that deals with human rights issues. They read a wide range of books such as *To Kill a Mockingbird* (racism), *The Outrage* (LGBTQ+ rights) and *The Crossing* (refugees) in a variety of formats, including graphic novels, verse novels and short stories. The topical nature of these issues ensured many interesting discussions linking them to current events in the UK and beyond. For example the graphic novel *Persepolis*, about a teenage girl coming of age in Iran after the 1980 Islamic revolution, resonated with recent protests in Iran sparked by the death in custody of Mahsa Amini.

Year 7 Book Club started the year with a ghost story, *City of Ghosts: Tunnel of Bones* by Victoria Schwab, and a verse novel, *In the Key of Code* by Aimee Lucido, and then moved on to comics and graphic novels. Through games, crafts and browsing of the library collection, pupils explored the range of stories and artistic styles on offer – with manga a clear favourite.

Pupil librarians in Years 7-10 have been a welcome source of help and inspiration throughout the year. From creating displays to promoting new books to welcoming visiting authors, they have developed transferable skills such as team-work and project management, and have been a delight to work with.

The annual KS3 reading challenge featured a fantastic range of books, many of which explored the climate emergency and AI. Pupils were encouraged to read and review as many as they could to earn house points. We were very grateful to Mrs Hughes for leading discussions of two of the books. Finally, the library has also collaborated with various departments on projects throughout the year, including a STEM talk by the engineer and author Roma Agrawal and a reading assembly for International Women's Day. In collaboration with the English department, the library has also organised a project for Years 7 and 8 where pupils discussed books in groups as they would in a book club. This culminated in an assembly in June.

Isabel Ramsden, Senior School Librarian

Partnerships

Channing students have a long tradition of engaging with the local community. The Education + programme, still in its infancy, is a collaboration with HNCP (Highgate Newtown Community Partners: <https://www.highgatentown.org.uk/>), Brookfield Primary School (<https://www.brookfield.camden.sch.uk/>), and St Aloysius' College (<https://www.sta.islington.sch.uk/>). A firm belief in cultural capital and academic enrichment is the bedrock of the Education + programme and we have seen this encapsulated in our Problem Solving, Science, Minimus and Debating clubs, which were established last year.



Partnership cookery courses

Year 10 students at a Communita

Channing colleagues have been involved in a number of activities that have helped to enrich the lives of many students and local residents. Channing student volunteers, for example, have been particularly instrumental in helping with HNCP Communita and Comfort box packing. Communita, a monthly event in association with HNCP, sees local residents invited to Channing for afternoon tea, some company and help with their devices.

The Education + programme is flourishing and we look forward to continuing a number of the activities/clubs in the new academic year. We have also been fortunate to utilise the facilities at St. Aloysius' – particularly their Design and Technology specialist rooms and Food Technology room. JS specialist DT and Art teacher Mr Fellows organised a DT club for our Year 7 students using St. Aloysius' College's facilities. In this club, Year 7 students designed and made their own clocks. Having used a fretsaw to cut out their clock face, the pupils chose to use either wood stain or vinyl sheets to add colour. Some made designs with numbers or indices and others chose to have no markings. Year 9 and 10 Channing students also joined St. Aloysius' College students for an after school DT club. During this time, students learned how to use specialist equipment, built boxes and designed jewellery as well as building their own chess board.

Year 9 and 10 Channing students alongside St. Aloysius' College students were also involved in our inaugural cookery courses organised by our Assistant catering

manager, Chef Lou, (and assisted by Diego, catering assistant). The cookery course was held in the Food technology room at St. Aloysius' College. Students were tasked with cooking a variety of dishes from soups to fajitas and blondies.

Helping students read continued to feature in our partnership relationship. Year 9 volunteers attended St Joseph's Primary School and helped with reading – sometimes even fluent readers ask to read with our students so they can engage in conversation about the books' contents. Year 12 volunteers, who attend Channing Junior School for reading, also travelled to Brookfield to work with Key Stage 1 and two students during their breakfast club. Brookfield Assistant Head, Faye Winslade, commented on how transformational this partnership has been for the children.

Without the support from colleagues as well as our partners, we would not be able to run some of these clubs/activities. It is also the dedication, interest and enthusiasm of the Channing students that has ensured the success of our clubs as well as community work.

I also wanted to take the opportunity to thank Elaine Ingram, HE and Partnerships coordinator, on her retirement. The growth and consolidation of the partnership programme would not have happened without her hard work.

Jennifer Kung,
Director of Partnerships and Higher Education

PSHE

At the beginning of the current academic year, I was appointed to the position of Assistant Head of PSHE. Being in the role has allowed me to work alongside the Head of PSHE, Mr Gittins, who has taught, guided and supported me throughout the year. We have worked alongside one another to enhance the PSHE curriculum at Channing by developing more engaging, informative and enjoyable learning across all topics in the PSHE curriculum.

WELLBEING WEEK

One of my favourite weeks of the year was planning and running Wellbeing Week, which provided an opportunity for both staff and students to take a moment to focus on their own wellbeing.

Each day I sent out a wellbeing tip or challenge that focused on promoting better health and wellbeing. Throughout the week, all students took part in a range of activities and presentations.

Some of my favourite activities included: the creation of the Senior School Wellbeing Wall, a wall filled with inspirational tips written by students for students on building resilience; Year 10 making origami 'Channing Hearts' that were sent over to the students in the Junior School to brighten and inspire their day; and the Year 7-9 healthy smoothie competition.



The Senior School Wellbeing Wall

Furthermore, to assist in strengthening PSHE at Channing, the school has invited a number of guest speakers including The RAP Project, Upfront Theatre Company, Dr Anna Colton, Brook and Jason O'Connor to speak and work with the students. It has been a pleasure to meet and watch our guest speakers inspire and educate our young people. In addition, it was pleasing to see so many parents in our Channing Community attend our parent webinars entitled 'Life After Lockdown' by Dr Ellie Cannon and 'Drug Education' by DSM Foundation.



Chef Lou and Year 7s make fruit cups



Year 7s and Chef Lou with their healthy smoothies



THE BIG CHANNING SLEEP OUT

This year I introduced the 'Big Channing Sleep Out', an initiative to raise awareness and funds to help support the homeless and vulnerable people in our community. 20 students from Years 9 and 10 volunteered to sleep out on the Junior School multi-use games area on a cold wet Saturday night in March.

It was an eye-opening and thought-provoking experience for all involved and we all walked away with a newfound appreciation and gratitude for our lives. The students made a triumphant effort to raise awareness and sponsorship both individually and as a group through a bake sale and form time announcements and activities. Furthermore, students gave up their time to pack comfort boxes for those who found themselves in temporary accommodation.

As we move into the new academic year, I look forward to making the 'Big Channing Sleep Out' an annual initiative that develops a sense of self, as well as an understanding and awareness of those in less fortunate positions than ourselves. In addition, my aim is to also raise awareness of what we, as a school community, can do to help.

Renee Lindsay,
Assistant Head of PSHE

“

20 STUDENTS FROM YEARS 9 AND 10 VOLUNTEERED TO SLEEP OUT ON THE JUNIOR SCHOOL MULTI-USE GAMES AREA ON A COLD WET SATURDAY NIGHT IN MARCH

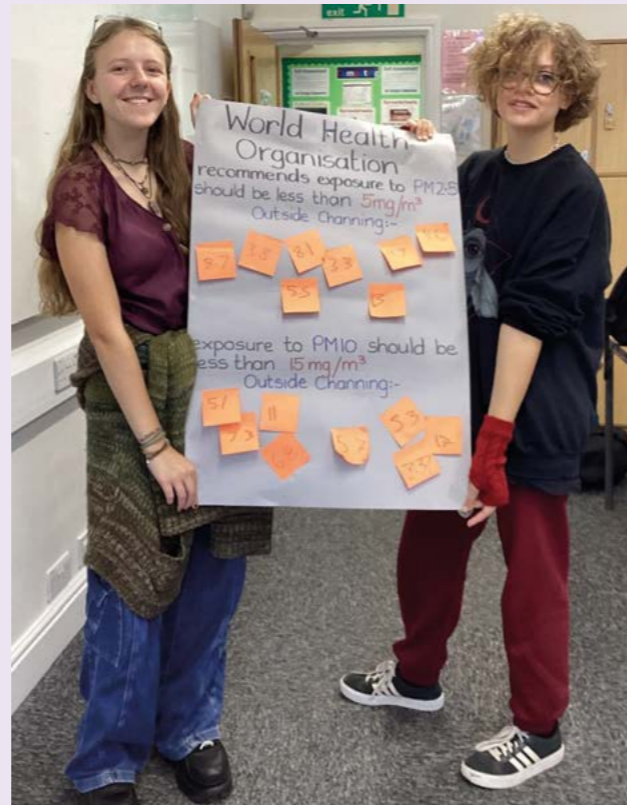


Sustainability

Sustainability has been moving high up the agenda at Channing. Led by our Sustainability Officers Charlie Pearce and Branwen Bainbridge and, since Easter, Lola Majurey and Grace McBain, the Eco Reps have been working on a number of initiatives. Every Form has at least one Eco Rep, and this year's group have been fantastically enthusiastic and committed to making a real difference.

Our first Sustainability Week kicked off the year with a week of different events; we took part in the RSPB bird watch, ran two Clean Air Days, had a sustainable fashion competition, went on a trip to the BBC Earth exhibition, raised money for One Tree Day and Seaful, and carried out community litter picks in Waterlow Park. The Eco Reps have also been championing recycling around the school, looking into ways of reducing waste (especially in the kitchens) and, as the consequences of global warming become increasingly evident in the world around us, promoting the importance of reducing our carbon emissions.

Sarah Walker,
Sustainability Co-ordinator



Sustainability Officers Charlie and Branwen



A talk on sustainability from Cal Major

displayed in front of the entrances of both the Junior and Senior School. Later that day at the Senior School, an Eco-Arts and Crafts session took place during lunchtime, where students had the opportunity to make bird feeders and construct a bug hotel in the school grounds.

On Tuesday, the Senior School was fortunate enough to have Cal Major, the CEO of the ocean conservation charity Seaful, as a guest speaker. In addition to telling us about her adventures paddle boarding around Scotland, and sharing her extensive knowledge on the environment, she answered questions from both students and teachers.

As well as this, the school also took part in a Clean Air Day: whole-school and individual class surveys were conducted to gather information on how students travelled to school. This helped the Eco Reps assess what could be done to encourage future use of public transport and walking. Additionally, specialist air quality monitors were used to measure particulate matter levels in areas along Highgate High Street.

On the last day of Sustainability Week, the Eco Team ran a second-hand clothes sale at lunch, with the proceeds going towards Seaful. Furthermore, students were encouraged to donate £1 to the 2022 Just One Tree Day. Overall, Channing managed to raise enough money to plant 406 trees, which will potentially help eliminate 125.05 tonnes of carbon dioxide from the atmosphere in the next 25 years!

Channing's 2022 Sustainability Week was a huge success, inspiring students and staff to make conscious choices that contribute to a cleaner, more sustainable future. The Eco Reps can't wait to continue these efforts next year!

Siana C,
Year 9



Eco Reps check pollution levels outside Channing

In May, a group of 12 of the school Eco Reps visited The Daikin Centre to see an outstanding exhibition featuring David Attenborough's television series 'Seven Worlds, One Planet'. We were all very excited to have the opportunity to visit. It was projected on multiple screens with brilliant angles using the very latest digital screen technology, best seen from a brilliant balcony inside the hall.

The Eco Reps, with Mrs Walker, Mr Hill, Mrs Cronk all enjoyed the immersive experience, wandering through the huge space. The main gallery was combined with a 360° audio visual, with two separate rooms that consisted of a 'Water World', showing fantastic underwater footage with interactive features that many of us enjoyed, and a room dedicated to 'Micro Life', including bugs, flowers and even a separate small room for all the other pests! I particularly enjoyed exploring the add-on spaces, full of high-tech, cotton screens to be repurposed after use and powered by projectors using renewable energy.



Year 7 at the Daikin Centre

At Channing we're always working towards improving our community any way we can, and every Thursday lunchtime over sandwiches and crisps, the Eco Reps and many supporting staff come together to do just this as we discuss our strategies to develop sustainability in our school. Typically, once the prize for winner of the 'eco quiz of the week' has been awarded, we are met with incredible enthusiasm and keen participation in whatever the chosen topic of conversation is, may it be Clean Air Day or who will help out with the herb planting that lunch. Together we've enjoyed an eye opening visit to the BBC Earth experience, successfully campaigned for 'leave your car at home day', litter picked in Waterlow Park, planted herbs in the courtyard, and learnt valuable lessons from Camden Clean Air through their talk on local pollution, all in the span of just over a half-term! We're beyond excited for the work still to come in the following year with all of our endeavours hopefully leading towards the achievement of our Green Flag Award and an informative Sustainability Week in the Autumn term.

Lola M,
Year 12



The Channing Eco banner

In October, Channing organised its first Sustainability Week. During the week, the Eco Team and I organised various activities and initiatives to raise environmental awareness among students and staff.

The week commenced with the Sustainability Officers, Charlie and Branwen, holding an assembly that launched a competition at the Junior School. Students were encouraged to design a banner promoting clean air and educating others about the dangers of air pollution. The fantastically-designed winning banners are now being

Teaching & Learning



Litter picking

At the end of the exhibition, the Eco Reps exited through an area which gave an incredible illusion of a 3D globe of earth floating above us. This also had inspirational narration from David Attenborough explaining the importance of saving our planet from the current global crisis. I loved being an Eco Rep this year, because this has given a wonderful opportunity to experience with others and learn how to be more sustainable.

**Natalie L,
Year 7**

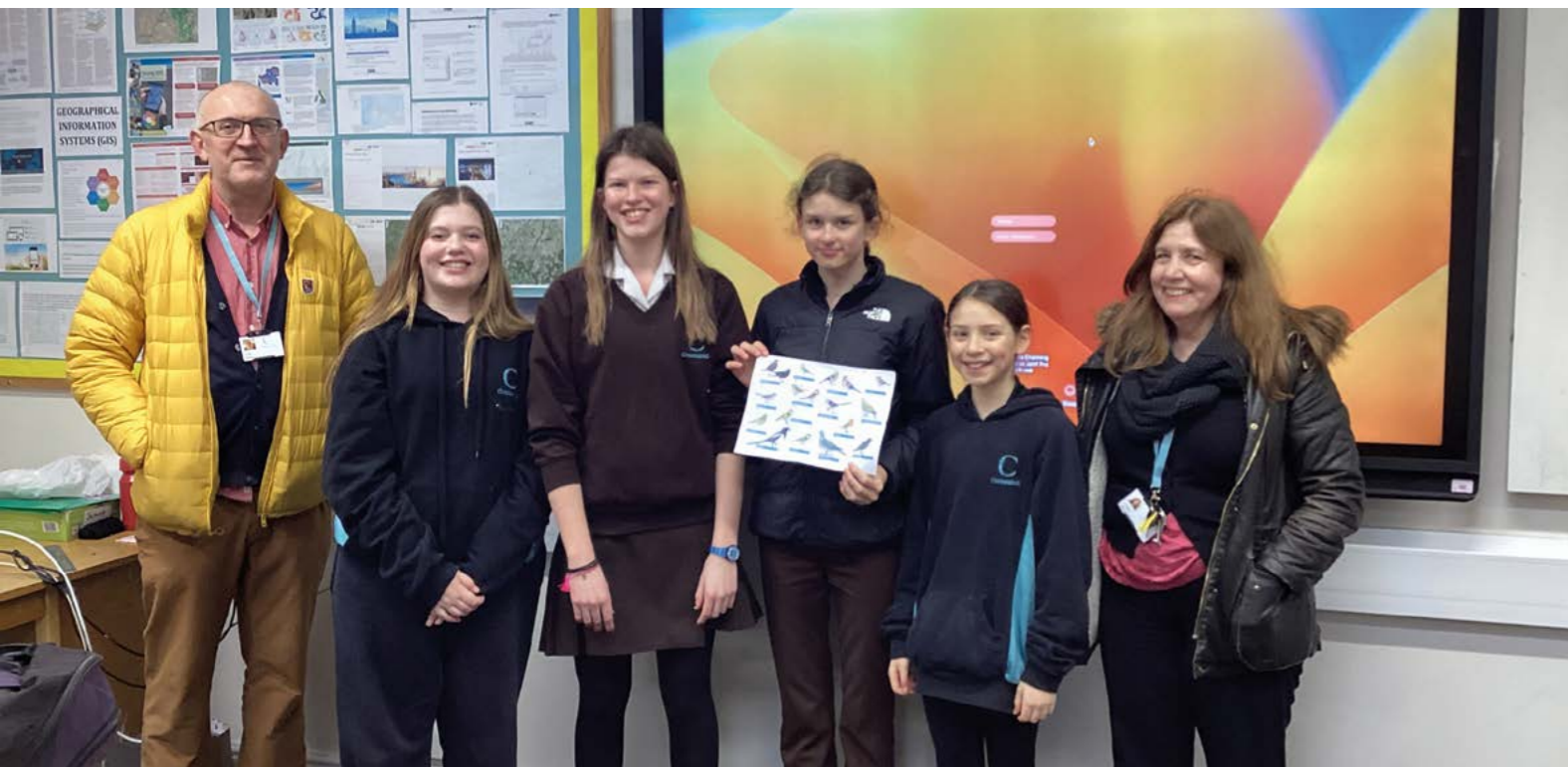
In May, the school, led by the sustainability representatives, decided to organise a 'leave your car at home' day. The objective of this initiative was to raise awareness of car emissions that could easily be avoided through the action of taking an alternative means of transport. On the day of

the event, we set up an inter-House competition in which every person who left their car at home was able to put a bean counter in the jar representing their house. This was to see which House succeeded in being the most environmentally friendly. The eco representatives also conducted a travel survey on the day, this determined the number of students who committed to the effort in leaving their car at home. Other representatives measured and gave out leaflets about the dangers of air pollution coming from car exhaust fumes around the school and encouraged the students to take part in other activities to raise awareness for air pollution, such as the Camden bike ride. We think that the event was a positive contribution to the sustainability effort led by the school and would like to run this event more often when we have the opportunity to do so.

**Grace M,
Year 12**

Our planet's problems can all be solved if we each do just a little to help. That's why I go litter picking every Friday lunch. We usually pick up about a box full of rubbish in our senior Channing community. We also went litter picking around Waterlow Park, in May, and found plastic bottles, cigarettes, single-use lunch boxes, containers, tissues and more. But this is only one of the things we have done to make Channing more eco-friendly and have a better school environment!

**Isabella M,
Year 8**



Bursar, Mr Hill, some of the Eco Reps, and Sheila, one of the Science Technicians, during an Eco Reps' meeting

This year in the Senior School we have continued our Teaching and Learning focus on developing Fearless Learners. Our two primary aims have been:

- to improve student engagement and understanding of the feedback process with specific focus on developing the student role;
- to use cognitive science to further encourage fearless teaching and learning.

We are certainly making progress in both these areas. Students of all ages are able to talk eloquently about how they use revision techniques and how learning happens and increasingly they show that they understand how they get feedback on their work, they value different sorts of feedback (not just traditional written feedback) and they are getting far better at responding to our feedback.

Some of the posters featured here give you a flavour of the work we have been doing.

Fearless Learners understand that failure and making mistakes can help them

Mistakes and failure are part of the learning process. Failure is not fatal. It need not be the end. Instead it can be the start.

Fearless learners use their failures and mistakes to...

- Increase their motivation to succeed
- Learn more about what they need to do better or differently
- Develop their compassion and empathy
- Increase their resilience and determination
- Prompt them to ask for help
- Make the final accomplishment more rewarding

Fearless Learners know about the Production Effect

What is the Production Effect and how does it work?

The Production Effect describes how doing something with the material you're studying helps increase the chance of retaining it too long to be forgotten.

By producing something with the material, you are actively engaged in strengthening the connection to your brain.

Using the production effect when revising allows for studied material to be retained for a much longer period of time.

What are examples of the Production Effect?

- Reading out loud
- Retrieval practice
- Dist-coding
- Writing things out
- Drawing
- Work with a study partner
- Flashcards
- Singing

Fearless Learners have a positive relationship with feedback

Take time to read / listen to your teacher's feedback

- Respond and act upon the feedback that you have been given
- Take DIRT seriously
- Peer and self assess work properly and thoroughly
- Actively seek feedback from their teachers
- Understand that feedback is more important than task completion

Fearless Learners have a positive attitude to tests

What are the benefits of tests and mock assessments?

- Motivate you to do revision early
- Help you identify topics you need to revise
- Test effective revision strategies
- Get used to exam pressure
- Allows you to practise exam technique
- Increases the belief that you 'can do this'
- Creates an opportunity to ask for help

Channing staff have modelled 'Fearless Learning' themselves this year through our Open Classroom initiative. You can read about it in the TES via this QR code:



Young Enterprise



Need4Beads in the summer



Need4Beads winners

What a busy year the Young Enterprise teams have had! We kicked off in the Autumn term with two big teams, Need4Beads and Secure The Bag, both determined to have a handmade sustainable product ready to sell in time for the Junior School Christmas Bazaar.

Need4Beads made bracelets from unused donated bead kits and designed each one to contain a gold star bead. Secure The Bag designed and hand made a range of unique tote bags and shoulder bags, all made from donated pre-loved jeans. Our many thanks must go to ex-Channing Dad, Julian Gibbins, our business volunteer, who pushed us all hard towards this ambitious deadline.

Needless to say, the teams rose to the challenge. The Sixth Form centre started to fill up with beads and denim and many bracelets and bags were produced in time. The Junior School parents and pupils were very receptive customers and the money started to flow in. What could be easier? Then we headed to Camden Market one very cold Saturday in December. This was a different story! Selling to the general public was fun but much harder work. Thanks to the parent volunteers and Mrs Marku for braving the cold to help out.

In January, the marketing representatives of each team were interviewed for the Chatting With Channing podcasts. We hope you heard their excellent stories, still available on the news section of the school website. In February we entered the Spitalfields Trade Fair. This was an excellent opportunity to see all the other schools' Young Enterprise products and size up the competition

and gave both teams some invaluable ideas of how to set up their stall to maximise sales.

March brought a very successful day at Brent Cross Shopping Centre where both teams enjoyed a steady stream of customers and positive feedback from passers by. In the same week, Need4Beads entered a Dragon's Den online competition, easily winning the Best Promo Video as well as Best Team awards. The judges were very impressed!



Needs for Beads at Christmas

By now both teams had a well-oiled set-up and selling strategy and really felt like established businesses. The tricky bit was then keeping the production lines and the team's enthusiasm for the continued day-to-day running of the business going. During this half-way period the HR managers and the CEOs helped their teams restructure as they all now had a better understanding of the work involved and the nature of the different company roles. They all learnt a great deal during the process.

When May arrived, we were all ready for the first round in the Young Enterprise Company of The Year North London final. This took place at Samsung Kings Cross. Our thanks to all parents who came along to support the teams and Mr Matjilla who accompanied us for the afternoon. Both teams had prepared excellent presentations and submitted their company report. They were each grilled by the judges on their company journey and the competition was stiff.

Need4Beads were well-deserving recipients of the Marketing Award and Secure The Bag won the Best Company award and were through to the London and Kent Final only 1 week later. This took place at Coram and again we were well supported by parents and Julian, our business volunteer. They easily won the best Promo Video and were slightly relieved not to go on to the next round as it was scheduled during the fast approaching exam week!

Talking of exams... Fair in The Square came right in the middle of the Year 12 end-of-year exams this year so the teams prepared their stall resources and gave us our set up instructions and Ms Fox, Ms Kung and I had an extremely hot June afternoon selling bags and bracelets on their behalf, while they stayed in the cool revising! The students, having recovered from both exams and

“ NEED4BEADS WERE WELL-DESERVING RECIPIENTS OF THE MARKETING AWARD AND SECURE THE BAG WON THE BEST COMPANY AWARD AND WERE THROUGH TO THE LONDON AND KENT FINAL



Secure the Bag present their stall at the summer fair

enrichment week, were soon back out selling at the Junior School Summer Fair two weeks later. Luckily they were placed in the shade at Stanhope Road as this must have been the hottest summer fair day ever!

As I write this, we are preparing for Founders' Day 2023. The teams have this one last chance to set up their stalls and charge up the card machine as we show off our journey and collection of awards to the school family.



Secure the Bag winners

It has been an extremely eventful and profitable year for our two teams and as they prepare to wind up their companies and pay out wages to their workers and divide the remaining profit into dividends for the original shareholders, they are reflecting on their invaluable experience. I am sure we have some future entrepreneurs and company CEOs in these amazingly talented students who have really learned what it is like to run a profitable business.

Rachel Williams,
Young Enterprise Centre Lead



Secure the Bag at Brent Cross Shopping Centre

Our Teams:

Need4Beads: Lexie (CEO), Iyssa, Tamsin, Leili, Ella, Grace, Megan, Mia, Ora, Yaz, Inès, Ariella & Rosie

Lexie and Iyssa write: Being a part of Need4Beads has been an exciting experience that has broadened the whole team's understanding about the many different aspects of running a successful business. One of the most rewarding parts of our Young Enterprise experience was the process of turning an idea into an actual product, and seeing how we were able to create an exciting product which people enjoyed. We had the privilege to sell at Channing Senior and Fairseat, Brent Cross Shopping Centre, Camden market, Spitalfields, Highgate Fair in the Square and the Junior School Summer Fair, which taught us valuable selling skills, and how best to interact with customers. In addition to this, we won the Young Enterprise Dragons Den competitions, and received the marketing award in the final Young Enterprise competition! Overall, being part of Young Enterprise

has taught us how to work well in a team, as well as how to set up and run a company.

Secure The Bag: Sophie (CEO), Amelie, Anushka, Cressida, Catarina, Ava, Jenna, Keira, Gaby, Kimberley, Caitlin & Linda.

Sophie writes: After joining Young Enterprise in September, with the ambition of building on our teamwork and communication skills, we can say that this has been an incredible opportunity to learn so many skills, from keeping on top of company finances to improving sales tactics. In addition we've had lots of fun getting to sell our bags to the public and presenting at competitions.

However, the highlight of our Young Enterprise journey would have to be winning the Best Company Award in the North London final, which was amazing, considering all the hard work we had put in over the months leading up to it.



The Secure the Bag team



Senior
SCHOOL

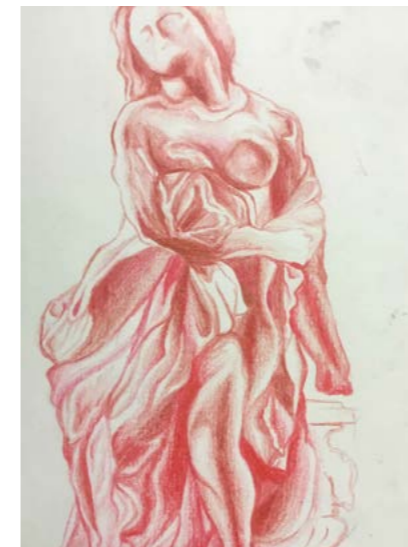
Art

It is not difficult to see why students are attracted to such a stimulating visual environment; it is a pleasure to work in such spacious and bright studios, enjoying the amazing views. The teaching has been stimulating yet exacting and students have responded with aplomb, producing some exceptional and compelling images, raising standards even higher.

The Emma Sergeant studio serves as the dynamic force in the centre of the department, the nerve centre. Here the crucial discipline of life drawing has started again, underpinning the teaching philosophy in the department. Drawing is the fundamental activity that informs the teaching and propels the varied creative disciplines, giving confidence to the students in creating marvellous work. It is interesting to note that in the specifications for both GCSE and A Level Art, drawing is now recognised as a fundamental and paramount activity and we have a need to incorporate it into all aspects of our teaching. Perhaps this philosophy will now inform the Fine Art curriculum at degree level, as was once the case. Drawing as a singular activity has not been held in great esteem by many in recent years, yet we believe this important tradition and philosophy of 'learning to see' is essential.

Clubs and societies have again proliferated – the Life Class of course, attended by enthusiastic Sixth Formers and at times eager members of Year 11, has been complemented by Drawing, Illustration, Embroidery, Ceramics, Printmaking and Photography. Regular open studios at lunchtimes and after-school and clubs run by Sixth Formers have also provided welcome opportunities for students to extend project work, with mentoring sessions organised by our Art scholars to help students develop confidence in organising their sketchbook work.

Many staff in the department practise as artists, with different specialisations of course; this informs and enhances the teaching experience in a special way, enabling flexibility and improvisation to play an important part. The educational philosophy grounded in both skill-based



observation and experimentation enables students to work with ambition and confidence and they can create work of both a spontaneous and exacting nature. We try to provide what is a bespoke visual education that is challenging and stimulating and the again excellent examination results occur almost as a by-product of this system where students feel unencumbered in working creatively.

The reintroduction of History of Art for A level has proved successful and we have to thank Miss Ward for her invaluable contributions in leading the new course. The inclusion of the subject in the curriculum serves to indicate how we value the tradition and diversity of studying art works and artefacts seriously as a means to inform the critical and contextual study in the subject.

Latterly it is with great sadness that we must say goodbye to one of our esteemed colleagues in the department and we wish Mrs Watts every good fortune in her future plans and endeavours and new life in Oxford. It will be a great loss to the department to see her depart.

The progression of students to esteemed Art colleges and universities is perceived to be a logical extension of the visual education that Channing offers. This year, several students are continuing their Art education by undertaking a foundation course. Other students have also progressed to degree courses to study architecture. Following such an intense and involved year, I must again thank my colleagues in the Art department, and all the students, for their continued support, encouragement, hard work and sense of humour for what has been another innovative and successful year; at last a sense of 'normality' has returned after all the recent challenging years.

**Andrew Haworth,
Head of Art**



ART GCSE EXHIBITIONS

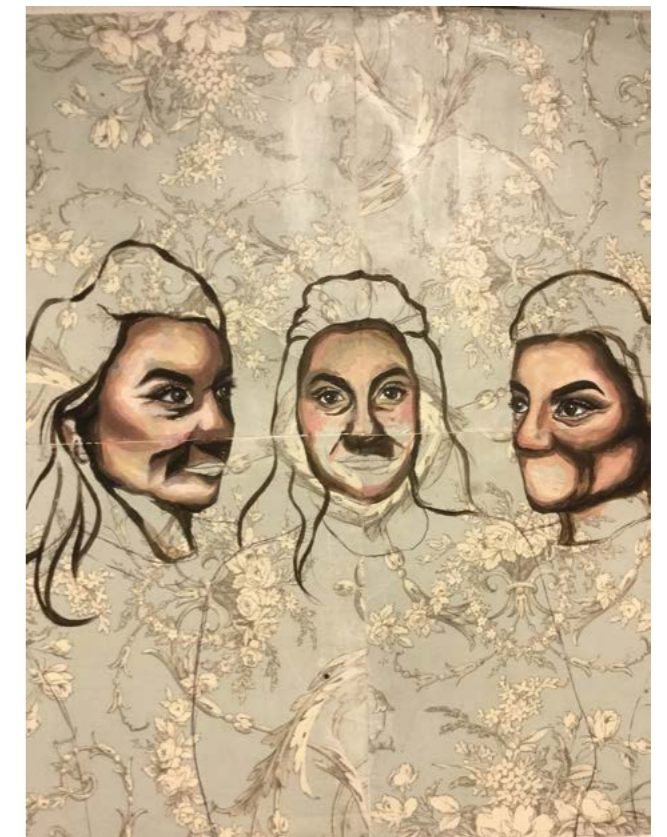
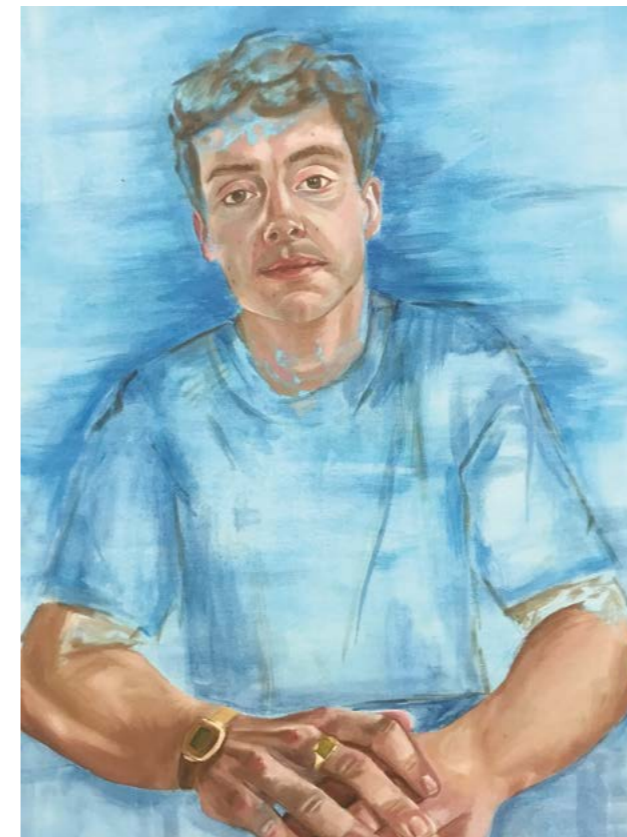
The first full end-of-year exhibition for GCSE students for four years was at last again a highlight of the school year. The studios transformed to showcase creative, ambitious, challenging, diverse and idiosyncratic work, demonstrating the students' individuality and artistic maturity, each demonstrating individual and original responses. These exhibitions are a pivotal moment in the school year and the Art department has continually attempted to create professional -looking exhibitions to showcase the talents of the cohort. Enthusied and enthralled reactions attested to the outstanding and compelling nature of the student's visual achievements.





A LEVEL EXHIBITION

The end-of-year exhibition was again a highlight of the school year, a showcase style exhibition in the Ark Gallery and studios 1 and 2 and even Haigh House stairs, where students curated and selected some of their definitive works. With creative, challenging, diverse and individual work on display, each student demonstrated individual and original responses. These exhibitions are always exciting and this year the attempt was to create a professional exhibition to showcase and celebrate the students' talents. Ambitious, and idiosyncratic work demonstrated individuality and artistic maturity, each demonstrating individual and original responses. These exhibitions are always significant for the department and this year the attempt was to create a beacon in what has been a challenging year, returning to the relative normality of the 'externally set project'. The private view evening was especially well attended and comments attested to the brilliance of the students' visual achievements.



ART TRIPS

Sixth Form artists visited the challenging and politically charged William Kentridge exhibition at the Royal Academy, which proved to be highly influential for many students. A longish walk followed to visit 'Works on paper since 1960' at the British Museum, including pieces by Lucien Freud, Frank Auerbach, Euan Uglow and the Chapman Brothers amongst many others, again proving inspirational.

Year 10 Art students gathered visual material for their 'BuiT Environment' GCSE coursework final artwork. Mr Haworth, Ms Mackie and Ms Hume led students along the South Bank, across the Millennium Bridge, and through the maze that is the Barbican. The day included a thorough

exploration of Tate Modern and an insightful visit to Alice Neel's retrospective at the Barbican Gallery.

A group of Sixth Form Art, Art History and Classics students visited the Royal Academy to see the RA Schools exhibition and the Summer show. We found the Schools exhibition rather underwhelming yet were enthralled by the Summer show. We then progressed to the National Gallery, where Ms Ward presented a tour of paintings of female saints and entertained us by describing the content behind the images in great detail. We concluded by visiting the exhibition of art work inspired by the life of St. Francis of Assisi.

YOUNG ART EXHIBITION

Channing has entered this competition since its inception and the current exhibition is the 33rd. Channing students have been represented consistently, year on year, and exceptionally, as this is a countrywide open exhibition, in very large numbers. We have won prizes and commendations including several First prizes/ Rector's prizes. We enjoy a favourable reputation with the RCA and the 'Young Art' venture and maintain positive connections which enhances our reputation for outstanding art teaching. Staff represent the school and attend private views and exhibitions with students and parents and celebrate the students' achievements with

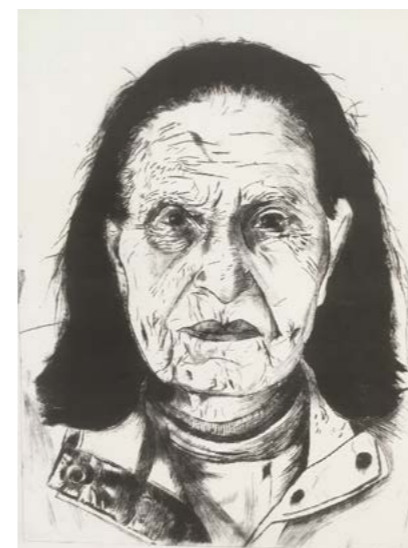
the realisation that the true purpose of 'Young Art' is to raise money for cancer research, specifically for cancers affecting young people. To contribute to this cause and to help raise close to £100,000 yearly is the reason we participate. Many congratulations to the following students who have been selected to exhibit their artwork at this year's Royal College of Art exhibition in April.



- | | |
|-------------|-----------|
| Charlotte C | Isabell M |
| Valeria D | Flora O |
| Allegra L | Orla O |
| Paloma L | Haroula V |
| Alice M | Eleanor W |



Images by Charlotte C and Alice M



Classics

From a trip to Rome to a fascinating Symposium and competitive Classics Schools Challenge, it has been a busy year for the Classics Department.

In October, we took Year 7 to Verulamium for an action-packed, sun-soaked day. Students had conversations in Latin in the centre of the Roman theatre, performing for their friends (and unsuspecting fellow visitors to the site) against the backdrop of the original second century stage. We then examined the Roman hypocaust, a precursor to our modern-day central heating, and saw a beautiful mosaic in situ. After lunch in the sun – and some quick ice-cream stops – a trip to the museum was in order. This was the students' opportunity to explore the artefacts and learn more about daily life 2000 years ago in Britain; for homework, students recreated the life of an ordinary Roman through these items. A highlight was, of course, the artefacts-handling session led by one of the museum guides. Students dressed up as British farmers and Roman elites better to understand the social hierarchy of the Roman empire, before examining real objects excavated at Verulamium, including perfume bottles and oil lamps. It was a great way to celebrate Year 7s' start to their Latin studies.

In November, 70 enthusiastic classicists from Channing, St Aloysius, Fortismere and La SWAP came to our annual Classics Symposium. We welcomed Dr Rosie Wyles from the University of Kent, who spoke to us on Athenian civic violence, covering challenging ideas and sources which ranged from Homer's *Iliad* to Aristophanic comedy and Greek vases. Dr Corke-Webster from King's College London then delivered a fascinating talk on the Roman gladiatorial games, examining the role they played in the 'soft power' of the Roman emperors. We finished the evening with a delicious Italian meal in the Dining Room.



Dr Albert Bates speaks to Classics Society

In January we were delighted to welcome Dr Albert Bates to speak to the members of Classics Society. Entitled 'Talking Textiles', his presentation focused on poem 64 by Catullus. This poem is partly famous for its detailed depiction of a tapestry, featuring the myth of Ariadne and Theseus. First he discussed the phenomenon of synaesthesia – a condition in which senses are experienced in an unusual way. For example, you might see numbers or sounds as colours. Dr Bates then elaborated on how Catullus uses synaesthetic, sensory descriptions to evoke the sights and sounds of the tapestry, bringing them vividly to life. Ariadne, although a stitched image, hears the waves crashing against the shore, feels the breeze in her hair. She even starts to speak, cursing Theseus for abandoning her. Dr Bates argued that through synaesthesia, Catullus is able to show the connection between different media (art, sculpture and poetry).

Fifteen of our Channing Classicists competed with students from

Fortismere, La SWAP and Henrietta Barnett at our annual 'Classics Schools Challenge', a 40-question quiz based on the ancient world. The students did extremely well, answering questions about the Furies, *Aquae Sulis* and Egyptian gods among many other things. The winners were 'Athena's Owls' with an impressive 33.5/40!

A Level Classical Civilisation students visited Warwick University for their annual Ancient Drama Festival. This year, the focus was Aristophanes' comedy 'Assemblywomen', in which the women take control of the city and spearhead a revolutionary democracy. The afternoon performance was complemented by a series of seminars and lectures by leading academics, including a lecture by Professor Michael Scott on the context of the play, and Dr Eric Csapo on the iconography of Attic comedy. The Channing students made us proud and bravely got stuck into Dr David Fearn's seminar on the creation of comic characters. The day was an excellent opportunity for our students to get



Ms McNamara and Ms Melvin, leaders of the trip to Rome

a taste of university life, expand their knowledge of the ancient world and, most importantly, laugh at some very inappropriate jokes from Old Comedy.

In March, Classics Society had the pleasure of hosting Melissa Redman, a former Channing student (class of 2021), to talk about Deir el-Medina, a surprisingly literate workers' settlement in ancient Egypt. Melissa enlightened us on why we have so much evidence from this village and the interesting written material found there, including a series of letters in which a friend bemoans being 'ghosted'. In addition, Melissa spoke to students about her experience at the University of Durham; she is in her second year of studying Archaeology and Anthropology and has joined several different societies.

At the end of the Spring term, the Classics department took 23 Year 10-12 students to Rome. After an early start on Thursday morning (the less said about that the better!), we arrived at Rome Fiumicino airport and immediately hopped on our coach to Ostia Antica, a once bustling port city. Rome's version of Pompeii, students were fortunate enough to have some beautiful sunny weather as they explored this ancient site. We were able to climb to the second floor of an *insula* (block of flats), see mosaics of Triton and his wonderful sea creatures, and eat our lunch in the theatre. It was then back to our lovely hotel in Rome to relax before our first three-course Italian dinner,



Students in Ostia during the Rome trip

including the first of many *cacio e pepe* dishes to come.

On the following day, we hit the major Roman sites: the Palatine Hill, the Roman Forum and the Colosseum. Before lunch, we had followed in the footsteps of Cicero, Augustus and gladiators who had fought for the entertainment of the masses. We were lucky enough to have another delicious meal and a chance to rest our feet before continuing to the monumental Baths of Caracalla and the Circus Maximus for which the sun had reappeared. After successfully navigating the metro, we found ourselves walking past the Spanish Steps on our way to dinner and treating ourselves to the chaos of the Trevi Fountain on the way back to the hotel.

The final full day saw the Year 11 Classical Civilisation students revising some of the key sites from the myth and religion course: the Pantheon and Ara Pacis. Amidst the Classics, we were able to squeeze in a quick gelato break! Students made the most of free time to explore the area around the Spanish Steps, treating themselves to heart-shaped pizzas (a 'palate cleanser' from all the pasta in Ms Melvin's words) and souvenirs. In the afternoon, we visited the Palazzo Massimo museum to see some of the most impressive sculpture and fresco paintings from the Roman world. On our last night, we enjoyed one final *cacio e pepe*.

The Classics Department enjoys links with many other schools. I ran a Latin club on a Wednesday

afternoon for a keen bunch of students from St Aloysius', Parliament Hill and Acland Burghley school. Latin bingo was a firm favourite for the group, as well as our Virtual Reality headsets that took them to the Colosseum in Rome and the Parthenon in Athens. On a Tuesday, El G, Cressida A-L and Gaby S in Year 12 worked with a group of St Joseph's and Brookfield's students on the Minimus course, which blends myth, life in Roman Britain and the Latin language.

We said a fond farewell to Ms Stephanie Melvin at Easter. She has been a wonderful member of the Classics Department for almost five years and we will miss her scholarship, creativity and energy. She inspired many students to pursue their passion for the ancient world at GCSE, A Level and undergraduate level. We will never forget the time when, with only a few hours' notice, she stood in for a university lecturer at our Classics Society, presenting one of her MPhil theses on women and literature in the ancient world.

The Rome trip was another highlight – she was full of energy and information as she led us round the Palatine Hill. She is now Head of Classics at Henrietta Barnett School and we look forward to welcoming her and her students to our events next year.

Sarah Elliot,
Head of Classics

Computing

Martin Holmes, Head of Computing, writes: There have been plenty of activities that have taken place both inside and outside of the confines of the syllabus. Last year, pupils from Year 9 participated in the Bebras UK challenge and scored well above the national average. This year, pupils from Years 7, 8 and 9 participated in the challenge, with equally impressive results. The challenge is an international competition involving students in more than 50 countries. More than 360,000 students took part this year, which is an increase of 20% on last year! I am delighted to announce some splendid results and achievements.

Year 7 participated in the Junior Bebras Challenge with 106,703 students taking part nationwide, and a national average score of 75 points. Congratulations to all Channing pupils, who averaged 100 points, significantly above the national average. Twenty-six Channing students were awarded certificates of merit and 27 were awarded certificates of distinction. The following pupils were awarded distinction and gold certificates:

7CWi Zara A Milla C Maya S Safiye Y	7JG Siri E 7RL Arya B Emma L Scout M Sofia S-J Panagiota V	7RM Juliet K Eve P Olivia W
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Years 8 and 9 participated in the Intermediate Challenge, with 185,679 students taking part nationwide, and a national average score of 72 points. Congratulations to all Channing pupils who averaged 95 points, significantly above the national average.

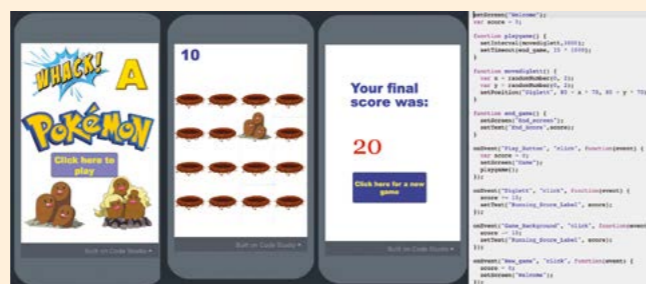
8ARE Ellie S Lexie N	8RMc Ella C Zara J Elfie W	Jessica T Valeria D Siana C
8RA Genevieve (GG) E	9AM Alice M Anyia J Diya B Ester K Tabitha W	9GH Hermione H Rachel C Anna R-B
8NR Iris F-C Issy P Sabrina K Ann-Sophie J	9MH Ruby P	9YH Amelie R Emilie L Lila S Ava N Eleanor M Piper C Sofia B-J
8JR Elodie G Imogen B Ekta A	9LV Daisy A Edith C Yutao W	

Fifty-five Channing students were awarded certificates of merit and 55 were awarded certificates of distinction. Well done to the following students, who were awarded distinction and gold certificates:

ROBOTICS CLUB

Together with two Year 11 computer scientists (Axel Tand Sylvie L), I ran an exciting Robotics and Coding Club, where students built and programmed the VEX IQ robots to make the robots carry bricks through an assault course. This year, students in the club created mobile device apps using App Lab. The app development software helped students develop their design skills as well as the programming skills to make the app interactive.

Pupils downloaded their apps to their iPads and Mobile devices so that they could play them at their leisure. Sofia Segurolo-Jones of 7RL created a 'Whack a Diglett' game (pictured).



ROBOTICS CLUB – A STUDENT'S VIEW

We enjoyed Robotics and Coding Club so much last year, we decided to rejoin again this year! We participated in many new areas of robotics and coding such as creating our own app, building a new robot and programming a Microbit. The first thing we did was to build a robot. At first we were going to build a dinosaur robot, but in the end, we ultimately decided to build IKE because it can do more moves and seemed more interesting. It took us a very long time and many mistakes before IKE would work efficiently, but the result was incredible. We made IKE pick up blocks, do obstacle courses, race with other robots, dance and even play music. There were two ways to control IKE – with the remote control, or by coding (using VEXcode IQ). Using App Lab, we created many apps and customised them with different colours and buttons. First, we made an app called the multiplication app that asks you maths questions and then says if it is correct or not. We then created a quiz that included more features. It was really fun testing our creations with all our friends! Most recently, we have been using something called Microbit. We think this is very interesting because you can code it to create different light patterns or sounds. You can also create a mini game! If you don't know what to code, there are tutorials to help!

Ella C and Sophie B, Year 8

We joined Robotics Club in the Autumn term. We started constructing robots and it was an amazing experience for someone who had never made one before. We made our own courses out of foam blocks and practised using controllers and even programmed them with code. We also made games with code. One of the games we made was a multiplication app. We did this using app lab and designed a homepage, a correct page and an incorrect page. We also used programming javascript code to make the app work. **Aenea Engels and Lily Ashida, Year 7**

Robotics and Coding Club was such a fun opportunity to build a robot with my new friends, I was excited to start my journey at Channing with some AI and seeing what the future looked like. Now I'm onto coding microchips to make animals dance. Overall, I found shoving cogs together with pieces of grey plastic in a random way did not quite work! Always follow the instructions! This Club is the highlight of my week and I would recommend anyone to join it. **Eliza Horgan, Year 7**

I have enjoyed the club immensely. The first thing I did was to build a robot with my partner from St Aloysius' School. We overcame many obstacles including having to dismantle the robot and rebuild it due to an error in the foundation. We had to do this because when we tested our robot, only one set of wheels would turn. After rectifying all the problems, we completed the robot and we worked out



IKE and MultApp

how to connect it to a controller and tested our robot's abilities. We used our robot to pick up blocks and stack them and we also made an obstacle course for our robot to run through. Lastly, we had a competition with our friends and their robots to see who could pick up the most blocks. Recently, I have been using code.org to program apps. I have been working through the lessons and tutorials and eventually having the outcome of a multiplication app. My knowledge and understanding of coding has broadened a lot whilst I have been attending this club. I have made so many new friends across different year groups and enjoyed challenging myself. **Nia H, Year 8**

We built our first-generation Vex IQ robot, which we named Bobalina. We encountered many difficulties, such as wires and motors in the wrong place, even a couple of engineering problems but, eventually, we solved them independently. We ended up with a robot who can pick up things and move them anywhere (apart from up/down stairs). However, afterwards there was a huge problem: Bobalina couldn't lift the objects and the arm was too low down, so we had to take her to the workshop. When we got that fixed, we set up the code and, after some difficulty, we set up the drivetrain and programmed her.

Maya S and Angie R, Year 7

HENNEY COMPETITION 2023

The Henney Prize for computer graphics is an award open to all students in Year 7, who produce a piece of computer art using a graphics drawing application. There were some impressive entries, demonstrating creativity and the ability to use the graphics tools effectively, with Lydia O (7RL), Sophia M (7DK) and Astrid J 7(CWi) highly commended. The overall winner was Millie W (7JG).



Millie W's winning entry for the The Henney Prize for computer graphics

Drama & Landda

This has been a year of new beginnings in the Drama department. Firstly we welcomed two new members of staff, Miss Vince and Miss Grierson, who hit the ground running with their exceptional Key Stage 3 production of *'The Lion, The Witch and The Wardrobe'*. Mr Maliphant Gray even managed to make it snow inside the Arundel Centre, a magical first for Channing! We started a new GCSE text in Year 10, *'Noughts and Crosses'*, the stage play adapted from the Malorie Blackman novel. We also used abstract movement-based choreography for the first time in a large production, working with another new teacher, Miss Lindsay, for the interpretation of Vivienne Franzmann's *'The It'*, which was performed by KS4 and KS5 students. These events accompanied the usual diet of devised performances, examination pieces, staging extracts from plays – with a new selection of pieces in Year 12 and Year 13 devising a farcical comedy for their final piece.



KS4-5 production of *'The It'*

We took students on theatre trips to a theatre Channing had not previously visited. Attending the Lyric Hammersmith, we saw the outstanding *'Accidental Death of an Anarchist'*, a contemporary adaptation set in London, from the Dario Fo classic. Students were wowed by the pace, political satire and power of Daniel Rigby's version of *'The Maniac'* – we laughed, gasped, cried – it was a really memorable experience in every sense. Next, we watched the divisive and somewhat alienating *'The Good Person of Szechuan'* – another

modern reworking, this time of Bertolt Brecht's tale of the pitfalls of capitalist greed. This year marks the 80th anniversary of the play's release, which was updated to incorporate China as a new capitalist superpower; rich in cheap labour for the high demand of mass manufactured goods and low standards for workers' rights. Students have studied Brecht's techniques for decades but in this adaptation, we saw a highly visual clash of design, song and dance and a seemingly unexplainable frog! The Lyric Hammersmith often programmes short runs of plays, with a quick turnaround of programming. So our two visits in two weeks proved diverse in every aspect. One show being a clearly joyous hit, the other prompting a great deal of discussion... and some head scratching!

To live is to exist in a state of flux. In fact, it is impossible to stay the same, as from the cells in our body, to taste and trends in theatre and the arts – even our likes and dislikes fluctuate rapidly throughout the school year. I have been reflecting on the difficulties of changing what is safe and practised and tried this year to embrace the sometimes scary, sometimes exciting, unknown 'newness' of theatre making with our students. Although routines are useful, safe and often healthy, they can trap us. Trying new things – some perhaps more successfully than others – is an essential part of the creative process.



Lucy and Mr Tumnus – Y8 Grace O and Y9 Beatrice M



Y9 Tabitha W as *The White Witch*



Y11 Charlotte C in *'For King and Country'* Devised piece



Y12 Catarina L and Lucia M-Marco



Y11 Evie M and Beatrix D in *'Top Girls'*



Y12 Liza Y in *'The Children's Hour'*

Some of the Drama department staff saw *'Oklahoma!'* at the Wyndham's Theatre. This is a new version reimagined by Daniel Fish that flips the 'boy meets girl' storyline to an exploration of consent, gender roles and even gun violence. This polarising piece has led to engaging debate with staff and students alike, even those not studying or teaching Drama. Surely this is the litmus test of 'good' art; work that strikes something deep in us, perhaps unexpected or even un-lived, until we encounter it through the new lens of an artist.



Y13 Alice G and Celine O in *'My Mother Said I Never Should'*

As Mark Twain said: "There is no such thing as a new idea. It is impossible. We simply take a lot of old ideas and put them into a sort of mental kaleidoscope. We give them a turn and they make new and curious combinations. We keep on turning and making new



Y13 Barbara P in 'Walking on Eggshells' Devised piece

combinations indefinitely; but they are the same old pieces of coloured glass that have been in use through all the ages." This summarises the patterns of education and the pursuit of all kinds of creation. The struggle to find new angles and new ways of telling stories to engage an audience, renews with each cohort of students.

Each year, I review the work that students have created and try to give a snapshot of it here. It is hard to capture the inventiveness, the risks, the trial and error, the mis-hits, the absolute smashes. Like the achievements of our students over the past academic year, theatre is ephemeral; it lives only in the memory of those that witness it. I hope you keep renewing your desire for new discoveries, whether that be new takes on canonised texts, or listening to the voices of contemporary playwrights. If you didn't manage to get to the theatre, fear not. We are nurturing some of the freshest new talents from Channing – more than ready to blaze trails of their own and forge new creative paths.

Jessica Hill, Head of Drama and Theatre Studies

LAMDA

This year, 64 Year 8 and Year 9 students chose to study for the Grade 4 and 5 LAMDA Acting Combined examinations (London Academy of Musical and Dramatic Art). Here is a representative selection of comments from their Course Evaluation forms:

FAVOURITE ELEMENTS:

- I loved doing the showcase, I thought it was so fun to see people's interpretations of their pieces.
- I enjoyed learning different techniques and how to improve on each aspect of my piece.
- I loved the opportunities it presented me with and how it made me grow as an actor and develop confidence. I really enjoyed the whole course, and all the advice I have been given throughout this experience.
- Picking our own pieces and exploring our characters more deeply and creating my own backstories for the different characters. It was very interesting to do.
- Supporting one's peers throughout the whole course
- Playing around and experimenting with our pieces, whether that be with staging, physicality, voice etc.
- I loved getting to know the pieces, and gradually feeling more comfortable and confident acting them out and exploring the characters of these pieces, creating my own versions of them.
- Working in groups and making new friendships.
- I love how we get to pick out our own pieces.
- I liked learning the lines and performing it to the rest of the group.
- I enjoyed meeting up with my scene partner and working together outside class.
- Performing on stage as a somewhat 'professional actress' instead of just a drama lesson.
- I loved the opportunity to explore the characters and experiment with what I could do in the scene to make it the best it could be. Being creative with the pieces and shaping them.
- That feeling of accomplishment because I put in the work and it feels like it's paid off. And friendships that I've made.
- When I'd learnt my lines and was able to think about the more artistic and creative part.
- I liked learning new things and meeting new people.
- EVERYTHING! I loved the showcase, the lessons and the exam.



ASPECTS THEY FOUND USEFUL:

- Diction and projecting my voice, as it wasn't my strong point before but now it has improved massively.
- I think that LAMDA really helped me with my confidence to perform in front of people.
- Learning to work under pressure.
- I have learnt so many valuable skills throughout this course.
- I think LAMDA increased my confidence and I learnt lots of acting skills as well. It will help me to be clearer as I speak in normal life.
- The learning of emotions.
- LAMDA has helped me to improve my public speaking skills and being confident in speaking loudly in front of an audience.
- The acting skills, and I will use them in the future in general.
- I think the group work done in LAMDA, throughout the lessons and beyond was so, so beneficial for me, and taught me how to act alongside a Duologue partner (something I had never done before) and to really enjoy acting under pressure.
- Being committed to something and working towards a goal.
- Gained confidence, had lots of fun with new friends!
- Being made to think harder about acting choices and making deliberate choices about movements and gestures.
- The ability to memorise and plan ahead.
- I realised that it's actually really fun despite the nerves.
- My analysis skills and the work on diction.
- Speaking clearly in stressful situations and learning how to deal with nerves, taking deep breaths and speaking slowly despite the pressure.
- Experimenting, because if it doesn't work you don't have to do it, but you might discover something BRILLIANT.

Economics

THINGS THEY WERE PROUD OF:

- I am proud of how I have evolved since I first started LAMDA and how I can now apply different techniques to my acting.
- I feel as though I have grown as an actor, and have become so much better than when I began.
- I am very proud of my duologue and monologue, I enjoyed creating and performing them.
- I am proud of performing in front of people and becoming more confident and comfortable with my pieces.
- The showcase, which gave me confidence, and created new friends.
- I am proud of the development of my expression of emotions.
- Working with someone else to create a humorous piece and acting characters with different personalities.
- I am proud of learning how to nuance my acting choices, such as my vocal skills.
- I've become closer with people I wouldn't really talk to at the start of the year and I also think that my confidence has grown and I've experimented more this year.
- Making a few new friends and getting through nerves.
- My monologue, because in the past I've done pieces where the character is similar to me, so playing a very different character was really fun.
- Trying something new even though I knew it was going to be hard.
- Stepping out of my comfort zone and taking in advice.

Photographs and recordings of the Showcase performances can be seen on the Channing website under Extra and Co Curricular; there is a link on the Drama page.

Vivienne Penglase,
LAMDA Coordinator



It has been another incredible year for the Economics Department, and another... interesting year for the UK economy. This academic year has seen three different Prime Ministers, three different Chancellors, and an array of economics news that our Channing economists have been able to sink their teeth into. Whilst the lay person may hear economic news and shudder, our Channing economists revel in the opportunity to discuss, debate and critically analyse what they are seeing and reading.

Every Thursday lunchtime, our most dedicated economists congregated at Economics Society to discuss and debate the hottest economics news of that week. A personal highlight was seeing the students engrossed by the Chancellor's 2023 Budget, where he announced the government's tax and spending plans for the coming year. Students then used their skills learnt in class to analyse and evaluate the policies, and give their predictions on the future success (or not) of the policies. Year 12 Economist Sophie Kirstein gave an insightful presentation to younger students and non-A Level economics students, explaining the policies announced in the Budget.

On Monday lunchtimes, Mrs Bhamra-Burgess led our Year 12 economists in the Economics Book Group. This was very well attended, particularly by students who are considering reading Economics at university. The highlight of this year's book group was 'The Deficit Myth: Modern Monetary Theory and the Birth of the People's Economy' by Stephanie Kelton, in which she dispels six key myths that have shaped the conventional understanding of budget deficits as inherently bad, instead arguing that deficits can strengthen economies and lead to faster growth. Each week, students discussed each chapter and debated whether they agreed or disagreed with the 'myth'. I have no doubt that our Channing economists will be creating economic policies in a few years' time.

In the Spring term, two teams of Year 12 economists, and future Year 10 economists took part in the incredibly exciting Girls Are Investors Investment Challenge. The aim of the challenge was to present stock pitches on UK public companies – Britvic and Marks & Spencer. To create the presentation, students received support from industry expert Emma Mogford. Students conducted a deep research into the two companies before presenting their analysis and decisions to a panel of judges. Whilst our teams did not win the competition, the judges were extremely impressed with our students' presentations, commenting on their high quality and all the hard work that had gone into them.

In the October half-term, our economists embarked on a fascinating trip to Cuba to experience an economic system



Havana, Cuba

vastly different to our own. In Havana, students attended the Museum of the Revolution, and the Plaza de Revolution, where they learnt about political and economic causes and impacts of the revolution. After Havana, students departed for Trinidad, where they were able to enjoy its natural beauty. This included

stunning beaches with clear blue seas, and a trek through the jungle for a swim in an incredible waterfall. During a tour of Trinidad, our students had the opportunity to ask questions to students about how education differs between our two countries. It sparked excellent debate amongst our economists about the pros and cons of different economic systems, and forced them to consider what we do well here in the UK, but also what we could do better.

During Enrichment Week, students went on a trip to Canary Wharf and The City to discover what working in the financial sector was like. Students spent the morning at KPMG, where they met with a range of female consultants, who explained their university degree choices and how their careers have progressed. Students then met with a female banker from Morgan Stanley, who helped students to visualise what is achievable in what is often considered a male-dominated industry. Students then headed to the Bank of England Museum, where they learnt about the founding of the Bank, as well as its role in modern society, which gave students an appreciation of the complex interplay between economics and history, and a greater understanding of how economics functions practically in the modern world.



Year 12 Economists outside the Bank of England

Next year, the Economics department will be heading to Frankfurt, which is at the heart of the European Union's financial system and is home to the European Central Bank. Frankfurt is also the economic capital of Germany and is home to many of the country's leading businesses and manufacturing industries as well as the Deutsche Börse, which is one of the world's principal share and securities trading floors. Students will learn about the efficiency and productivity of firms and get real-life context of the financial markets part of the curriculum.

Finally, congratulations to this year's winner of the Fraser & Russell Prize for Economics, Meaghan Lawrence. Meaghan has been a real asset to our department, along with our other departing economists. Mrs Bhamra-Burgess, Ms Newman, and I wish our Year 13 economists the very best for the future. They have been an absolute joy to teach and we are certain that they will make a real positive change in the world.

Xenios Matjilla, Head of Economics

English



The impact of reading on our pupils' ability to imagine the lives of others, empathise and see the world from different perspectives cannot be underestimated.

We have been busy making changes to our Key Stage Three curriculum and look forward to reading Brontë's *Jane Eyre* with Year 9 next year and then re-reading it from a post-colonial perspective through our study of Rhys' *Wide Sargasso Sea*, a novel written from the perspective of Antoinette Mason or the 'Mad Woman in the Attic'. We have also launched a new project for Year 7 and 8 to encourage independent reading and a 'buzz about books'. The novels that we have read together cover ranging genres and styles, from chilling Gothic novels, to teen dramas confronting issues of identity, to dystopias and science fiction. The pupils have relished reading books by a diverse range of authors and we thoroughly enjoyed the celebration assembly in which winners of the 'Best Book Presentation' competition shared reviews of their reading.



Years 12 and 13 visited the British Library

A number of the Channing Year 12 English Literature students attended a workshop on Black British Literature at the British Library during Enrichment Week this year. The workshop was dovetailed with a discussion of how to define this category and whose work it encompasses. During the day, the pupils looked at a timeline of Black British writers spanning from the Eighteenth Century

to the present day; they read extracts from texts and considered, from a curatorial perspective, where those texts could be housed in the collection of prestigious and valuable 'Treasures'. They also found out about the barriers to having their work published faced by many Black British writers. By the end of the session, they defined the work that they had encountered as 'empowering, important and ongoing'.

The trip to the British Library was not the only excursion that we have enjoyed this year. Sixth Form English students had a taster of English at university with a day of lectures on 'A Streetcar Named Desire'. They heard from a range of university speakers and experienced examiners discussing a variety of topics, from the American South to a feminist reading of the text. Our students came away buzzing with ideas and new perspectives on a curriculum text: a valuable experience for their exam preparation and an exciting glimpse of studying English at university! Year 11 pupils took in a matinee performance of 'Much Ado About Nothing' set in the Roaring Twenties

Ms Beenstock and Year 13 English students at 'The Times' offices.

at the National Theatre; we loved the Art Deco set and we were even persuaded to suspend our dislike of the character Claudio, temporarily of course!

English is a subject that leads to many career pathways, from writing and acting through to law and journalism. Many of our Sixth Form pupils got a taste of writing for a real audience by contributing to our school magazine, 'Skipping Out'. This year's 'Skipping Out' featured some exceptional writing in terms of style and subject matter. Our theme was 'Skeleton' and this turned out to cover a broad range of subjects: from the way English laws have been used as an instrument to reinforce racial prejudice to an exploration of the picture Shakespeare created for his audience when Hamlet holds up Yorrik's skull. Some of our Year 12 pupils also enjoyed a day trip to *The Times* to meet the Political Editor, ask questions and learn about some of the opportunities available in print and digital media. Perhaps one day we will see Channing alumnae reporting on current affairs in national newspapers.

Our A Level English students have been stretching their analytical muscles in Literary Society, discussing an impressive variety of texts across the year. *The Scarlet Letter*, *Dracula*, *Testament of Youth* and *Mrs Dalloway* are just some of the books they have been reading and sinking their teeth into. They have also been reading books in groups to present to others, exploring key ideas, context and personal responses to the text – a great way to widen their reading of contemporary fiction and practise those all important analytical skills. Beyond our weekly library meetings, they also led one whole-school assembly on Philip Larkin for National Poetry Day and another where they presented their group reads to the school to encourage reading for pleasure outside of the curriculum.

This year, debating at Channing has gone from strength to strength. The Senior team took part in the prestigious ESU Mace competition and got through to the second round. They proposed the motion, 'This house would not let countries with poor human rights records host major international sporting events'. This was a hard-fought debate that considered whether improved international relations with the host nation outweighed the human cost of building the infrastructure. Highgate School hosted this round and it was here that we forged our partnership with the Highgate debate team; our Junior and Senior teams have been enjoying friendly debates with Highgate ever since. The Junior team have been honing their skills with our partnership school, St Aloysius' College. Every Friday, the pupils from Channing and St Aloysius' College meet to debate. The topics have been wide ranging this year: we discussed whether sentient AI should be given human rights; whether any books, films or music videos should be banned; and ended our season by debating whether a year of community service should be mandatory for all 16 year olds. The pupils have fed back



A St Joseph's student during debating at Channing

to us that they have really enjoyed the discussion, the opportunity to socialise with people from different schools and, of course, the sandwiches! The Juniors have also been working with our partnership Primary school, St Joseph's. The Channing Juniors have been teaching Year 6 and Year 7 how to debate, and finished the sessions by debating the motion, 'This house would ban animal testing'. They made their parents and teachers incredibly proud in their show debate.

Our Key Stage 3 students have been busy getting to grips with the art of writing poetry and prose in our Creative Writing Club. Pupils worked on generating



original ideas for fiction, developing authentic characters and crafting engaging plots. Each week, students came together to discuss their work, providing each other with feedback and support. As a result, they produced a range of imaginative stories dealing with everything from grief, loss, and memory to new adventures. In the sessions focused on poetry, pupils enjoyed creating poems from a diverse range of stimuli, from impossible questions ('What colour is tomorrow?'), to anagrams of their names. Imagination, originality, humour and empathy characterised their poems, which were often both surprising and thought-provoking. Inspired by the work they produced in our weekly meetings, pupils entered a number of internal and external writing competitions,

with Lillia H taking home first prize for the English Department's 'Rebirth/Regeneration' themed creative writing competition.

The theme of reviewing and renewing is at the heart of what we have been doing this year with our curriculum update, promotion of independent reading, and our clubs, trips and visits. We look forward to taking this further in the academic year to come.

Thank you to the students for all their hard work this year!

**Kate Wilkinson, Head of English; and
Sophie Donington, Deputy Head of English**

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YEAR 6 AND 7 STUDENTS AT ST JOSEPH'S PRIMARY SCHOOL AND CHANNING JUNIOR SCHOOL PUPILS DEBATED THE MOTION 'THIS HOUSE WOULD BAN ANIMAL TESTING'. PICTURED IS A ST JOSEPH'S SCHOOL PUPIL DURING THE DEBATE



Geography

This year heralded new beginnings for the Geography Department. Whilst Mrs Blake welcomed daughter Sylvie to the world, I returned to Channing as Acting Head of Department, having taught at Channing from 2003-2007. We welcomed Mr Pelton and Mr Matjilla to the team, alongside Mr Boardman and Mrs Walker. Now, as the academic year draws to a close, it is time to reflect upon the achievements and remarkable progress made in the Geography department.

Throughout the year, students have exhibited dedication, enthusiasm, and curiosity about the world around them as they embarked on a journey of learning and exploration. From day one, students have eagerly immersed themselves in Geography, expanded their horizons and deepened their understanding of the world. With enthusiastic teachers leading the way, our students have embarked on a myriad of learning experiences, equipping them with the tools necessary to become informed global citizens. The Geography team has worked hard to foster an environment conducive to open discussion, critical thinking and embracing the complexity of our interconnected planet.

A common thread that has permeated the Geography curriculum this year is a focus on sustainability. Amongst their units of study, Year 7 students took on the critical issue of plastic ocean pollution, delving into the causes, impacts and potential solutions, with an aim to instil a sense of responsibility to protect our oceans for future generations. In Year 8, the students undertook an exciting challenge by designing sustainable buildings. By exploring concepts such as green architecture, renewable energy integration, and efficient resource management, they developed innovative solutions to minimise the environmental footprint of urban spaces. These imaginative designs showcased their creativity and demonstrated their commitment to sustainable development.

Year 9 students tackled the pressing issue of climate change and mitigation strategies. They analysed the causes, impacts, and potential solutions to this global challenge, studying concepts such as renewable energy, reforestation and adaptation measures. Through thoughtful discussions and engaging projects, they developed a deep understanding of the complexities surrounding climate change and the urgent need for collective action. By fostering a love for our planet,

cultivating critical thinking skills, and instilling a sense of environmental stewardship, the Geography department has laid a strong foundation for a generation of compassionate, responsible, and sustainable leaders.

Our commitment to experiential learning and fostering a real-world connection was evident through numerous field trips and lectures. A commitment to hands-on learning has been exemplified through a series of field trips carefully designed to bring the subject to life and provide a well-rounded educational experience. These excursions have fostered a deep understanding of various geographical concepts, while balancing academic rigour with a sense of adventure and enjoyment. In closing, let us celebrate the achievements of our students, their teachers, and the invaluable lessons learned throughout the year.

As Mrs Blake returns to Channing and I bid the Department farewell, we look forward to an exciting year ahead full of geographical highlights and opportunities.

Claire Gilbert,
Acting Head of Geography

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THE GEOGRAPHY DEPARTMENT HAS LAID A STRONG FOUNDATION FOR A GENERATION OF COMPASSIONATE, RESPONSIBLE, AND SUSTAINABLE LEADERS.

This is something that we encourage in the Geography classroom on a daily basis. In carrying out sensory walks and survivor training in the woodland and dragon boating on the creek, we aimed to foster a love of the outdoors and an appreciation of the natural environment. Teamed with a digital detox on a device-free trip, we hope that this visit served to enhance their wellbeing whilst building resilience. Most of all, we want our students to associate their time in Geography with laughter and joy and the right mix of challenge.

YEAR 8 TRIP TO THE ISLE OF WIGHT

Year 8 were rewarded for their hard work in geography this year when Mrs Gilbert organised a three-day residential for them at PGL on the Isle of Wight. Based on the beautiful Wootton Creek, students were able to appreciate a location that many had not previously explored. The decision to focus this trip on outdoor activities tied in with the school's goal of inspiring students to be 10% braver and take risks.

Y9 FIELDWORK: KING'S CROSS URBAN REGENERATION

In December, Year 9 went to King's Cross for a Geography Field Trip to evaluate the success of the regeneration of King's Cross. Despite the freezing weather, we persevered through and filled out multiple surveys, which included both quantitative and qualitative data. We focused on the social, economic and environmental impacts of the regeneration, as well as learning about different methods of data collection. We visited multiple zones, and in each one we wrote down our findings in our booklets and carried out field sketches. We even got an amazing talk about the sustainability aims of Google's new London headquarters, which was extremely interesting. After our trip, we carried out an amazing, unique project where we made a StoryMap to illustrate our findings from the trip. This was really enjoyable as we got to showcase both our knowledge and creativity, and it gave us a lot of independence.

Diya B, Year 9



Year 9 in King's Cross

YEAR 10 GCSE FIELDWORK: OLYMPIC PARK AND STRATFORD

In November, the Year 10 Geography students visited the Stratford Olympic Park to look at the quality of life in a regenerated area of London. We spent the day comparing the areas inside and outside the Olympic Park, while gathering data to support our findings. We took the data from license plates and did observational drawings in areas both in and out of the Park, as well as doing subjective surveys on the factors of quality of life in each area. We discussed the positives and negatives for each method of data collection and evaluated their accuracy for measuring the quality of life in the Olympic Park. Overall, we saw how regeneration projects reduced the wealth disparities in London and enjoyed the sun while doing so!

Natasha G, Year 10



Year 10 field trip

YEAR 11 GCSE FIELDWORK: FLATFORD MILL

The Geography Department organised a field trip for the Year 11s to go to Flatford Mill, Suffolk, as part of the GCSE course, to see if the downstream changes of the River Brett fit with the Bradshaw model, which we learned about in class. We consolidated our knowledge of rivers, and then we went to four sites to investigate the downstream changes of the River Brett, to see if this fit

with the Bradshaw model by measuring the width, depth and velocity of the river. Although one of the sites had dried up, we were able to achieve accurate results which fit our predictions by working out the discharge of the river, and were also able to evaluate how we could have made our investigation more reliable.

Olivia P, Year 11

YEAR 12 GEOGRAPHY FIELDWORK: EXPLORING BRICK LANE

Brick Lane, nestled in the vibrant heart of London's East End, is a melting pot of culture, history, and diversity. Recently, the A Level geographers embarked on an enlightening trip to this iconic location, armed with surveys and a thirst for knowledge. As they walked the streets, engaging with the locals and immersing themselves in the area's rich past.

Our primary objective was to collect surveys from people walking along Brick Lane. Armed with questionnaires we had designed ourselves, we eagerly approached passersby, curious to learn about their backgrounds, perceptions, and experiences within this historically significant area. The survey questions ranged from inquiries about cultural diversity to the impact of gentrification on the local community. This first hand interaction with people from diverse backgrounds provided the students with invaluable qualitative data that would enrich their understanding of the social and cultural dynamics at play in the area.

One of the most fascinating aspects of the Brick Lane trip was the exploration of its rich history. Brick Lane has a long and multifaceted past, shaped by waves of immigration, cultural exchanges, and urban development. To comprehend fully the area's heritage, we delved into the stories of the successive waves of immigrants who have called Brick Lane home. We also visited notable landmarks that encapsulate the area's history. The Brick



Year 12 field trip

Lane Mosque, formerly a Huguenot chapel and later a synagogue, now serves as a testament to the diverse religious practices that have shaped the neighbourhood. The Old Truman Brewery, once a brewing powerhouse, now stands as a vibrant cultural and artistic hub. These sites brought us face to face with the layers of history that have contributed to the eccentric character of Brick Lane. Through our surveys, we gained a deeper understanding of the social dynamics at play within this multicultural neighbourhood. By immersing ourselves in the area's history, we learned to appreciate the enduring cultural heritage that has shaped Brick Lane. We left with not only a renewed appreciation for the complexities of urban geography but also a profound sense of empathy for the communities who call Brick Lane home.

Ella H-Brown, Year 12



Year 12 Geography students in Blencathra in the beautiful Lake District

YEAR 12 RESIDENTIAL FIELD TRIP: BLENCATHRA, LAKE DISTRICT

The Year 12 Geography trip to Blencathra in the Lake District allowed us to gain more experience and practice on data collection methods for our NEAs that we complete in the summer as part of our A Level, both the human and physical aspects. Additionally, the trip allowed us to have lots of fun with our friends, working together to complete data collection methods, while seeing many awe-inspiring views of the glaciated landscape of the Lake District.

At Blencathra's Field Study Centre, our guide greeted us on the first day and helped us to investigate one of our spec topics, Earth's Life Support Systems, which consisted of measuring the flow of water and carbon on the grounds of the centre, where we measured infiltration rates, interception rates and carbon storage in trees. We used unfamiliar types of equipment, such as a clinometer, to measure the height of trees, opening a range of possibilities for data collection if we were to do an ELSS-based NEA. Through the methods we practised we were able to assess the types of sampling strategies that were most effective, while criticising the methods as to how they were successful or not, helping us to make judgements on the types of methods we would use to set out our own investigations.

On day two we woke up early to embark on our hike in the wet weather through Easedale Valley, investigating the evidence of glaciated activity in the area which was reflected through the many landforms we witnessed, on a small scale, such as observing the glaciated sediment and seeing roche moutonnées, to larger scale through the hanging valleys and the beautiful view of Easedale tarn, which we reached at the end of the hike. We were able to make

appropriate conclusions on factors including the direction of ice movement and the speed at which the glacier may have travelled through describing sediment types.

Day three consisted of visiting the quaint town of Keswick, where we immersed ourselves in the culture of the area, and setting out investigations as a part of our Changing Spaces, Making Places topic. We walked around the town in groups completing clone town and environmental surveys, as well as people questionnaires, allowing us to identify characteristics which make up the place of Keswick, and our perceptions towards it. We continued to discover the town, walking through to the harbour, recording these perceptions of the place each step of the way.

Throughout our trip we attended evening lessons where we had the opportunity to develop our knowledge of data presentation techniques we were never before familiar with, as well as gaining further insight into our NEA projects.

Keira P, Year 12

SENIOR GEOGRAPHY ENRICHMENT

Every week, the Royal Geographical Society hosts lectures open to all which cover topics from the latest geographical research to historical trips and discoveries. A group of enthusiastic Sixth Form Geography students attended one such lecture in March, on 'the evolution of floods in time and space'. The lecture was delivered by Oxford professor Dr Louise Slater and was incredibly engaging and certainly an eye opening experience, increasing our awareness of the complexity of an important topic.

Emily B, Year 12



Members of Globetrotters Club

GLOBETROTTERS CLUB

Globetrotters is a really fun club on a Monday lunchtime where anyone in Years 7 and 8 can participate in fun activities. Tasks are sometimes more online, such as GeoGuessr or more physical games such as Mapominoes or Brainbox. Every week, the winning student/pair/team wins an edible prize that makes everybody want to win even more! Every few weeks, we have a group project where we work together as a team to create a bigger piece, such as a Geography-themed board game or a volcano out of clay.

Ella B, Year 8

History

2022-2023 has been an exciting and busy year in the History Department. This year marked the first fully active year since the end of the pandemic. All of the trips and activities that had been postponed were back on the schedule, as well as some new offerings. We welcomed new staff (myself included) and said goodbye (for now) to others. Best of all, we enjoyed our most successful year academically. In no particular order, the events of the year were as follows:

HISTORY CLUBS AND SOCIETIES

At all levels of the school the Department ran clubs and activities. There was the ever popular History Girls, led by Mr Martini-Phillips in the Sixth Form. Ms Kung continued with the amazing History Journal. Mrs Tomback and Mrs Feeney led the keen and enthusiastic Year 7s and 8s in the Time Travellers' Club, while Mr Raine introduced the Big Questions of History Club – where no one was able to agree if the French Revolution is over or if the modern west is influenced more by 19th century Liberalism or Socialism!

ACADEMICS

The Department continued working toward being at the forefront of teaching and learning at Channing. Students in Year 9 completed a research task called the HERstory Project. Students had the opportunity to look at the life of a woman from History who has not been given the full recognition she deserves. Year 7 students worked in groups to produce presentations about famous medieval women. Year 8 students have also had the chance to produce projects on a range of subjects like the British Empire and the sinking of the Titanic. We have also added units on the Silk Roads and the Renaissance to our KS3 curriculum.

Our Year 11 GCSE students sat the first full public examinations since 2019. We could not be more proud of how well they handled the challenge of the outgoing Edexcel GCSE. Year 10 students began the new IGCSE course studying Nazi Germany and the Cold War. Collectively our A Level students took to the challenge of A Level exams with exemplary enthusiasm and determination. We wish all of them the best in their results and in their future beyond Channing.

TALKS AND ASSEMBLIES

The History Department takes an active role in the life of Channing. This year we led assemblies on Black History Month, Remembrance Day and Holocaust Memorial Day. We were honoured to welcome Holocaust survivor and New York Times bestselling author Lily Ebert to Channing (virtually) on 30 January. We marked the passing of Her Majesty Queen Elizabeth II with a series of lectures on



Alex and Izzy in front of a memorial to their great-great grandfather

TRIPS

Our feet were barely on the ground this year. Mr Martini-Phillips led the Sixth Form History, Politics and Economics students to Cuba for the second time back in October. They visited Havana, walked through a tropical rainforest, swam under a waterfall, and visited the Bay of Pigs – dining on a menu that was light on pork and heavy on frijoles. Mrs Devine led students to New York and Washington in February. New York earned its reputation as the city that never sleeps, or the city that never lets teachers sleep. One isn't sure which is correct!

monarchy, succession and the Commonwealth. In March, historian and professor of History at Oxford, Susan Doran, spoke to the A Level students on foreign relations under the reigns of Mary and Elizabeth Tudor.

Finally, I would like to say that the first year at a new school, and particularly, as a new Head of Department is challenging with so many new faces and systems to become acquainted with. That said, it is a pleasure to



The tunnels at Vimy Ridge



Vimy Ridge



Vietnam War Memorial, Washington DC



Students in Washington DC

I led the battlefields tour of Belgium and France highlighted by visits to the Somme, Ypres and Vimy Ridge. Day trips included a walking tour of London's links with slavery, Six the Musical and a Year 7 trip to Battle Abbey, Hastings during Enrichment Week. The Year 8s visited Hampton Court Palace on the coldest day of the year. Hampton Court Palace has 241 fireplaces and decorative chimneys and not one of them was in use on that cold December day.



Year 7 at Battle Abbey

work with our students. Channing is a special place because the students make it so. I would like to thank the staff in the History Department too. What a busy year it has been and I am grateful for their endless dedication, professionalism and the support. Huge congratulations go to Mrs Tomback on the birth of her son Jonny. We will miss the steady presence of Ms Kung in the new year. She will be on a well-deserved sabbatical and, though irreplaceable, we are glad to have Ms Feeney

and Mrs McCahill staying with us for 2023-24. Of course, we would be rudderless without stalwarts Mrs Devine and Mr Martini-Phillips. What a team!

I wish everyone the best of luck in their exams, a restful summer and I cannot wait for 2023-2024.

George Raine,
Head of History

EPQ

EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is a fantastic opportunity for Sixth Form pupils to work independently on an ambitious project that fascinates them. It is no easy task, especially in Year 13 with exams looming and the demands of UCAS and coursework, but the rewards are great. As one pupil commented: 'Overall, I am very proud of the project that I have produced and... I feel that I have learned valuable skills that I will take forward with me to university.'

This year, seven pupils completed projects on a range of topics, from hydrogen-fuelled vehicles to the long-term economic consequences of coal mine closures to how institutionalised religion is explored in *The Handmaid's Tale* by Margaret Atwood.

Not only did pupils have to come up with the idea for their project, but also a title with a suitable research base and evaluative focus. This was one of the hardest parts of the process as so much depended on setting a good research question.

Each pupil was assigned a teacher to act as their supervisor, who they met with once a fortnight to discuss their ideas. Supervisors mentored students through the (at times) daunting process of completing a project and I am extremely grateful to all the teachers who supervised projects this year for their fantastic support of students. Pupils also received weekly lessons on research skills and project management.

Pupils were lucky enough to have access to the UCL and Wellcome libraries' collections and study spaces during their research, which they mainly conducted over the summer holidays and autumn term. The difficulty for one pupil was knowing when to stop researching: 'I found that, even once my title had been finalised and I was writing the essay, I was constantly researching'. Another commented: 'I learned that I really enjoy spending time researching, as I came across very unusual information that I would not have otherwise discovered.' Several pupils reflected on how challenging they found time management: time management is key!

In the Spring term, pupils wrote up their essays and delivered their presentations. The writing process was challenging for many, especially structuring a longer essay and communicating complex technical or legal information clearly. However, pupils also found it satisfying to get their ideas down on paper: 'After having done so much research, I found it initially very difficult to bring myself to start the project. However, once I sat down to write it, and struggled through the introduction, I surprised myself by how seamlessly the first section of my essay came together.'

The EPQ process culminated in delivering a presentation and Q&A to a non-specialist audience. Although nervous initially about presenting to their teachers and peers, pupils excelled themselves in delivering clear and thought-provoking presentations and responding confidently to a range of audience questions, even when they weren't sure of the answer: Through the questions asked at the end of my presentation I improved my ability to both think on my feet and plan, as I had issues with some of my slides, and improvised answers to unexpected questions. I also had to experience not knowing the answer to a question, and having to tell someone that.

Overall, pupils have developed valuable skills through independently completing a 5,000-word essay and presentation on topics they knew little or nothing about beforehand. They should feel very proud of what they have achieved.

Isobel Ramsden,
EPQ Co-ordinator

Edie Cartmell "Exploring Margaret Atwood's use of institutionalised religion in *'The Handmaid's Tale'* and what this tells us about past and present religious movements and theocratic regimes."

Gabby Douglas-Kitsis "How far can depictions of Jesus in popular media be reconciled with his historical counterpart?"

Raffy Fry "The long-term economic consequences of the closure of the coal mines in the north east."

Emily Mullen "How have attitudes towards psychiatry in the courts influenced the development of 'negligently inflicted psychiatric harm' in tort law?"

Charlie Pearce "What effect did Covid-19 have on fast fashion?"

Flora Pickford "The significance of income as a causal factor of ill health."

Grace Wu "How viable is the use of hydrogen as an alternative fuel for land and sea transportation?"

Mathematics

Another action-packed year and the first completely normal one after the aftermath of covid! Having all lessons back in the Maths Department was very welcome by all.



Maths wizards Milla, Angie and Emma

We were excited that the Maths Competitions were face to face again. Our Athletics team, run by Mrs Williams, enjoyed some challenging and close matches with different North London schools. The AMSP ran a Senior Team Maths Competition at the London Academy of Excellence, Tottenham, which was the first for three years and our team came eighth out of 25 schools in London. We would like to take this opportunity to thank our captains, Year 13's Anna S and Amy W, who have been central to our Athletics team throughout their time at Channing. They will be studying Maths and Chemistry, respectively, at University, amazing STEM role models for our younger students.

The UKMT Mathematical Challenges have been a highlight for our students this year, as always. We really like all our students to participate as it

develops higher-order thinking skills and hearing students discussing Maths problems afterwards is a joy! Congratulations to all our students who achieved certificates and particular praise goes to the following students:

Senior Mathematical Challenge:

- Best in Year 13: Anna Se
- Best in Year 12: Maria K (and Best in School)
- Best in Year 11: Tabitha J

Follow-on rounds: Anna S

(Senior Kangaroo); Maria K (Olympiad)

Intermediate Mathematical Challenge:

- Best in Year 11: Tabitha J
- Best in Year 10: Masha F (and Best in School)
- Best in Year 9: Yutao W

Follow-on rounds: Masha F (Pink Kangaroo)

Junior Mathematical Challenge:

- Best in Year 8: Emma F (and Best in School)
- Best in Year 7: Milla C

Follow-on rounds: Milla C, Angie R (Kangaroo) and Emma F (Olympiad). These students did the challenging tests immediately after their school exams on the hottest day of the year!

Our weekly 'Puzzle of the Week' Maths competition is well established now, being smoothly integrated into lessons. We really feel that every exposure to using Maths in unusual problems and puzzles really develops their analytical skills. Miss Williams's Year 9 Maths class has led every term, with my Year 9 in second place.

Winners of the individual termly competition have included: Daisy A, Anouska B, Diya B, Siena B, Rachel C, Flora G, Bella K, Issy P, Evangelina U, Mia C, Piper C, Chloe C, Daisy L, Rana and Natasha R. Well done students – very impressive work!

Maths Week was incorporated with STEM Week in March and so it was a joint week with Science and Computer Science. Mrs Wootton, Mr Holmes and Dr Spinks started the week off with a joint assembly, all wearing white coats. We introduced a video that Channing alumnae had made who were all currently studying STEM subjects at universities and how they have used their STEM A Levels at university. It was very inspiring for our students to see these role models speaking. We introduced STEM passports for Years 7 and 8 to incentivise them to attend sessions in all the different STEM disciplines. The week included numerous activities, including external speakers, trips and workshops.

Specifically in Maths we did daily Maths jokes and puzzles and each year group had a special activity. Year 7 did a House puzzle competition, Year 8 did the redesigning a local space competition. Ms Yun and Mr Daurat smoothly arranged our legendary Bletchley Park and coding extravaganza with Year 9. Year 10 and 12 saw James Grime, who is a popular Maths



Miss Williams with her Year 9 class – the 22-23 winners of Puzzle of the Week



Roma Agrawal

presenter and YouTuber, you will see his podcasts on Numberphile. He spoke about Mathematical areas ranging from the Enigma machine to Hedy Lemarr and did a workshop on 'how to increase the probability of winning games!'

Puzzle Club, Athletics and Chess Club were well attended throughout the year. Ms Yun and Mr Riggs-Long arranged the 'Maths in Action' trip for the whole of Year 10 in March, in the beautiful Emmanuel Centre near Westminster. They enjoyed a range of entertaining Maths lectures such as Sophie Maclean: Mathematician and Communicator, Nicole Couzens: Maths Educator and Harry Baker: Poet and Mathematician. Nicole looked at 'How big is the earth? And How many aliens are there?'



Year 12s at KPMG's offices

In Enrichment Week we looked at careers in finance and organised a joint trip with the Economics department to KPMG in Canary Wharf (through Channing parent Karim Haji). At KPMG our students were very fortunate to benefit from meeting a variety of financial consultants and hear about their careers and get advice from them. Maja C in Year 12 writes: *In Enrichment Week we were given the incredible opportunity to visit the KPMG offices. We learned a wide variety about the specifics of KPMG through our tour of the building, where we were shown everything from the firm's adjustments made for their employees who are neurodivergent to their pride month themed dining room. Later we were given the interesting experience of listening to different*

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IN ENRICHMENT WEEK WE LOOKED AT CAREERS IN FINANCE AND ORGANISED A JOINT TRIP WITH THE ECONOMICS DEPARTMENT TO KPMG IN CANARY WHARF

members of the firm explain their university degrees and how their career progressed to where they are today. We discussed topics such as the challenges of working in the ESG department and the emergence of tech and computer science roles within the finance industry more broadly.

We were able to speak to so many inspiring female bankers and consultants who really helped us visualise what is achievable in what is often considered a male dominated industry. After that we changed locations from Canary Wharf to Bank as we explored the Bank of England museum. We walked through an exhibition that chronologically details the founding of the Bank of England right up to its roles in modern society, which gave us not only an appreciation from the complex interplay between economics and history but also a greater understanding of how

economics functions practically in the modern world. Overall it was an interesting and worthwhile experience for all the maths and Economics students.

Our Sixth Formers have been instrumental in organising many things at Channing, for example, Brookfields Problem-Solving Club, where they organise fun Mathematical activities for St Aloysius' and St Joseph Primary school children. They also help at our Key Stage 3 drop-in sessions and mentor individual younger students who need a little extra support. We really appreciate this help with running a busy department. We wish the current Year 13 every success in their A Levels

This year we sadly say goodbye to three Maths teachers. Mr Brand, who joined us two years ago, is retiring. Mr Riggs-Long and Mr Williamson are also leaving after 13 years of Channing service! Our students have really benefited from their excellent and engaging teaching and they will be really missed. Mr Riggs-Long and Mr Williamson arrived together and they are leaving together! Mr Riggs-Long has an exciting role in Singapore, starting in August. Mr Williamson is retiring but we can't see him staying away from teaching! They have both given so much to Channing with regards to endless hours of teaching and support to our students.

**Helen Wootton,
 Head of Mathematics**



The Channing Mathletes team (left) in action

STEM

STEM COMPETITIONS:

- Term 1: Build a Bridge Competition (strongest bridge made from 200g of matchsticks): Lydia Pryce
- Term 2: Issy P: International Women's Day: Presentation about a female STEM role model who 'Broke the Bias'
- Term 3: My Environment, My Future Competition: Pavi G

GEOGRAPHY, MATHS AND ART COLLABORATION

Year 8: My Environment, My Future Competition success: All of Year 8 entered the competition where they had to redesign and improve a local space, focusing on sustainability and improving the area for the local community. Pavi G's entry (in Year 8) was chosen from 850 entries countrywide as the winner in the 11-14 category.

Pavi says: "I enjoyed participating in this competition because it gives you an opportunity to incorporate Maths, Art and Geography all into one project. I also think that it was enjoyable because we got to learn much about sustainability and its importance. We also got to experiment with our own ideas for what sustainability means to us individually."



Maths STEM winner Pavi G

STEM AMBASSADORS

STEM ambassadors have been introduced to help to support and promote STEM across the school. They have been involved in running assemblies and promoting the termly competitions. Next year we will extend this to using Year 12 STEM ambassadors who will coordinate the younger students and further input to leading on STEM.

The STEM trophy is now available and a termly STEM competition takes place that students can participate in to win the trophy. This year the challenges have been building a bridge out of matchsticks and a research-based activity to find out and present about a woman who was a pioneer and battled against the bias in the world of STEM. The challenge this term has been a joint collaboration with Geography and Art which is also part of an external GSA competition.

An annual STEM trip for the Sixth Form will take place with a trip to Copenhagen planned for September 2023, and CERN in 2024 (subject to availability).

Profile-raising has been achieved through weekly entries in Word from the Head to ensure that parents are kept fully informed about what is going on in school and the numerous opportunities that are available for their children.

We have also made use of the school's Twitter account to regularly share our students' successes and achievements during curricular, cross-curricular and extracurricular activities. These are also advertised within school on the Trilby TVs and we have been updating the presentations on these regularly to ensure that our students can see recent activities and can often see themselves enjoying success on the screens around the school.

Modern Foreign LANGUAGES

It has been another busy academic year in the Modern Foreign Languages (MFL) Department, and I would like to pay tribute to my wonderful MFL colleagues for all their continuing hard work and support.

The items shown in the next three pages offer a snapshot of all the amazing things that take place in the MFL department, both within and outside the classroom. Languages are thriving

at Channing, with a myriad of extra-curricular opportunities and residential trips available to our students. We have also been very lucky to welcome a range of inspirational speakers to Channing to tell us how they have used their MFL qualifications to embark on enriching careers.

Calvin Waring,
Head of MFL

FRENCH

Year 9 French pupils enjoyed a performance of *La Maison Hantée* by the Onatti Theatre Company. The show began with a few scary moments before becoming very humorous, with a storyline about two teens stranded in a haunted house as they sheltered from the rain. The native French actors played multiple parts to allow for ghosts, a police officer and an escaped prisoner in classic slapstick fashion. Congratulations to Yutao (9LV), who was 10% braver, joining the actors on stage for a starring role and showed off her knowledge of French to boot!

LANGUAGES WEEK

- Year 7: researched and created French cultural projects
- Year 8: researched and created fact files on Francophone countries
- Year 9: studied a short film - *Les Crayons*
- Year 10: analysed a scene from the film *Intouchables*

YEAR 11 AND 12 TRIP TO NICE

Some of our Year 11 and 12 pupils had the fantastic opportunity to visit our partner school in Nice, Lycée Stanislas. During their trip they paddled in Cannes' sea, spotted Emily Blunt at a red carpet premiere, awakened their senses in Grasse's perfume factory and brushed up on their culinary skills in a cookery class learning all about French cuisine of course! Most importantly they got to know their French partner students. They spent a day with them at their secondary school, were invited to their family homes for supper and enjoyed bowling and a film at the cinema together. This was an invaluable experience to immerse the Year 11s and 12s into French culture and allow them to practise their French language skills in a real-life setting.

ANTHEA BELL TRANSLATION COMPETITION

Congratulations to Olivia L in Year 10, Greater London Winner of Queen's College, Oxford University's Level 3 Anthea Bell Translation Competition with her translation into English from *Un homme, ça ne pleure pas* by French-Algerian author Faïza Guène. The passage she translated describes a typical scene at home during the author's childhood. Her entry is currently being considered for a national prize.

SPANISH

- KS5 Hispanists went to the Cervantes Theatre in London to see *La casa de Bernarda Alba* by Federico García Lorca, the play that we study in Year 13.
- During Languages Week, every Year group did a project based on the Hispanic world:
 - Year 7: Latin American country fact files
 - Year 8: Created their own zines in Spanish
 - Year 9: Created and marketed a brand in Spanish
 - Year 10: Studied Fairtrade in Latin America
 - Year 11: Futuristic space hotels in Spanish

Year 9 enjoyed a play in Spanish about a boy's first days at University.



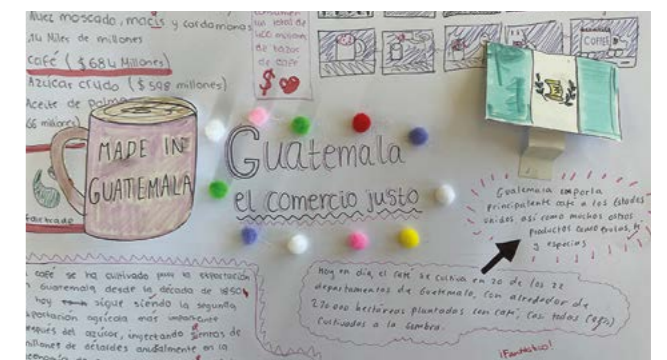
Year 9 Spanish students and their new brand



Year 8 created their own zines in Spanish



Year 7 created a country factfile on Chile



Year 10 studied Fairtrade in Latin America



Year 11 designed futuristic space hotels in Spanish



Poetry competition: Kezia C in Year 10 won the competition with her recital of the poem *Déjeuner du matin* by Jacques Prévert.

GERMAN

- Years 8 & 9: Our students went to the British Film Institute for a study day to explore family, identity and culture through cinema.
- Aachen Christmas Market Trip
- Year 9 & 10: Aachen Tour
- Year 9 & 10: German Day at the Goethe Institut learning about careers with German.
- Congratulations to Olivia W, who was the runner-up in Oxford University's Discover German competition



European Parliament Junior Ambassadors in Brussels in the debating chamber

EUROPEAN PARLIAMENT AMBASSADOR SCHOOL

The Languages Department also runs the European Parliament Ambassador School Programme. We are one of only 14 accredited schools in the UK and this year, our linguists and Junior Ambassadors were offered wonderful opportunities to discover more about democratic processes.

Frau von Wiese talked about her background, how she became an MEP and the campaigning and the interesting work that goes on behind the scenes. Our Junior Ambassadors spoke about their role and their trip to Strasbourg and Mrs Hughes was interviewed as were Alice and Rosie, two of our Ambassadors.

encompassed a huge range of topics, from the war in Ukraine to abortion rights to the environment and LGBTQ+ rights.

Delara Burkhardt, the youngest MEP from Germany, explained what a career in politics involves and students experienced first-hand how the voting system works. Students also had the chance to explore Strasbourg's picturesque Christmas market before a magnificent dinner.

The official EPAS plaque was unveiled by former European Parliament member Irina von Weise and presented to Mrs Hughes in a ceremony in the Arundel Centre.

Twenty-three students participated in Euroscola in the European Parliament's hemicycle in Strasbourg, sitting in the MEPs seats. The focus of the event was human rights, which

Year 12 Junior Ambassadors were invited to the Lux Film Award in Brussels. The film 'Alcarràs' was nominated for the award and students heard from the director as well as from the president of the European Parliament, Roberta Metsola. They attended a workshop

led by together.eu where they discussed how to increase political engagement amongst young people. The EPAS Programme affords an opportunity to students to discuss their views in an international context. Their understanding of democracy and the importance of

languages has improved as a result, enabling them to engage with the global issues that will shape their lives when they leave school.

Calvin Waring, Eleni Pavlopoulos, Claire Garrill
EPAS Senior Ambassadors



The official EPAS plaque was unveiled by former European Parliament member Irina von Weise and presented to Mrs Hughes in a ceremony in the Arundel Centre.



EPAS Junior Ambassadors spoke about their role and their trip to Strasbourg



Channing European Parliament Junior Ambassadors in Brussels



European Parliament Junior Ambassadors photographed outside the European Parliament in Brussels

Music

This has been a very busy year, as usual, of great music making! Most Fridays we had large and enthusiastic audiences for our series of Music at Lunchtime recitals that have seen an incredible array of talent across the entire school community. Every Friday these are reported in the *Word from The Head* and a link to a recording on Soundcloud. Do go to the Channing Soundcloud to listen to all our concerts and see the depth and range of musical styles performed.



Y7 Concert

Our first evening concert of the year was our fabulous Year 11s, who all performed individual solo pieces, with the evening culminating in the traditional group medley, arranged and performed by the group themselves. This year's edition did not disappoint! After half-term we had the Autumn Concert on Thursday 17 November, to which we welcomed a capacity audience to St. Joseph's Church to hear a concert performed by some 250 students from Years 7 to 13.

The evening got off to an arresting start with a brass fanfare performed with organ and played from the organ gallery in the West end of the church. It was then the turn of the 60-strong Concert Orchestra with a superb performance of 'Time' from the film 'Inception'. The whole of Year 7 – The Year 7 Chorus – followed, to perform Rutter's beautiful 'For the beauty of the earth' – certainly an environmental message there! Ms Clifton-Everest's Cremona Strings then delighted us with two famous pieces – 'The William Tell Overture' (Rossini) and Pachelbel's 'Canon in D'. The Year 7 and 8 Choir – The Conabor Choir – were in fine voice singing a beautiful song 'The Moon' by



Andy Beck, followed by a rhythmic and exciting traditional African song 'Singabahambayo'.

It was then the turn of our Senior Strings and we were transported to Italy in the late-1600s for his *Concerto Grosso (Op6 No1)*

– a truly magical performance. The impressive Cantemus Chorus (Y9-13) sang 'I will sing you the stars' and they certainly did, followed by a lively Latin piece 'Cantar'. Mr Dodds' Brass Ensemble returned, this time in front of the audience, to perform Neil Diamond's classic hit 'Sweet Caroline' – and it was! Miss Zanardo's inimitable Brunner Show Choir delighted us with highlights from the film 'Encanto' – this really inspired those Year 7 students watching them intently in the front rows!



Some of the cast from *Les Misérables*

Our final choral item of the evening was given by Miss Bacon's Chamber Choir as they sang beautifully 'Send me a song' by Downes. To close the evening the Symphony Orchestra gave a fizzing rendition of the first movement of Haydn's '104th Symphony', followed by a Symphonic Suite of music from Howard Shore's score for the 'Lord of the Rings' film trilogy.

Sadly, due to adverse weather conditions our Carol concert was cancelled but we did manage to do a shortened version two days later during the day in the Sports Hall. Our next large scale event was the annual Channing at St. Joseph's in March. These concerts are always a special occasion, with this concert being no exception. A solemn trumpet call signalled the beginning of the programme as the Symphony Orchestra played Wagner's Overture to 'Rienzi' with sensitivity and conviction.

The Senior Strings then continued with a dramatic performance of Beethoven's First movement from 'Pathétique' Sonata No. 8 Op.13, directed by Miss Alice Purton. The instrumental introduction to the concert was followed by a stunning vocal feature consisting of the Conabor Choir, Cantemus Chorus, Chamber Choir, and the Channing Community Choir who performed seven selected movements from Vivaldi's 'Gloria in D RV 589'. The choirs were accompanied by the Symphony Orchestra and featured flawless vocal solos by Charlie P, Georgia M, Sophia S, Eloise N, Maya K and Natalia B on the violin.

Two selections from Copland's ballet 'Rodeo' introduced the modern segment of the evening with the Symphony Orchestra performing a



Jazz Evening

spirited version of 'Corral Nocturne' and 'Hoe Down'. The latter featured additional percussion by Lulu C and Mr Chris Thorpe. Miss Jenny Bacon then directed the Channing Community Choir and Symphony Orchestra in a delightful rendition of J Rutter's 'I will sing with the Spirit' (arranged by Miss Leisha Zanardo), followed by 'Dance La La', conducted and arranged by Miss Leisha Zanardo. The evening culminated in a fitting performance of Handel's coronation anthem 'Zadok the Priest' by the Channing Community Choir and Symphony Orchestra, directed by Mr Peter Boxall. It was a real delight to have many parents and friends and staff joining with students to sing in the Community Choir – a real 'community' event!

Just 12 days later we had the annual Channing Jazz Evening on the last night of the Spring Term. All tickets were sold well in advance of the event and there was great anticipation for one of the favourite musical nights of the year. Our professional quartet started the night with two numbers led by our own Mr Theo Travis, Mr Alan Brown on drums, Mrs Andrea Vicary on piano and Miss Julie Walkington on bass.

One of the highlights of these evenings is our students singing with the professionals and tonight we had Ruby D singing 'Blue Moon', Georgina G and Evie M singing an arrangement



Six The Musical

of 'Summertime' acapella with a light string bass, Amy P singing 'Cry me a river' and Evie M singing 'At last'. All of them are stars in the making! A promising young Saxophone Trio performed 'Skylark' with some additional accompaniment from the bass and drums and our Brass Ensemble led by Mr Dodds performed a fabulous version of 'The Chicken!'. To round off the first part, three Y13s, Grace W on piano, Matilda O on bass and Celine O on vocals gave a stylish performance of 'Smooth operator'.

The Theo Travis Quartet started the second half and two of our soloists followed and the evening's finale was the Jazz Band performing a series of jazz greats including Miles Davis' 'So

what', Glen Miller's 'In a sentimental mood', and Herbie Hancock's 'Cantaloupe Island'. It was wonderful to witness so much exciting and stylistic improvisation from so many players during these numbers! A big thank you to Mr Travis for all his hard work and encouragement of our students and well done to our young jazz musicians – ranging mostly from Years 8 to 10!

Our first event of the Summer Term before they went off on study leave was the Sixth Form Concert in April. This is another special night of the year when we celebrate the musical contribution that our leaving Year 13 students have made to Channing Music. The evening started with our Year 12 A level students giving their Y12 recitals, with Katherine S giving a stylish performance of the first movement of Mozart's 'Piano Sonata No.10', followed by Yanna H giving a delicate performance of Poulenc's 'Novelette in E minor'. Georgia McN and Charlie P made their first appearance on the stage of the evening with a gutsy and convincing performance of 'Seventeen' from 'Heathers'. Izzy S gave a heartfelt rendition of Sondheim's classic, 'Losing my mind' and then a quartet of Celine Odabiah, Lorna Goldman, Charlie Pearce and Georgia McNeill all sang a close harmony arrangement of Dolly Parton's number one hit, 'Jolene'.



Sixth Form concert

Politics



Following this, Alice Grey and Edie Cartmell lowered the temperature, and brought some calm to the auditorium in a beautiful and delicate performance of 'Ketchum, ID' with Alice on vocals and Edie playing piano and also on vocals. The next performance was something very special and an incredible achievement for one so young. Grace Wu gave a dazzling performance of Chopin's 'Ballade No.1 in G minor' with such poise and oozing musicality! Georgia McNeill on voice and Charlie Pearce on voice and electric guitar then made their final appearance of the night with a mash-up of 'Misery Business' and 'We're getting back together' – another triumph for this indomitable duo!

Another highlight of the night was Lorna Goldman's own composition 'Flirt,' performed by Celine Obadiah on vocals and Lorna on vocals and guitar. Such a beautiful song, sung with real sensitivity – the audience really wanted to hear more! Then came a reprise from Jazz Night with Celine Obadiah singing, Grace Wu on tenor sax and Matilda Okhomina on bass guitar in a compelling performance of 'Smooth Operator'. The finale was provided by 'War on Flora' who performed two of their own songs, 'Willem Defoe' and 'I don't wanna be nice' and two further songs, 'Live fast, die young' and 'TV eye'. They really have matured as a band and were so at ease on the stage entertaining the audience. Well done to Isla Church on vocals, Savanna Joubert on bass guitar, Matilda Okhomina on drums and Barbara Parente on lead guitar – a fabulous end to a wonderful evening of entertainment from our Sixth Form students.

and Hammerstein played by the orchestra with two superb anthems, 'Climb Higher' and 'After the Rain' sung by Cantemus and accompanied by orchestra. The whole school really raised the roof in an arrangement of 'Jubilate'!

Our final event of the school year, the Music Revue, was in July. This is the first time we used the Arundel Centre for a large-scale concert; within 48 hours of tickets being released the concert was sold out! The programme was given by musicians from Years 7, 8, 9, 10 and 12 and the concert opened with our fabulous Concert Orchestra playing a medley of Coldplay Classics. Three choirs performed a number of contemporary pieces namely the Conabor Choir, Brunner Show Choir and Chamber Choir. There were many instrumental and vocal delights from our Senior Strings, Cremona Strings, Brass Ensemble, Jazz Band, and Contemporary Music Ensemble.

My sincere thanks to the Music team for all their hard work in producing another great year of music making. In particular thanks go to Mr Chris Thorpe, to Miss Jenny Bacon, to Miss Alice Purton, to Mrs Helen Daniels and to Miss Leisha Zanardo – the dream team!

**Peter Boxall,
Director of Music**



In June, our Year 7 students gave performances to their parents and some of the incoming Year 7 at the Year 7 Concert. There were some excellent solo performances and all 26 students sang a lovely rendition of 'Earworm' by Mark Burrows at the end. On Founders' Day our Symphony Orchestra and Cantemus Chorus excelled with a medley of songs from Rodgers



Sixth Form students can't believe they are in the Big Apple

Another busy year in the Politics department has drawn to a close. I must thank my colleagues – Mr Martini-Phillips, Mrs Garrill, Ms Feeny and Mrs McCahill – who have helped steer the students through yet another stormy political landscape.

There were several highlights for me this academic year, most of which took place outside the classroom. After two years of lockdown and limited opportunities to get out and see politics in action, I was so happy once again to be able to organise a trip to the Houses of Parliament, which the Year 12s greatly enjoyed having a tour of both chambers, as well as taking part in a lively debate on electoral systems.

Without doubt, the best trip was the one we undertook to New York and Washington DC during February half-term. Accompanied by Mrs Garrill, Mr Raine and Mr Williamson, I took 34 Sixth Form students to the USA for six days. We had an amazing time! We visited some of the most famous sites in New York, including the 9/11 Museum, the Statue of Liberty, the top of the Empire State Building and the United Nations. We also found time to shop, walk and eat some amazing food.



Sixth Formers en route to Ellis Island



Mrs Garrill and Mr Raine make the most of a rest break at the Joe Biden service station



Sixth Form students watched a session of the UN Security Service



The Capitol in Washington DC at night

A slightly eventful coach journey (we had a puncture en route) took us to the US capital, which I last visited when Donald Trump was President. We stayed in a great hotel and spent a couple of days exploring Washington, marvelling at the iconic Supreme Court, Congress and the White House. Another highlight was visiting Ford's Theater, site of Abraham Lincoln's assassination. A final visit was to Arlington Cemetery, where we played the slightly macabre game of 'spot the graves of the dead Supreme Court justices'. I hope the students took away some special memories from this trip.

I was also delighted to be able to take a group of students to St Paul's Boys' School for a Model United Nations Conference. I was so proud of all the students who



Arlington Cemetery

accompanied me. All of them apart from Phoenix Moore, were in Year 11 and in the midst of revising for their GCSEs, yet they gladly gave up their weekend to discuss, debate and negotiate with many other schools on a range of topics including the rights of women in Afghanistan,

Congratulations to Gabby Douglas-Kitsis, the deserved winner of this year's Politics prize; we wish her and all our Year 13 students luck and happiness as they embark on the next stages of their lives.

Finally, we were deeply saddened to learn of the death of Emily Oulton, who left Channing in 2016. Emily was a fantastic Politics student, who brought so much to every lesson and was a wonderful role model to both those in the Sixth Form and the younger Years. Our condolences to Emily's family and many friends. She will be sorely missed.

Wendy Devine,
Head of Politics

Psychology



Year 12 at the Mind Museum

It has been another busy year for the Channing Psychology department. One of the highlights of this year's Psychology curriculum was the exploration of cognitive psychology, shedding light on how we perceive, process, and store information. Through interactive experiments and engaging discussions, students delved into topics such as memory, attention, and language, uncovering the underlying mechanisms that shape human cognition. Notably, groundbreaking research on working memory and its implications for learning strategies left students in awe, igniting their curiosity to further investigate the intricacies of human mental processes.

Moreover, the study of social psychology captivated the minds of A Level students as they embarked on an exploration of human behaviour within the context of social interactions. They delved into the dynamics of conformity, obedience, and group behaviour, which sparked heated discussions on the influence of authority figures and situational factors. The profound implications of social influence and the power of persuasion in shaping individual behaviour proved to be eye-opening for students, prompting critical analysis of real-world phenomena such as social media's impact on self-perception and identity.

Beyond the classroom, students had the opportunity to engage in extracurricular activities that enriched their understanding of psychology. Year 12 ran Psychology Club over the course of the Spring term where they covered a wide range of topics such as dream analysis, forensic aspects within Psychology and the stigma surrounding schizophrenia. The aim of Psychology Club was to give the students a chance to independently research an area of their choosing that we do not cover in the specification and share their findings with not only their fellow peers but also with the students in the lower years. Once again,

This year's syllabus also included the fascinating realm of abnormal psychology, offering students an in-depth understanding of psychological disorders and their impact on individuals and society. Through case studies and therapeutic approaches, students developed empathy and a nuanced perspective towards mental health challenges. Discussions of the causes and treatment of disorders such as depression, phobias, and OCD fostered a deeper appreciation for the importance of mental well-being and the significance of destigmatisation efforts.

“STUDENTS DEVELOPED EMPATHY AND A NUANCED PERSPECTIVE TOWARDS MENTAL HEALTH CHALLENGES.”

Religion, Philosophy & Ethics



Year 12 Psychology student Megan at the Mind Museum

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THE MIND MUSEUM DELVES INTO THE MANY FACETS OF HUMAN COGNITION, OFFERING AN ENGAGING EXPLORATION INTO THE DEPTHS OF OUR INTELLECTUAL CAPABILITIES.

the teamwork, level of commitment and the eagerness to always learn more is truly commendable amongst the Channing pupils. These experiences not only broadened their perspectives but also inspired some to consider psychology as a future career path, driven by their passion to unravel the complexities of the human mind.

In the summer term, Year 12 Psychology students visited the Mind Museum in London. It is a groundbreaking institution dedicated to exploring the intricacies of the human mind. The museum boasts an exciting array of exhibits, interactive displays and state-of-the-art technology. From cognitive neuroscience to artificial intelligence, the Mind Museum delves into the many facets of human cognition, offering an engaging exploration into the depths of our intellectual capabilities. Upon entering the museum, students were greeted by a stunning foyer, adorned with a sculpture representing the interconnectedness of neurons in the brain.

The exhibition halls, spread across multiple floors, showcase a diverse range of themes, each meticulously curated to provide a comprehensive understanding of the human mind. Interactive workshops and demonstrations are a regular feature at the museum, where visitors can actively participate in experiments, brain teasers, and scientific demonstrations led by experts in the field. These hands-on experiences foster a deeper understanding of the brain's workings and ignited a sense of curiosity and wonder in the Channing Psychologists.

As the academic year concludes, the Channing Psychologists emerge with a profound appreciation for the field's intricacies and its implications for understanding human behaviour. Armed with a comprehensive understanding of cognitive processes, social dynamics, and mental health, these students are poised to make a positive impact in their communities by fostering compassion, empathy, and critical thinking. The journey through Psychology A Level has not only equipped these students with knowledge but has also nurtured their curiosity and ignited a lifelong love for learning. Undoubtedly, they will continue to explore the ever-evolving landscape of psychology, contributing to the advancement of the field and making significant contributions to the betterment of society. We wish our Year 13 Psychologists our very best in their future endeavours.

Finally, I would like to wish Mr Starr, the newly appointed Head of Psychology, the very best as he embarks to further develop the Psychology department at Channing.

Nida Rehmat,
Head of Psychology

An image of the beautiful Buddhist mandalas of the South East Asian beaches comes to mind when I write this: beautiful, intricate patterns symbolic of nature and the very fabric of the universe lovingly carved into the sand. Their very nature is transient, destined to be swallowed up by the encroaching tide, reinforcing Buddha's principle of anicca – impermanence. Everything that is brought into being is in a constant state of flux, and nowhere is this more apparent than in my experience of leading the Religion, Philosophy and Ethics (RPE) department this academic year.

The tide of change is reflected in the department's title. I am delighted to report the successful completion of the first year of the AQA A Level Philosophy course. This is an exciting new development in the department's portfolio and the two Year 12 classes have made outstanding progress and shown the utmost commitment to their studies in both Moral Philosophy and Epistemology, fully justifying the decision to incorporate the subject into the Sixth Form Curriculum. It has also been very pleasing to note the number of students who have expressed an interest in studying Philosophy at University as either a discrete course or in combination with other subjects. Long may this continue!

The other significant development has been the arrival of my colleague Ms Kiff. An expert in Philosophy, they have taught Epistemology with great enthusiasm to Year 12 and have demonstrated both outstanding subject knowledge and excellent pedagogy in leading classes across Years 7-9. I wish to thank Ms Kiff for their hard work and positive demeanour throughout the course of this year. They are a wonderful addition to the RPE department.

Following on from this, I must also thank Dr Hayward for the committed and creative manner with which she has taught and supported her Philosophy classes this year. Her energy, effort and enthusiasm are also greatly appreciated.

There have always been strong links between the RPE department and the Junior School and in the spirit of this, Ms Kiff took a group of six Year 8 students across the road to present to Year 6 on Sikh culture and religious practice. This was received extremely well, with the older girls presenting in a professional and confident manner, whilst their younger compatriots asked a series of illuminating and thought-provoking questions.

Attendance at both the extra-curricular RPE Societies has been strong throughout the course of the year and a number of pupils have shown great commitment through their excellent attendance and

contribution to these sessions geared towards the further development of their knowledge and skills during their RPE lessons.

We have once again entered invited pupils to compete in the external NATRE (National Association for Teachers of Religious Education) 'Spirited Arts' competition. Hereby, pupils either individually or collectively produce a creative visual or written piece in keeping with a series of religious and spiritual themes. I hope to be in touch with some good news regarding this at a later date!

I wish to end by thanking all our students for their hard work and commitment this year. A special mention must be made to my two GCSE classes who have been an absolute joy to teach and I wish them the best of luck for their results this summer and their further studies.

Giles Headey,
Head of Religion, Philosophy and Ethics



Buddhist mandalas of the South East Asian beaches

Science

CHEMISTRY

In addition to the day-to-day lessons that students have in school, there have been a wide variety of different challenges and competitions available in Chemistry this year that our students have been able to get involved with.

Back in November, a team of four students from Years 9-11 took part in the live, online RSC Top of the Bench competition. Zoe Q, Avantika V, Imogen C and Alex M worked together to solve a range of chemical problems, from writing equations to classifying materials. They had to be fearless when tackling unfamiliar topics and communicate effectively to ensure that their knowledge and understanding was taken into account.

In January, Year 12 students took part in the 55th RSC International Chemistry Olympiad. This is an opportunity for students to test their understanding of chemistry, helping them to develop their problem-solving skills and apply familiar knowledge in new and interesting contexts. Questions explored a range of topics including the use of liquid oxygen and liquid hydrogen fuel sources in the NASA Artemis rocket, chemicals used in vaping, and cheese. Well done to Rebecca B and Linda Z who were awarded certificates of participation.



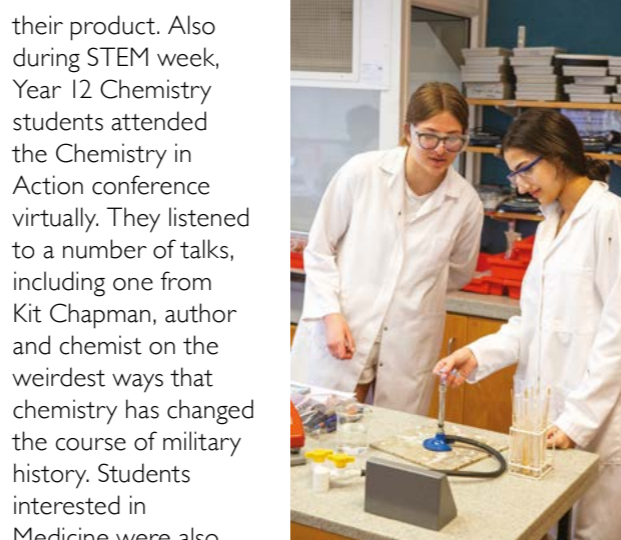
Sixth Form Chemistry students at Oxford University

In February, our team of five Sixth Form students (Isa B, Rebecca B, Georgia M, Amy W and Linda Z) travelled to Cambridge University to take part in the Chemistry Race. The questions were challenging and our team worked hard to solve the problems, using a variety of mathematical, logic-based and research-based methods. Although we didn't win this time, it was an interesting experience and a chance to really test the students' understanding.

During STEM week, pupils in Years 7 and 8 were invited to come to the Chemistry Department to make slime. It was great to see so many students come along and have fun making different colours of slime and comparing the texture, bounciness and flexibility of



Slime making



Year 12 Chemists in action

their product. Also during STEM week, Year 12 Chemistry students attended the Chemistry in Action conference virtually. They listened to a number of talks, including one from Kit Chapman, author and chemist on the weirdest ways that chemistry has changed the course of military history. Students interested in Medicine were also able to hear from Alex Baker from the University of Warwick deliver a talk entitled 'When Medicines become Drugs', which was about how small chemical changes can change the world. There was also an insight into forensics and cutting-edge techniques during a talk from Rachel Bolton-King from Staffordshire University. She revealed how hidden evidence can be uncovered to establish the truth.

Year 7 Science Club this year was split into three six-week blocks with sessions running in engineering, biology and then chemistry. Mrs Mapara ran the Chemistry sessions and in the first week she introduced our curious scientists to the art of fire writing. In another session, an eager group of scientists observed a combustion reaction in the form of an ethanol rocket; this chemical reaction happens so quickly that students used the 'slo-mo' function on their iPads to capture the take-off and landing. Year 12 Chemistry student, Linda Z, then led an investigation into how to make "elephant's toothpaste" using hydrogen peroxide and washing-up liquid. To speed up the reaction, she added a potassium iodide catalyst and the students watched in awe as the foamy "toothpaste" filled up the measuring cylinder!



In May, some of the Year 12 Chemistry students took part in the Royal Society of Chemistry Analytical Division's Schools' Analyst Competition. In this year's scenario, the students were analytical chemists employed to investigate some unpleasant goings on at the Grand Baking Competition. Someone had been sabotaging the bakers' ingredients and the students' task was to unmask the saboteur. The Year 12s worked in three teams to complete a range of tests including flame tests, titrations and chromatography, to determine who was responsible. Well done to Mariam A, Rebecca B, Emily B, Beth C, Olive C, Jenna H, Tessie M and Linda Z for their hard work and commitment.

In June, three Year 12 chemists (Rebecca B, Beth C, and Linda Z) took part in the Cambridge Chemistry Challenge. This competition aims to stretch and challenge students

interested in chemistry, and provides an excellent experience for anyone considering taking their studies further. This year's paper contained questions about electron counting and curly arrows and also about bismuth and its unusual chemistry.

The Chemistry Department would like to thank all of the students this year for their hard work and commitment, in particular our wonderful Year 11s and Year 13s. We would also like to thank Mrs Aniqah Mapara for her contribution to the department during her time covering Ms Natalie Quow's maternity leave, and we look forward to welcoming Ms Quow back following the birth of her son, Nathaniel.

Claire Spinks, Head of Science

BIOLOGY

DISSECTION CLUB

The Dissection club is open to Years 7 and 8 students and is held three times, one each term, throughout the academic year. This is a popular club with up to 18 students attending. There were six sessions in each term, dissecting a chicken wing, sheep's eye, sheep's heart, a frog and two sessions dissecting a rat. The students enjoyed learning about anatomy and structure, particularly of the rat. Where possible, students also used microscopes to analyse the tissues in more detail. Next academic year we hope to launch a new dissection club programme, including the dissection of a sheep's brain.



Dissection Club

YEARS 10 & 11

BIOLOGY CLUB

The Sixth Formers enjoyed running Biology club sessions for Years 10 and 11 this year. Highlights included students investigating their own nervous systems by looking at the effect of temperature on reaction times and the length of time of their after images.

BIOLOGY

CHALLENGE

Students in Year 9 and 10 were invited to take part in the UK Biology Challenge. The competition consisted of two, 25-minute multiple choice papers taken online under staff-supervised examination conditions.

Questions were set on the school curriculum but the competition also rewarded those students whose knowledge of the subject has been increased by reading books and magazines, watching natural history programmes, taking notice of the news media for items of biological interest, and are generally aware of our natural flora and fauna. Well done to all students who took part, but special congratulations go to the students below who have received an award for their entry.

Commended Year 10 students: Lauren Aserkoff and Anoushka Sitkey
Bronze award Year 10 students: Saskia Chadha, Ella Green and Catherine Stobart

MISAC ANNUAL COMPETITION:

As part of the Biology Club, all attendees were invited to participate in the annual Microbiology in Schools Advisory Committee competition. This year, students were required to produce an illustrated, web page report explaining to teenagers the importance of microbial activities in the water cycle and processes involved in reusing water supplies.

INTERMEDIATE BIOLOGY OLYMPIAD

Year 12 Biology students took part in the British Intermediate Biology Olympiad. The competition is open to students in the first year of post-16 education anywhere in the world. The competition involves completing a one hour multiple choice paper online on topics that are likely to have been covered at GCSE and in their first year of A level. Some additional ideas are introduced, requiring problem-solving and application of core biological principals.



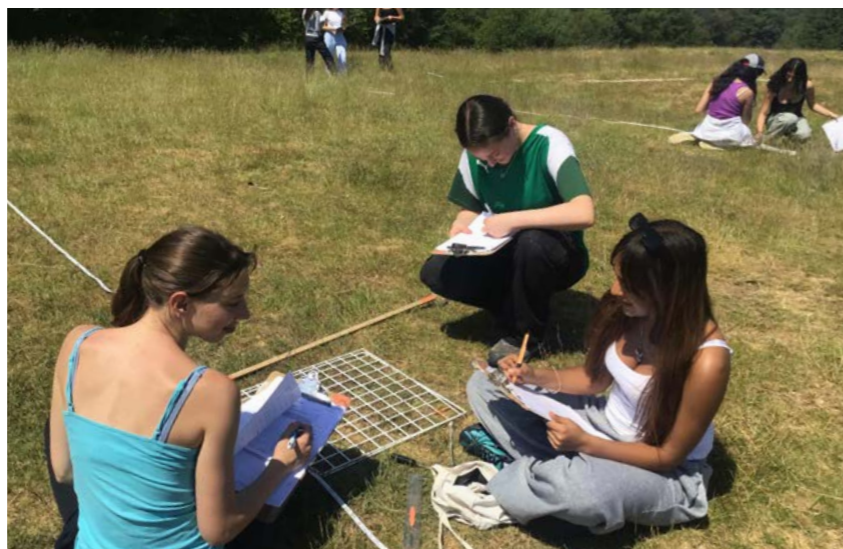
Upper School Biology Club – Students investigate after images

BIOLOGY OLYMPIAD

Year 12 and 13 Biologists participate in the British Biology Olympiad. The two 45-minute papers consist of problem-solving activities testing knowledge from the whole of the two year A level course and beyond. Congratulations to all students who participated, but especially to Emily Brown in Year 12, who was commended for her entry.

YEAR 12 BIODIVERSITY FIELDWORK

Year 12 students took part in a Biodiversity Day at Epping Forest Field Studies Centre. In the morning, armed with pond nets, magnification pots and an identification key, students worked collaboratively to plan and complete an investigation



Year 12 Fieldwork techniques



Year 12 Biodiversity field trip

to compare the biodiversity of two ponds, ensuring standardised techniques that represented the habitat. In the afternoon, students investigated how the species of tree affected the biodiversity of invertebrates in a terrestrial habitat. The maintenance of biodiversity and the human impact of species diversity continues to be a worldwide issue, and so it is essential to study this element of Biology for the A level course.

YEAR 12 FIELDWORK TECHNIQUES FIELD COURSE

Year 12 Biologists also travelled to Epping Forest in June, to learn about the ecological part of the course and

to complete a required practical for our AQA Biology A level. The aim of their investigation was to work out the effect of a named abiotic factor on the distribution and abundance of a particular species, using a quadrat along a transect. The distribution and abundance of a species is determined by a range of different abiotic (non-living) variables, such as humidity, wind speed and temperature.

On Thursday morning, they carried out a preliminary investigation to determine which abiotic factor was the best to measure, and which way was the best to measure the abundance of our chosen species. In the afternoon, they conducted the main practical, as well as working out a statistical test to see if there was a significant correlation between the two measured variables.

MEDICAL DISCUSSION GROUP

Medical Discussion Group was held weekly for Sixth Form students interested in medicine, dentistry and veterinary. Sessions focused on recent medical affairs, ethical debates, and included frequent guest speakers from healthcare



STEM week Biology practical challenge



STEM week Biology photography competition winner Scarlett's entry

professions. Students also receive tailored guidance on their university application, from UCAT aptitude testing to interview practice.

STEM WEEK BIOLOGY PRACTICAL CHALLENGE COMPETITION

All Channing students were invited to participate in the Biology Challenge during STEM week. Working alone or in teams of up to four, students identified body parts from X-rays and then completed an enzyme practical activity to determine the solution with the highest concentration of hydrogen peroxide. More importantly, they needed to explain the evidence for

their conclusion. Well done to all students who participated. The runners-up were Carlotta, Imogen and Aria in Year 9; the winners are Rory and Oliva in Year 7

BIOLOGY PHOTOGRAPHY COMPETITION

The theme for the Biology photography competition was 'patterns in nature'. Students could submit one photograph each of a pattern taken during Science week.

Congratulations to the winner, Scarlett in Year 7, for her image of clouds at dawn, and to the runner-up, Arya in Year 7, for her photograph of the close-up pattern of the petal of an orchid.



Sport

PHYSICS

This has been another busy year for the Physics Department. We congratulate all of our students, especially those in Year 11 and Year 13 who worked so hard in preparation for their Summer examinations. We very much look forward to seeing the fruits of their labour.

One of the Year 9 projects was to write a letter that Alessandro Volta might have written to a long-lost friend, telling them about his fascinating life. Daisy Apfel's very interesting contribution is pictured right.

One of the highlights of the year is the Physics Competition, which is open to Years 9, 10 and 11 students. This involves a five-minute presentation on any aspect of physics. Below is Catherine Stobart's summary of her winning entry on Special Relativity.

In 1905, Einstein put forward his 'Theory of Special Relativity', which revolutionised our understanding of time and laid the groundwork for a new viewpoint when studying space. 'Special Relativity' discusses what happens to objects as they approach the speed of light. Einstein discovered that three things occur. Firstly, length contracts. Secondly, mass increases, stopping an object from reaching the speed of light. This is because, as more and more energy is supplied, it increasingly converts into mass and not speed. Finally, time dilation occurs, which is when time slows down relative to someone who is not moving.

These effects seem completely contradictory to our everyday experience and can allow seemingly impossible scenarios to occur, such as the 'Twin Paradox'. The 'Twin Paradox' is an example of the effect of time dilation. I will give an example of this with two twins, twin A and twin B. Twin A boards a spaceship and travels at 80% of the speed of light towards Alpha Centauri, the nearest star system, which is 4 light years away. Due to A's high speed, time dilation occurs, causing time to slow down for A. As a result, A experiences a shorter journey time compared to twin B, who remains stationary on Earth. In the time experienced by A, the trip to Alpha Centauri and back would take 6 years. However, for B, who doesn't experience time dilation, A's journey would last for 10 years. When A returns to Earth, B would be 4 years older than A.

This seems paradoxical because, from A's perspective inside the spaceship, B appears to be the one moving and thus A would expect B to be 4 years younger! However, this apparent paradox is resolved by the fact that A is aware of their own motion due to the need to accelerate and decelerate, while B remains stationary throughout. Therefore, this situation is not truly a paradox.



Whilst all of this is indeed fascinating, many ask the question of its practicality, as travelling near to the speed of light is hardly a common occurrence for humans (at least not for me, given the speed limit in Haringey). To answer this question, I'll point to two examples. In modern GPS systems, satellites orbiting the Earth are travelling fast enough to warrant taking the effects of time dilation into account.

My second example is observations in cloud chambers, where the motion of subatomic particles can be tracked. One can identify a particle in a cloud chamber by its movement, and many of these particles should have already decayed into other particles, but they are travelling at such high speeds that very significant time dilation occurs. This means that they travel further, as time is moving slower for them from our perspective, before decaying.

Finally, in the 1970s film 'Planet of the Apes', the main character in the opening scene notes that the Earth had aged hundreds of years, whilst they, in the spacecraft travelling close to the speed of light, had hardly aged at all, thereby subtly introducing special relativity to generations of sci-fi aficionados.

Robin Jacobs,
Head of Physics



Athlete Holly Mills talking to a group of students

YEAR 7 & 8 SPORTS HALL ATHLETICS

Students from Years 7 & 8 competed in the Haringey Sports Hall Athletics competition at St Thomas More School in January. The competition provided a perfect opportunity for the students both individually and as a team to showcase their indoor athletics skills. Students competed in field events including standing long and triple jump, shot put, vertical jump and speed bounce and over a variety of distances on the track.

All students performed with focus, commitment and enthusiasm in all of their events and were supportive and encouraging of each other and of the other competitors throughout the whole competition. A special mention to Scout Mosier from the Year 7 team, who placed first in her six-lap track event; she ran a well-structured race. Congratulations to all students involved and we look forward to being part of this excellent competition again next year.

CRICKET

What an exciting year it has been for Cricket at Channing! From day one of the summer term the uptake for cricket at lunchtime and after school across all Years was excellent. The students came in numbers to either try cricket for the very first time or to build on their skills and knowledge of the game. Throughout the term students across all years took part in matches against City of London School for Girls and South Hampstead High School, with mixed results, sometimes losing and sometimes taking the win. Across all matches the teams showcased some very good batting, organised and accurate fielding and some outstanding bowling resulting in many wickets being taken.

All matches were really competitive and the students enjoyed putting the skills they had learnt in training into action. A special mention to lyla R in Year 7 for



Senior School sports day

exceptional all round play and for taking some excellent wickets across all matches, to Tamara P, Josie E and Anais K in Year 7 and Darcy D, Sophie M and Lexie N in Year 8 for all-round excellent play across all fixtures. The Year 9 team unfortunately came across some weather issues for some of their matches however, we are extremely proud of the Year 9 cricketers' commitment to training every week to develop their skills and enjoy the game of Cricket. In addition, it has been lovely to have Year 9 students Piper C, Sasha M, Amara P and Stevie B assist in coaching the Year 7 on a Monday afternoon as part of their Bronze Duke of Edinburgh. Congratulations to all of the students who took part in Cricket club and fixtures this year and we look forward to seeing you all in action again next year.

YEARS 7 & 8 NETBALL

It's been a fantastic season for Years 7 & 8 Netball this 2022/23. The Year 8s have continued their success from last year and the Year 7s have rivalled the success of their big siblings! Unfortunately, the Channing Year 8 A Team were knocked out of the ISNC Cup draw in the first round and we continued in the Plate Competition.

Congratulations to the following pupils on winning the 2nd round of the ISNC Plate Competition against Forest School 38-24. Minnie M, Maya V, Indy D, Eleanor C, Maria H, Lily W, Gaby S, Isabella L, Sofia B and Iris F-C. We were very impressed with the team who were focused, dedicated and supported each other to play outstanding netball. Well done to Maya V and Eleanor C who were nominated players of the match.

Round 3 against Birkenhead School proved to be even more challenging and although we had a good lead in the first half the psychological game proved to be too much for the team, who couldn't hold their advantage in the second half. We didn't make it to the final in Liverpool but there is always next year! They are a talented team with lots of potential and we wish them well on their journey throughout Channing.

The Channing Junior School hosted the Year 7 Haringey Netball Competition again this year on Tuesday 28th February. This year we were able to enter two teams. The Year 7 A and B netball teams placed 1st and 3rd at the tournament. They played brilliantly and showcased the skills they have been improving throughout the year. The A team went on to represent Haringey at the London Youth Games competition. Well done to all of the participants.

In March, the Year 7 Netball players represented Haringey in the London Youth Games Netball Competition at Redbridge Sports Centre. The team had big shoes to fill as last year we came home with silver medals. They had an excellent start to the tournament winning against the boroughs of Brent 8-1, Sutton 8-2, Lambeth 6-1. In the next round we beat Bromley 7-4, Barnet 9-2 and lost to Richmond 0-14. Despite our loss and much to our delight we still made it through to the quarter finals to play City. Once again we were victorious against our friends at City of London School for Girls and we progressed to the semi-final. After a good fight in the second half we lost to Croydon. This placed the team in 3rd place out of 28 schools, obtaining a very respectable bronze medal. Or as we like to call it 'rose gold!'

We are very proud of the pupils who fought hard to earn their medals. A huge congratulations and we look forward to seeing their performance next season.

Well done to:
Leah De Tusch-Lec
Florence le Beron
Zeruchi Bunsie
Alizeh Mohammed
Carla Susgaard-Vigon
Milla Combes
Josie Ewing
Scout Mosier
Violet Lee
Cecily Curry



Channing's Under-14s football team

U15 ISNC NETBALL

Congratulations to the U15 Netball team who travelled around the country playing in the Independent Schools Netball Cup. Their first game was an away fixture at Woldingham School. After a tight first half, the team established a lead in the third quarter, achieved through some determined defending and sharp shooting. The students were able to hold off their tough opposition to win the match 44-34.

In the second round the U15 Netball team travelled to New Hall School. The team started strongly from the start, displaying committed defence and skilful attacking play. The team won the match 47-19.

In the third round the team played brilliantly against determined opposition from St John's School Leatherhead. The team led after each quarter and held off a late comeback to win 39-32.

In the fourth round (the final 16 teams in the country!) the Under-15 Netball team played St George's Weybridge. The team performed impressively across the court, decisive with their play and made very few unforced errors. They won the match 54-28.

The Under-15 netball team then travelled to Brentwood School to play in the quarter-finals. Brentwood provided strong opposition and beat Channing 14-54. The team should be congratulated on an impressive performance in this national tournament, reaching the last eight teams in England. Congratulations and well done!

NATIONAL SCHOOLS NETBALL

Congratulations to the U14 and U16 team who took part in the Middlesex round of the National Schools Netball competition at Lady Eleanor Holles School. The Under-14 team played with great enthusiasm, however they faced some tough and skilful opposition. The Under-16 team lost their first match to Notting Hill and Ealing School, but rallied to win their next three matches against Godolphin & Latymer, Kew House School and Latymer Upper School. They faced St Paul's School in their final match, and after a very tough, strongly contested match the scores were level, meaning the team narrowly missed out on progressing to the next round. Well done to all of the students who took part!

UNDER-15 MIDDLESEX FINALS

Congratulations to the Under-15 Netball team who played in the Middlesex Finals at Lady Eleanor Holles. The students won their first match against North London Collegiate. However, the team lost their next matches by really tight margins. Congratulations to all of the teams, who have performed brilliantly this season.

FOOTBALL AT CHANNING

The popularity of football at Channing has grown this year, with more and more students being involved playing, representing the school and making the most of leadership opportunities.

We have worked hard to give the students an accessible curriculum and a range of extra-curricular activities. The younger students have made huge steps and have the highest number of students participating, with 30% of the Years 7 and 8 taking part in some form of football-based activity.

Being a Barclays Pledged School we are working hard to support the growth of the sport. A number of programmes have been started and we are proud to be part of the FA Girls' Football School Partnership.

FOOTBALL FIXTURES AND COMPETITIONS

The school teams have played fixtures against some local and national schools. The standard of play has increased, alongside the opportunity to play in different competitions. A really big well done to all those students who have represented the school this academic year.

The U12 (Y7) girls' football team managed to get themselves to the 2nd round of both the ISFA and ESFA National competitions. This Year group has had enough students participating to field two teams in certain fixtures, which is testament to their dedication. They are a pleasure to coach and the numbers grew throughout the year with students wanting to improve technically and some for the love of the game. This success initiated an influx of new talented players, both for the football and futsal clubs.

The current U13 (Y8) are without doubt a very talented set of players. With this comes high standards and expectations – once again this team reached the second round of the ESFA tournament. Not to be disheartened, they have really pulled together and put in some excellent performances over local schools – they really are a team to watch.



THE STANDARD OF PLAY HAS INCREASED, ALONGSIDE THE OPPORTUNITY TO PLAY IN DIFFERENT COMPETITIONS. A REALLY BIG WELL DONE TO ALL THOSE STUDENTS WHO HAVE REPRESENTED THE SCHOOL THIS ACADEMIC YEAR.

The upper school Year groups have combined in various ways to fulfil fixtures both locally and at a national level. A taste of the exceptional standards in the first round of the ESFA (U15) tournament encouraged the students to improve their skills. With some players playing two years above their age group there is an excellent foundation on which to build an 11-a-side team.

The Years 6 and 7 football team travelled to Warwickshire in June to play in the GSA national tournament. They played lots of games in the morning, with some good performances and some narrow losses) which placed them into the Plate league. The girls played fantastic football in the afternoon session which secured them a place in the Plate Final. They came up against Queen's College, who had previously beaten them in the morning round robin, so they were ready for the battle. A fantastic long throw from Violet found Thomasina in the box, who slotted the ball nicely into the bottom left hand corner. The ball hit the net in the final 30 seconds of the game and meant they had sealed the victory and got to take home the gold medals from the Plate competition. Well done to Thomasina, Phoebe, Ava K, Jingnong (Y6) and Ayla, Violet, Mila, Scarlett, Scout (Y7).

All Year groups have the offer of a football club outside on the MUGA as well as inside football training or futsal. It is unusual for football to run through the summer term activities and this demonstrates just how popular the sport is in the school. Numbers have grown in the early morning Friday session, with a dedicated set of players from Years 7-10. All of the technical sessions are based around the Football Association's four-corner model.

There have been a dedicated number of Year 9 girls who have been helping out with coaching and fixtures throughout the year at the Year 7 club. Thanks to Piper, Rosa, Stevie, Amara and Sasha for all your support.



Under-15s Netball team in action



Our last football fixture of the year was one to remember. The team was made up from players across Years 9, 10 and 11. It was amazing to see girls playing up years as well as the fantastic standard of ability the Year 11s. A 7-4 win over City of London School for Girls was well deserved. There are too many names to mention as the second half was one of the best Channing performances I have ever seen. A really positive fixture played on the excellent St. Aloysius' football fields was a great way to end the year. Well done to everyone involved.

FOOTBALL WEEK

In January Channing held its first joint Football week festival with pupils from both the Junior and the Senior school taking part in mini competitions and extra sessions of coaching.

The purpose was to promote football and give our students an opportunity to experience some specific UEFA standard coaching. Well done to all of those who took part. Special mention to Y8 Sharpe players who won the 'keepie uppie' and the 'crossbar challenge', with Goodwin winning the 'rebound pass' and the 'agility challenges.'

TALENTED FOOTBALLERS

At the start of this year, Year 11 student Tabitha Jackson was invited to the final stages of the ISFA England Trials – she took part in a residential training programme over 3 days which was incredibly intense. This is an immense achievement and I know she will go on from strength to strength as she is an exceptional player and a role model for younger students.

Year 10 student Mimi H is due to be involved in the Gothia Cup Competition based in Scandinavia this year. This is an excellent opportunity for her to showcase her skills and be involved in a multinational tournament. We are sure there will be more success from this footballer in the future.

The success of the National Women's team means that there are more and more students playing football not only for school but also for local clubs and regions. Well done to all those who have participated this year and please keep the positive engagement. Let's hope the World Cup can encourage more players and involvement.

Suzanne Della-Porta,
Director of Sport



Junior
SCHOOL

Head of Junior School's

REPORT

I can't quite believe that I am writing my fifth magazine entry as we approach the end of the same number of years that I have been in post as Head of the Junior School. I have selected a few of my highlights from over the academic year to give a flavour of all of the fantastic activities and events that have added to the girls' educational experience.

My message a few years ago in assembly to the whole school about relishing every special moment of school life still very much stands. At the time, I offered both of the Year 6 Head Girls an ice cream. One of the Head Girls gobbled it up very quickly as it was so delicious and almost didn't taste it. The other Head Girl ate it very slowly and enjoyed every single lick and bite. I encourage the girls every day – and urge you to do the same – to try to be like the second girl with her ice cream; to take it all in because, just like a delicious yet ephemeral ice cream, the time will melt away more quickly than you thought it would.

For many years, I have hosted tea parties for the girls who join us in Reception and in other Year groups to get to know them as it is extremely important to me that I know them all by name, that I know them all as individuals and that I follow their unique journey through the school. These occasions, that both the girls

and I greatly cherish, provide the space for us to get to know one another and also act as a reference point as the girls move through the school.

This year, I embarked on a new initiative: inviting the girls in Year 6 for Moving Up Tea Parties – and I am so pleased I did! The girls enthusiastically told me about what



Miss Hamalis, Head of the Junior School



Reception tea party

they have enjoyed most about their time at the Junior School and they described their favourite memories. It was fantastic to hear that they have enjoyed being part of a friendly, happy and inclusive community and how much they have enjoyed learning in so many different ways. Some of their favourite memories include: the annual Easter Bonnet Parade with DJ Bolton (one of our fantastic PE Teachers) playing the tunes, and Forest School sessions in the woodland area at the very back of our grounds.

We also discussed what they are looking forward to about going to the Senior School and any worries they may have. The girls all felt excited about moving 'across the road' as they have spent time there and they are looking forward to making new friends. I was very impressed by the girls' thoughtful and reflective comments.

Having bookend tea parties at the start and end of their journey will now add to the girls' precious memories from their time at the Junior School.

Keeping with the theme of moving up, in the Summer term we have a designated 'Moving Up Morning'. It is a big day in the Junior School as all of the girls from the current Reception to Year 5 move up; they spend time with their new Form Teacher and teaching assistants in their new classroom.

Additionally, we host 'New Families' Morning' on the same day; we invite the new Reception girls and new girls in other year groups with their families to spend time with us. All of the girls across the Year groups take part in fun activities and games to get to know one another better in order to ensure a smooth transition to their new year group or new school.

The girls enjoy getting to know their new teachers, making new friends, completing different activities and playing games.

One toy I loved playing with as a child was my stacking dolls. I used to love taking them apart and then putting them back together. Sitting on one of the shelves in my office are seven stacking dolls. They represent the growth of the girls as they move through the Junior School. The tiny one represents the Reception girls, the slighter bigger

one represents the Year 1 girls, the next one the Year 2 girls, the next one the Year 3 girls, the next one the Year 4 girls, the next one the Year 5 girls and the biggest one represents the Year 6 girls.

One of the many things I love about my job is watching the girls grow from being the tiniest doll in Reception not only in height, but also in confidence, socially and academically to the next size to the next size to the next size.

It is a privilege to be the Head of the Junior School and to watch the girls as they move and grow through their journey. I am sure you will enjoy reading more about life in the Junior School in the numerous articles written by the dedicated Junior School staff.

**Dina Hamalis,
Head of Junior School**

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THE GIRLS ALL FELT EXCITED ABOUT MOVING 'ACROSS THE ROAD' AS THEY HAVE SPENT TIME THERE AND THEY ARE LOOKING FORWARD TO MAKING NEW FRIENDS

Art & DT



Highgate High Street



Royal College Banner

What a splendid year we have had in the Junior School Art & DT Department! Not only have we seen many wonderful works of art created but there have been ideas galore, exceptional teamwork and most importantly, very happy children.

The Art & DT Room is a place to show creativity in a safe and supportive environment. In Art lessons, our girls have used their sketchbooks to explore techniques and develop their skills; they have investigated the work of well known artists and designers, and been inspired to create their own magnificent works of art. Across the school, the girls have been working on their drawing and painting skills, as well as using various printing methods and working in three dimensions. In the Summer term, the Year 5s made the most of our local area and went out-and-about in Highgate Village, observing and sketching our surroundings.

Many pupils have made the most of our Art & DT-themed lunch time and after-school clubs. This year, we had clubs for sewing, hama beads and even designing and making props for our Drama productions. Plus, Miss Holmes' after-school Arts & Crafts Club remained as popular as ever!



This year, we have seen success in two major art competitions. Seven girls from the Junior School had work selected to be shown at the Royal College of Art's Young Art exhibition. Lola P was awarded Third Prize and Leila I's piece was Highly Commended by the judging panel. We were also pleasantly surprised to arrive for the Private Viewing only to discover another Channing pupil, Sophie VE, had her work featured on a banner directly opposite the Royal Albert Hall! For the first time in several years, an artwork by a Channing pupil was selected to appear at the Royal Academy's Young Artists' Summer Show. We are very proud of Rafaella C's achievement as there were more than 20,000 submissions by children across the country.

Design and Technology (DT for short) has proven to be an ideal way for children to develop their understanding of our new Channing woodland characters and their learning traits. At the research and design phase of each project, the girls have to be like Empathy Rabbit and consider the user's needs.

A perfect example of this is when Year 2 designed a bag suitable for a nurse. Our Year 3 pupils had to be



Bravery Mole

courageous, like Bravery Mole, when using a junior hacksaw to saw bamboo for their bug hotels. Year 4 girls had to persevere, like Perseverance Squirrel, when they were constructing a phone holder using their sewing skills. When creating their moving pictures, the Year 1 pupils had to be resilient like Resilience Robin, when their sliders and levers failed to function. We are proud of the girls' willingness to work independently in DT as well as showing all the other learning traits such as responsibility, curiosity and respectfulness.

In the Spring term, all Year 6 pupils took part in the Junior Entrepreneur Programme where they learnt about the skills and mindset that it takes to embark on the journey of starting a business. Each child put forward a concept for a class business and, after pitching these to a panel of 'Dragons', it was decided that 6E would make and sell Claylets (bracelets with polymer clay beads) and 6G introduced Pet Plants to our lives!



Feathers etching

The children worked in groups, such as the Finance Team and the Marketing & Technology Team, to launch the businesses and after a very busy Sales Week, both classes made a huge profit! They kindly opted to donate half of their profits to charities: 6E to Cancer Research UK and 6G to an organisation that plants trees.



Fire Bird



Matisse cutouts

Charity

& SCHOOL COUNCIL

Fundraising and involvement in the community is an important part of our ethos at Channing. It's one of the many reasons why Channing is such a very special place in which to learn and work, and this year was certainly no exception to this. In the Autumn term, with the guidance of our sustainability leaders, we supported Just One Tree, a charity that works to lower the levels of in the atmosphere through global reforestation, raising £220.65. Our Year 6s also ran a Bits and Bobs sale in support of UN Empowering Women through Sport. It was a great success and brought in £498. In November, we marked the British Legion Poppy Appeal, remembering those who lost their lives and helping to support many serving and ex-serving personnel, raising £321.81 in the process.

During the Spring term, whilst continuing to support the Alexandra Wylie Foundation with food donations, we also supported the Little Village Mother's Day Campaign, bringing in donations to help put a smile on the face of mothers who live in poverty. Through our bake sale we raised an impressive £2750.09 for 'Save the Children', to help in the effort following the devastating earthquake in Turkey and Syria. We also supported the NSPCC by raising £338.45 during our exciting Numbers Day.

During the Summer term, the girls in the Junior School took part in a fun run to help raise money for the Ruth Strauss Foundation. The Foundation was set up by former England cricket captain Sir Andrew Strauss in honour of his wife Ruth, who died of a rare form of lung cancer in December 2018. The Foundation provides grants for research into rare forms of lung cancers and provides emotional and well-being support to patients and their families. To help raise money, the pupils wore something

red and completed as many laps of the Junior School MUGA in a limited time. Each lap that they completed also earned a house point for their team. The girls were excellent at rallying around supporters that generously sponsored them to earn an impressive £7560.66.

In addition to this, we also worked hard to raise money for Kids for Kids, a charity that helps to lift individual families out of abject poverty and transform the lives of whole communities in Darfur. When not raising money, we also help to support our local community in other ways. Our Year 5s took a trip to Cheverton Nursing Home in early June, where they sang to the residents and made us very proud.

2022/23 was also a record year for Channing Association (CA) charitable giving, with a total of £29,272 raised for good causes, including Macmillan Cancer Care, UNICEF, Little Village, LMK, St James Preschool, PCR Research and DEC. This figure includes the final CA charity contribution of the year: the online Teddy & Football sales and the Summer Fair together raised a whopping £3,500 for Hypo Hounds, enough to pay for one full year of support for a dog, from a puppy to a helping Hypo Hound. The CA will continue to fundraise for this wonderful charity next academic year. Earlier in the year, the hugely successful charity comedy night at Alexandra Palace Theatre raised a staggering £20,424, with all the proceeds donated to three local charities supporting children and young people: Little Village (supporting families of children under 5 living in poverty in London), LMK (promoting healthy relationships in teenagers), and St James Pre-School in Muswell Hill.



Red for Ruth

SCHOOL COUNCIL

We have had a dedicated group of school councillors this year (Reception to Year 6), who have come to meetings ready to share thoughtful feedback from their respective classes about the issues that affect them. Our pupil voice is very important to us and is getting stronger!

The School Council began the year by conducting a survey across the school to find out more about the things that pupils most wanted to improve. They created the questions themselves and received a wide variety of suggestions, such as ideas for dress-up days, cultural and special event-themed school lunches, favourite authors to stock in the Library and new ideas for clubs and trips. We are very much looking forward to seeing some of these new initiatives in the next academic year.

The BIG project for this year was investigating and creating rules for the use of the fantastic new Adventure Playground. The pupils in the School Council spent considerable time having discussions about how best to use the equipment safely. They decided on the numbers of children that could go on each piece of equipment and the length of time this could be for, in order to keep it fair for everyone. They took pictures for reference and created a set of rules which they shared in an assembly. These are now well-established and all pupils from Reception to Year 6 have since enjoyed sharing and

using the new playground. (See photographs below). During the Summer term, the focus moved to discussing our break and lunch time routines. The girls on the School Council felt that pupils would benefit from clearer rules on where and how to line up to wait for their snacks and lunch, how to carry their plates safely, how to enter and leave the dining room, and how we show excellent table manners. Next year, the aim is to build on this and create some 'how to guides', showing the new year groups what to do in Fairseat Hall when having their snacks and lunch.

Excitingly, the School Council has further work to do regarding the use of our outdoor space. Using feedback from each class, the School Council representatives have presented ideas for creating a fairy garden and new friendship area. From toadstools to treehouses, statues to solar lights, deliberations have begun on how to create a beautiful and contemplative space for all pupils to view and enjoy.

They are also keen to build an inviting area which will be representative of our school community, as well as providing a welcoming space for friendships to blossom. The girls are hoping that the area will include seating and a mural, as well as decorations and an area for positive messages and affirmations. Watch this space!



Computing

Computing has continued to thrive at the Junior School this year and our pupils have been supported in an age-appropriate and enjoyable way, allowing them to develop the skills they need to enter the online world, knowing how to keep themselves and others safe.

As well as discrete Computing lessons, the girls have continued to use technology to support all curriculum areas. Our pupils are continuing to use a range of Virtual Learning Platforms to share their work, receive and respond to verbal and written feedback and to complete independent work as well as collaborative project tasks. The girls in EYFS and Key Stage 1 are continuing to work using Seesaw, developing their confidence using the app to showcase their learning across the curriculum, using mainly iPads. However, our youngest learners have also developed their mouse-control skills and typing skills when working on Chromebooks in some Computing lessons.

The pupils in Key Stage 2 have continued to showcase their developing skills of working systematically to save and access digital work in their Google Classroom online storage folders, as well as gaining confidence when working independently and collaboratively on Google Documents, Google Slides, Google Sheets, Google Forms and Jamboards. Pupils in upper Key Stage 2, are now confidently working split-screen on their loaned Chromebook devices to research and work on multiple tabs.

Throughout the school, lessons continue to be enhanced using digital media, including educational videos, quizzes (such as Kahoot and Google Forms); VR headsets; codable robots, coding apps and software (such as Beebots, 2Code on PurpleMash, Scratch Junior, Scratch and Sphero); and green screen.

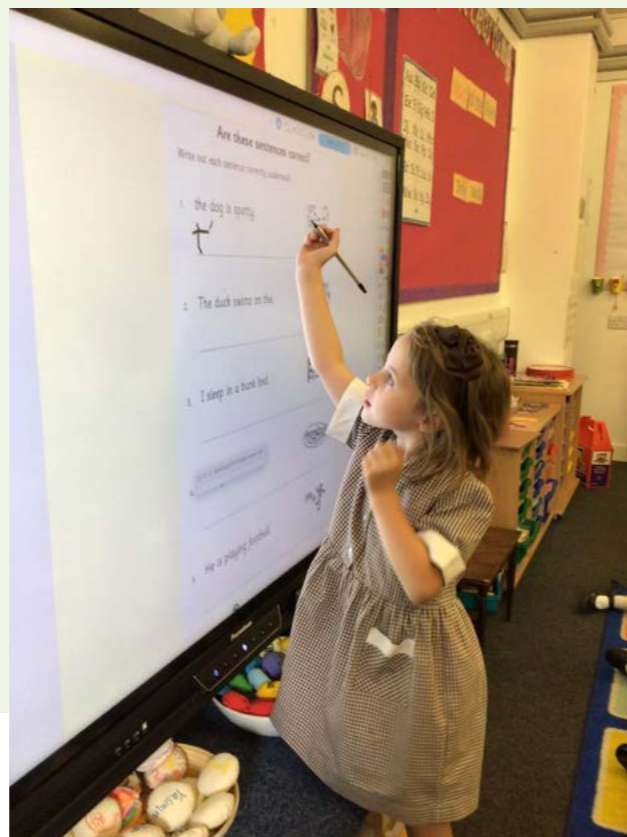
Technology also plays a crucial role in our Music curriculum, ensuring our pupils develop essential digital literacy skills as well as practical understanding of chords and structure in music. This year, the pupils have gained hands-on technical experience when learning about simple recording, musical structure and balancing sounds to develop their compositional skills and deepen their understanding of music production techniques. Pupils in KSI have been introduced to Chrome Music Lab, an interactive platform through which creative exploration is encouraged to start to take creative ownership of their digital sound world. Pupils in Lower Key Stage 2, have been introduced to GarageBand: dynamic software



IT lesson

which enables pupils to compose their own music. Pupils in Upper Key Stage 2 have used Soundtrap software this year, an innovative digital audio workstation which affords the opportunity to collaborate and produce music of exceptional quality.

In an Assembly this year, the pupils in Reception entertained the audience by showcasing their journey to meet various fairytale characters, digitally, on a map.



Motion IT

The Year 3 weather forecasters were once again able to predict the temperature and prevailing weather conditions for the week ahead; while Year 4 stop motion animators and Year 5 Sphero coders showcased their skills to entertain and enthrall others (not least through QR code videos shared in classrooms on Founders' Day).

We are proud of our commitment to ensure pupils are confident and safe users of technology. Our continued use of Jigsaw, our PSHE scheme, this year has ensured that our pupils have been taught about being safe online. The spiral PSHE curriculum, complemented by resources from Rising Stars, has ensured that our young pupils are aware of online risks in an age-appropriate way. We have continued to enable discernment about safety without causing disproportionate alarm, and whilst also championing how the digital sphere can be enjoyed responsibly. This year, we have continued to encourage the pupils to talk about their online activity in the same way that we talk about other issues within Jigsaw, following the Jigsaw Charter to ensure a safe and supportive classroom environment in which to share our ideas, experiences and worries. In February, we celebrated Safer Internet Day, which this year focused on the theme of 'Want to talk about it? Making space for conversations about life online.' The girls were treated to presentations from the Digital Leaders; and, in age appropriate classroom discussions, the girls shared issues that really matter to them; changes they want to see; and were encouraged to reflect on ways we all work together to advocate for young people moving forward.

Our fantastic Digital Leaders have continued to work exceptionally hard to promote technology across the school this year. They created pupil online safety surveys to reflect on pupil voice throughout the school, introduced an Online Safety Concerns box in Fairseat Hall (to respond to any questions or concerns from their peers) and are currently accepting entries for a digital competition on the theme of 'Summer' to celebrate the end of the year.

We continue to be amazed by the girls' aptitude and enthusiasm for developing their digital skills in extra curricular and co-curricular activities. This year, the girls have relished extra opportunities to develop their critical thinking skills by attending Minecraft Club, Coding Club and iBrick Club (with partnerships). Year 4 pupils also participated in an exciting Minecraft workshop, designing their own worlds, linking to their study of the ancient Aztec civilisation.

We continue to introduce innovations and initiatives into the Computing curriculum to enhance our provision, as well as to encourage our pupils to develop their digital literacy skills.

Drama

This year's Junior School Drama performances were a captivating showcase of talent and creativity, as each form presented their own unique play. From Reception to Year 6, the pupils embraced the opportunity and shone on stage, creating memorable moments for the audiences to cherish.

The festivities kicked off with Reception's Winter play, *'The Night Before Christmas'*. The young performers enchanted everyone with their adorable Christmas outfits and retelling of this timeless poem. The inclusion of songs added an extra layer of joy and merriment to the production, making it a heartwarming experience.

Year 1 took us on a delightful journey into the world of famous fables with their play *'Stone Soup'*. The pupils not only acted but also participated in creating the play, showcasing their enthusiasm and dedication. The incorporation of songs in this performance further elevated the storytelling, making it a truly engaging experience for the audience.

Year 2 presented a unique and original movement piece titled *'The Elements'*. Through their expressive movements and choreography, the pupils brought the essence of nature to life on stage. This performance displayed their creativity and physical prowess, leaving the audience in awe of their talent.

Year 3 embraced the spirit of Broadway with their reimagined play, *'The Lion Queen'*. The pupils showcased their acting skills and vocal talents while putting their own twist on a beloved story. The inclusion of songs in this production added a dynamic dimension, immersing the audience in the magical world of mediaeval musical theatre.

Year 4's delved into the realm of fantasy literature with *'The Jabberwocky'*. The pupils demonstrated their imaginative prowess as they brought Lewis Carroll's whimsical poem to life. The pupils not only acted but also helped write and create the play, showcasing their storytelling abilities. Their commitment to the fantastical elements of the story was commendable, creating an enchanting experience for all.

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THE COMMITMENT, ENTHUSIASM, AND HARD WORK OF THE PUPILS WERE EVIDENT IN EVERY PERFORMANCE. IT IS CLEAR THAT THE JUNIOR SCHOOL HAS A WEALTH OF TALENT THAT WILL UNDOUBTEDLY CONTINUE TO CAPTIVATE AND INSPIRE IN FUTURE PRODUCTIONS

Year 5 took us on a journey of origin stories with their play *'Treasure Island'*. The pupils engaged us as we journeyed into a magical and dark world. They brought to life their colourful characters with powerful and imaginative acting. The incorporation of songs in this performance added depth and emotion, making it a truly captivating experience.

Finally, Year 6 wowed the audience with their rendition of Shakespeare's classic play, *'Macbeth'*. The pupils showcased their understanding of the intricate language and complex themes of the play. Their command of the Shakespearean dialogue and their ability to evoke emotions left a lasting impression on the audience. The ensemble worked effortlessly and with skill, immersing us in the horror of Shakespeare's dark tragedy.

The 14 performances were a testament to the pupil's creativity, talent, and dedication. Pupils in each Year group brought something unique to the stage, showcasing their abilities and leaving the audiences thoroughly entertained. It has been inspiring to have had the pupils actively involved in creating and shaping their plays this year. The commitment, enthusiasm, and hard work of the pupils were evident in every performance. It is clear that the Junior School has a wealth of talent that will undoubtedly continue to captivate and inspire in future productions. It has been a pleasure being a part of the journey. Thank you for all your hard work and dedication!

English

Throughout this year, the young girls in the Junior school have thrived as imaginative writers and poets. We have taken great pleasure in embracing stories and literature from various cultures worldwide and have been fortunate to engage in thrilling endeavours to produce our own unique creations.

On National Poetry Day last October, every girl in our school had the opportunity to showcase her creative writing skills by crafting poems and creative pieces centred around the theme of 'The Environment'. This activity perfectly complemented our commitment to sustainability. KS1 and KS2 used the wonderful text *'Thinker: My Puppy Poet and Me'*, by Eloise Greenfield as their writing inspiration. The text follows the plot of a poet puppy and features a different style of poetry on each page. Reception used a playful text about a kitten titled *'Joy'*, by Yasmeen Ismail. On the day, we celebrated poetry by creating poems on a particular element of nature. Across classes, each House worked as a group to create a poem and each class also created a poem as a whole class.



National Poetry Day

Each Year group wrote a poem in a different style. Reception completed a cloze poem; Years 1 and 2 wrote acrostic poems; Year 3 incorporated rhyme into their poetry; Year 4 had a choice between writing a kenning or a list poem; Year 5 wrote personification poetry; and Year 6 wrote haikus.

We took immense pride in exhibiting the work of each and every girl in the school, providing a platform for everyone to appreciate the imaginative poems centred on the theme of 'The Environment'. Additionally, each class was assigned a specific animal, which inspired the girls to write beautiful and contemplative poems that were joyfully displayed for all to enjoy.

In March, our next big event was of course World Book Day. The girls had a multitude of exciting activities throughout the week, which nurtured their love of



World Book Day

literature as well as their community spirit. Each Year group did a book swap with their partner Form. The girls brought in books from home that they had enjoyed and wanted to give to a new loving home. This also complemented our whole-school sustainability focus. Next, every girl designed and crafted a bookmark to give to their House buddies. The House buddies met up with each other to swap their bookmarks and chat about their favourite texts. On the day, the girls enjoyed participating in a World Book Day-themed quiz. Finally, every class designed a bunting to decorate their book corner with.

During the celebration of World Book Day, we were filled with excitement as we warmly welcomed two remarkable authors, Neal Layton and Skye Mckenna, into our Junior School. The authors' visits served as a tremendous source of inspiration for our girls, igniting their imaginations and love for literature. To commemorate the occasion, the girls participated in a vibrant costume parade held on the MUGA. It was a joyous affair as the girls proudly displayed their inventive and imaginative costumes, sharing their adoration for book characters and literature with their friends.

Throughout this year, we have integrated the art of creative writing into our curriculum in numerous ways, establishing connections between various subjects and our English learning. During Reception's Traditional Tales topic, they were excited to welcome the Freshwater Theatre Company into school to do an immersive workshop on fairy tales. It was a great opportunity for the girls to reflect on creative writing and share their thoughts on literature.

Year 3 have also enjoyed tying drama into their learning this year. The Year 3s were inspired by the 'sounds' from *'Sounds in the Evening'* by Eleanor Farjeon and wrote some engaging poetry that they performed to one another, with expression and intonation.

Emotional MANAGEMENT

This year at the Junior School we introduced a special socio-emotional learning tool called Kimochis, and it's all about feelings!

Kimochis are small feelings pillows that help children learn how to identify and express their feelings. Derived from the Japanese word for 'feeling', Kimochis encompass the essence of emotional exploration.

Sometimes we all have these strong feelings that can be tricky to handle and make it hard to know what to do; so Kimochis are here to save the day! They are like our trusty friends who help us work out our feelings, even when things get a bit overwhelming.

At Channing, we believe in creating a friendly and understanding community where everyone's emotions matter. Kimochis are here to help the girls on that journey. The pillows give a tactile and visual experience that is safe, friendly and non-threatening. The Kimochis pillows help the girls learn about emotional intelligence and expand their social emotional vocabulary.

Children (and adults) have strong feelings that can fuel challenging behaviours and sometimes it is hard to know how to communicate them when they are in an emotional moment. Kimochis are a playful way to help children learn how to identify and express those feelings. Research has shown that when children can communicate their feelings effectively, they develop positive social skills that lead to lasting friendships and success in all aspects of life. The Kimochis pillows are helping the girls grow and transform by dealing skilfully with their feelings.

At Channing, the girls are embarking on a journey of recognising and managing emotions, nurturing care and compassion for others, building positive relationships, making responsible choices, and navigating challenging situations with grace.

Throughout the year, the girls have learned that 'all feelings are okay, all behaviours are not'. They have focused on a variety of different feelings, with the emphasis on how to manage and express these important feelings in positive ways. The girls have discovered that the same emotion can manifest differently in each person and that powerful feelings like excitement and frustration can unintentionally influence their actions, affecting their learning and friendships.

The girls have cultivated a deep understanding that all feelings are valid and serve a purpose. They have gained insights into the distinction between 'easy-to-have' and 'hard-to-have' feelings, developing a keen awareness of how these emotions manifest within their bodies.



A cat Kimochis

Throughout the year, KSI has offered an exclusive Kimochis club, immersing the girls in the enchanting world of Kimochis characters alongside their feeling pillows. Each Kimochis character has a different personality and temperament – just like our students! These lovable characters serve as mirrors, reflecting the distinctive qualities of our girls. They not only showcase their communication strengths but also present challenges to overcome.

The Kimochis' personalities help the girls consider their own strengths and weaknesses and seek ways to make improvements. Likewise, the characters encourage everyone to practise more patience and tolerance with others – we all have challenges in our communication.

The journey with Kimochis empowers our girls to develop heightened self-awareness, vital skills in effective communication, and the ability to express themselves authentically. By embracing the diverse personalities of the Kimochis characters, our students celebrate their individuality, foster empathy and enhance their emotional intelligence.

Thanks to Kimochis, the girls are learning how to understand and show their emotions, one pillow at a time!



Junior School pupils with Kimochis

Forest School

Another fantastic year for Forest School! *But what is Forest School?* Forest School is a child-centered inspirational learning process that offers opportunities for holistic growth through regular sessions. It is a long-term programme that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner-inspired, hands-on experiences in a natural setting. The benefits of Forest School are numerous and include...

Resilience – like our local Resilient Robins, the pupils soon get used to a wide variety of weather conditions. This year, snow in March brought various exciting opportunities and the chance to discuss the ice on our pond. Many interesting conversations were held regarding the frogs, newts and birds and their strategies for surviving the freeze. The Summer term was hot and dry, providing the Reception pupils with a challenging investigation into the location of minibeasts and worms – where were they all hiding?

Perseverance – older pupils have had to use this quality when enjoying an opportunity to use a bow saw to cut through timber. Working in pairs, with gloves on their 'helper' hands, they soon built up teamwork, developing communication skills as they went. But, for many, it was perseverance that was required to cut all the way through the log!

Empathy – pond dipping has been a favourite activity for many pupils, who have been able to observe and handle a number of snails, common newts and even a frog! Just like the Empathy Rabbit, the pupils have learnt to be careful and caring when finding these animals to ensure we don't hurt them. Year 3 and 4 pupils have also discussed and practised basic first aid so that they would be able to approach a potential casualty.

Responsibility – all pupils have enjoyed using the resources of the Forest School area, whether ropes, tarpaulins, nets for the pond or tools, like loppers and bow saws. They know how to take responsibility for their actions and are getting better at tidying away after themselves! Much of the craftwork produced using tools, including wreaths, mini-reindeer and bug hotels has been of an outstanding quality.

Bravery – this year lots of pupils from across the Year groups have taken on the challenge of climbing the two tall trees and descending back down using the ropes (with the safety ladder only being used a few times!). This achievement is often a highlight of a Forest School session with the rest of the class celebrating when someone is successful for the first time.

Independence – from organising their clothes and Wellies to tidying up the area at the end of the session, the girls demonstrate very pleasing levels of independence. The way that they are using their initiative more and more to look after the forest area is truly heartwarming.

Respectfulness – a great virtue of Forest School is the opportunity to enjoy more teamwork. Whether working as a pair or as a class, the pupils benefit enormously from the regular practice of core teamwork skills; including active

listening, turn-taking, negotiation and compromise. Many of the pupils' responses to team artistic challenges have been magnificent!

Curiosity – we were very lucky to have a litter of fox cubs born on the edge of the forest area this year. This caused great excitement amongst the pupils and sparked lots of questions and interest in foxes, as well as other animals that might live there. Although curious, the pupils acted responsibly, following our new route into the area so we could watch but not disturb them.

As always, the pupils have been a delight to work with and the Forest School team thank them for their creativity, kindness and teamwork. Thanks are also due to all parents and carers for supporting us; with so much, but especially with clothing and organisation. Finally, thanks to all the teachers that have worked in Forest School – leading sessions, supporting sessions and standing in for absent colleagues – in all the wonderful weathers and temperatures of the Fairseat forest!



Forest School encourages creativity outdoors



Forest School makes students curious

Geography



Fossil hunting on the Isle of Wight

This year, the Junior School pupils have continued to enjoy learning about different places both locally and internationally in their Geography lessons. Classroom activities have included research tasks, map work, collaborative projects and talks from parents about the countries where they were born. This has been enhanced with plenty of learning outside the classroom with trips, workshops and visits taking place across the academic year.

In the Autumn term, topics included a tour of their new school in Reception; navigating your way round is obviously an essential skill when you first join the school! In Year 1, the girls discover what life is like living in the Poles. Year 3 learn about the features of rivers, with a focus on the River Nile.

As Spring term began, Year 2's topic focused on the British Isles. Year 5 pupils also began a Geography topic all about India, whilst Year 4 pupils began learning about Kenya. Pupils in both Year groups had the opportunity to study climatic conditions and daily life, comparing and contrasting life in the UK to life outside our own country. In KS1, the Year 1 girls were introduced to the ecological challenges faced by the modern world in their topic: 'Go Green'.

In the Summer term, the Reception girls explored the similarities and differences between life in the UK, India and Kenya in their topic 'once upon a time': much like their comrades in Years 4 and 5 in the Spring term.

In Year 4, the girls took part in an overnight residential trip aboard the Golden Hinde, the first English ship to sail around the globe; this provided the girls with an understanding of the importance of discovering lands and exploring the globe for new opportunities to experience different cultures and trade important goods, such as food and medicine. Activities on board included weapons training and using compasses to learn how to navigate the ship.

To complement the topic of Coasts and Erosion, Year 6 visited 'The Needles' on their recent trip to the



Going to see the Needles

Isle of Wight – well known for its examples of coastal formations. The girls took a boat tour to view the coastal stacks and stumps, learn about their history and look at photos of them over the years. Luckily, the sea was calm and there were a lot fewer waves than last year! The girls were very enthusiastic, although their chair lift ride down to the beach was their favourite part!

Once again, many trips, workshops and visits played an important part in enhancing the learning experiences taking place in classrooms across the whole Junior School. This included a wonderful parent talk about India in Year 5. Many thanks to the parents involved in these important opportunities to share their experiences of growing up in a different country and culture.

As the year draws to a close we can reflect on another successful year for Geography with trips, workshops and cross-curricular learning playing an important role in developing the girls' Geography knowledge and understanding throughout the Junior School.

Many thanks to all the teachers who provided the girls with these cross-curricular experiences and planned carefully for many opportunities for the girls to learn outside the classroom; many thanks to the pupils themselves for their energy, commitment to the topics and their love of learning Geography.

Next year, the girls can look forward to more orienteering and map skill activities, alongside development of the curriculum to incorporate climate change and sustainability.



Year 6 had great fun fossil hunting on the Isle of Wight

History

In History this year, we have continued to support the pupils in gaining a knowledge and understanding of Britain's past and that of the wider world. By exploring primary and secondary sources including artefacts, they have been able to investigate different historical periods, questioning and thinking critically to examine the legacy of each era.



Year 2 learnt about the ill-fated Titanic journey

The Autumn term began with a celebration of Black History Month. The theme for 2022 was Time for Change: Action, Not Words. In our Form Time, we played games, produced superheroes and created a wall of dreams that celebrated the contributions that African and Caribbean communities have made to culture and society.

As part of our celebration, we welcomed the Steel Pan Agency, who performed an inspirational assembly for the whole school. With steel pans, African drums and bamboo, the girls were inspired to try to both learn and create their own improvised, rhythmic tunes in a series of workshops. It was a fantastic opportunity for them to learn about the history of steel pans from the Caribbean and a spectacular finale to our amazing month.

In class we continued to learn about key historical periods, not just in lessons but also in workshops. Year 6 participated in an Ancient Greek Workshop and had the opportunity to explore artefacts in the British Museum. Meanwhile, the Year 2 students were transported back to the time of the Crimean War, ready to be guided through the hospital by Florence Nightingale herself, who was able to explain how her ideas and those of Mary Seacole had helped to improve conditions for medical specialists and patients in hospitals today. Year 5 pupils were experiencing some tough lessons of their own as they joined a Victorian classroom workshop to discover what life would be like for pupils

of their own age. Also attempting to empathise with citizens at the time were Year 3, who travelled to Alexandria to experience life under the control of the Pharaohs of Ancient Egypt.

When studying different periods of time it is always important to be reflective. The Year 6 students supported us beautifully as we joined them in their Remembrance Day Assembly.

The Spring term continued to offer many exciting learning opportunities. Year 3 travelled to St Albans to visit the Verulamium Museum, while the Year 6 pupils travelled to RAF Hendon

as well as participating in the Holocaust Educational Trust Workshop. In a riot of colour, the Year 4 Aztecs arrived from Tenochtitlan to learn about life in a chinampa, designing some examples of their own using Minecraft. In Year 2, the passengers were welcomed on board the Titanic as part of their Class Assembly. Each character shared their experiences of life on board the ill-fated vessel to bring the journey alive for the audience.

In the Summer term, we continued to travel through time. In London, the children were given the opportunity to experience a historic event as we welcomed King Charles III to the throne. Year 4 discovered what life aboard the Golden Hinde would have been like as they became Elizabethan sailors for the night. Year 3 entertained us with their Celt and Roman Assembly, sharing exciting facts and details about the period while Year 5 and 6 had the opportunity to participate in a Windrush Day Workshop to recognise the commitment made by those who arrived in the UK from Caribbean countries between 1948 and 1971.

What a fantastic year it has been! Hopefully next year will give us the opportunity to leap back into our time machines and experience even more historical events.



Go Waterlow!



Healthy House competition

House activities

The House Captains have continued to grow the House programme at the Junior School. They have taken ownership of House points in assemblies, choosing and researching different languages in which to announce and sing happy birthday each week. The House chants that were introduced last year have been echoed around school on many occasions, the girls enjoying any opportunity to cheer on the pupils and staff in their House.

House competitions have continued to feature in the school calendar this year, with the PE department hosting the first House competition, a United Nations Sports Day in September. Other competitions include the Netball, Football and Cricket weeks that have now been cemented into the curriculum. Houses also feature heavily in Healthy Schools Week, with children (and teachers) battling to become the fastest House through the inflatable obstacle course. In late March, the girls also took part in a Key Stage Two house 'Singing Olympics' hosted by the Music department. Each song was related to the colour of their House and was judged by a panel of experts. Not only have the girls taken part in House Competitions but they have also gathered with their House buddies to continue the tradition of nattering over a cup of hot chocolate during 'Brew Monday', which they have greatly enjoyed.



Junior School teachers enjoyed some House activities



House Buddies enjoying getting to know each other

Library



Bibliobuzz Book Signing



JS Outdoor library

The Junior School Library is not only a quiet haven for browsing and reading but is often a vibrant hub of activity, with fun reading challenges to collect stickers and House points, a sketchbooking club and colourful displays designed and created by pupils. The Library is expanding its range of books, exciting new fiction and fascinating non-fiction, picture books for older readers and wellbeing books to serve pupils and their varied reading tastes. You will find ever more diverse and inclusive books in the library, including some age-appropriate LGBTQ+ titles. This year, the Library has moved outdoors on sunny days with a basket full of books and picnic blankets for pupils to enjoy.



Neal Layton visited us as part of World Book Day

Over the year, Reception pupils visited the Library regularly for storytimes and enjoyed favourites such as *Brenda is a Sheep* and *Rabbit Bright*. Year 1 pupils took great delight in the surreal world of *Alice in Wonderland*, abridged for younger readers. Year 2 started their year with Roald Dahl's story of *Billy and the Minpins*, and Year 5 pupils explored and reviewed different genres of fiction to make informative presentations to their peers. Year 6 have particularly enjoyed our new online current affairs resource, First News Engage, which features news-themed quizzes, crosswords and articles that have already provoked some interesting debates.

debut author, Eve Warsocki-Morris, before attending the high-spirited BiblioBuzz awards ceremony.

The Library is also a place to discover new writers and the latest award-winning titles: Year 6 have had fun voting for their favourite STEM book from the Royal Society Young Book Prize shortlist. *Beetles for Breakfast* by Madeleine Finlay received the most votes from our pupils and also won the national prize.

The highlight of the reading year is always World Book Day, and 2023 was no exception. We all had so much fun, pupils and teachers alike, dressing up as our favourite book characters and taking part in our annual parade. It was a particularly wonderful day with a visit from author/illustrator Neal Layton with *Stanley's Stick* and his many other books. KS2 were delighted by Skye McKenna's author visit and her *Hedgewitch* series.

Avid readers in Years 5 and 6 have also taken part in the BiblioBuzz Children's Book Awards, voting with other young readers in Haringey to choose the winning title of 2023, *Twitch* by M. G. Leonard. A BiblioBuzz book club met every week to discuss the six short-listed books and were then invited to Alexandra Palace for a fun event to meet the authors at book signings and writing workshops. Our pupils enjoyed a special writing workshop led by

We held our annual book fair in March, for pupils and parents to buy some popular titles to boost engagement with reading. But it was shocking to learn that one in three disadvantaged children in the UK do not own any books. So, in the Summer term, a successful book drive was held for a wonderful charity, The Children's Book Project. More than 1000 books were donated by Channing families to give to disadvantaged children.

As ever, our Reading Champions and Library Leaders have done a fantastic job spreading a love of reading and literature across the school. Our Library Leaders have had a wonderful time organising events, including lunchtime poetry performances and a comic book quiz in the form of an outdoor trail.

Maths



Collaborative problem solving

This year the Junior School pupils enjoyed experiencing the practicality of Mathematics. 'Maths Week' focused on financial literacy, with each Year group working through an enterprise project which allowed them to explore the usefulness of Mathematics in the real world. Using resources from the nationally recognised Young Enterprise: My Money Week, Reception pupils learnt about different types of coins, set up a pet shop and made their own piggy banks; pupils in Year 4 learnt about jobs and money; and pupils in Year 6 utilised their knowledge of percentages and spreadsheets, working in teams to budget for an event of their choice. The week culminated in the Junior School's celebration of NSPCC Number Day, with pupils across the school taking part in 'Dress up for Digits' to raise money in support of NSPCC services. Pupils were invited to dress up in anything Maths related and a fantastic effort was made across the school.



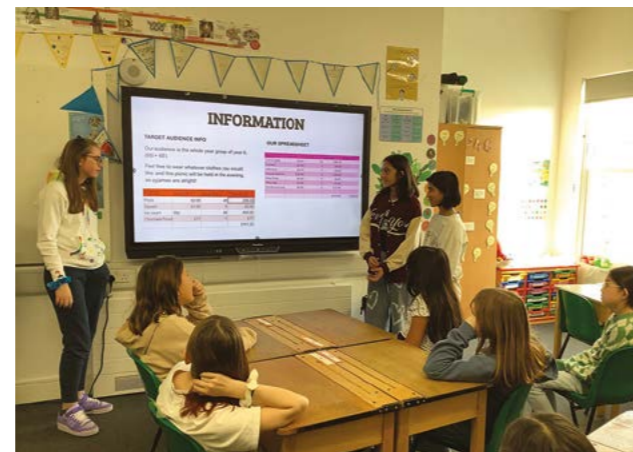
Solving a puzzle

In the Autumn term, pupils once again participated in Barvember, a programme developed by the acclaimed White Rose Maths to encourage pupils to develop their understanding of challenging problems by visualising them.

Ever enthusiastic, the Junior School pupils have enjoyed taking part in numerous competitions related to Mathematics. Pupils in Years 3 to 6 have worked in their form group teams throughout the year to compete against each other in Times Tables Rockstars battles. A special congratulations to Year 2 pupils for their fantastic effort in our summer term 'Battle of the Bands!'

In November, pupils in Years 4-6 participated in the Primary Mathematics Challenge (PMC) and in June, pupils in Years 2-4 participated in the First Mathematics Challenge: competition-style challenges run by the registered charity The Primary Mathematics Challenge. The participating girls tackled some challenging mathematical concepts and they all showed bravery, resilience and perseverance! In February, we awarded our congratulations to the Year 6 pupils who participated in the Primary Mathematics Challenge Bonus Round, with more pupils achieving Bonus Round results than ever before.

During the year, pupils have had lots of opportunities to apply their mathematical skills to other areas of the curriculum. Some examples include: Reception pupils exploring shape and pattern during Forest School sessions by collecting and observing flora and fauna, as well as creating leaf kebabs, wands and crowns; Year 3 pupils applying their knowledge of measure in DT to plan and make a bug hotel by accurately measuring materials using a ruler; and Year 5 pupils drawing and interpreting graphs for their Science investigation comparing sunrise and sunset times across the seasons.



Year 6 Maths presentation

Modern Foreign LANGUAGES

Hello, ¡Hola!, Bonjour! We're going on a journey to explore the fascinating realm of Modern Foreign Languages (MFL) taught at our school. MFL is all about learning to communicate and connect with people from different cultures through languages other than our own. We'll specifically focus on our two popular MFL subjects: Spanish and French. Get ready to embark on an adventure of words, culture, and fun!

Bienvenue dans le monde du français! French is a language that opens doors to various opportunities. It is not only spoken in France but also in many other countries across Europe, Africa and North America. Learning French can help us communicate with people from diverse backgrounds and immerse ourselves in the beauty of French-speaking cultures.

In Year 3, students embark on their French language journey by learning greetings. Throughout the year, they also explore numbers, colours, and fruits.

Moving on to Year 4, the focus shifts to topics such as transportation, body parts, and the introduction of grammar with the verb "to live". During this term, they delve into sports and leisure activities.

As Year 5 begins, students progress to constructing more complex sentences and dive into the realm of family members, the verb "to have", as well as countries and languages. Finally, in Year 6, their studies encompass school subjects, physical descriptions, telling time, and vocabulary related to clothing.

¡Bienvenidos al mundo del español! Spanish is spoken by millions of people around the globe, making it one of the most widely spoken languages in the world. Learning Spanish not only allows us to communicate with Spanish speakers but also gives us insights into rich Hispanic cultures.

At our school, Spanish learning begins in Reception, where we cover basic greetings such as "hola" (hello) and "adiós" (goodbye). We also learn numbers, colours, fruits, animals and days of the week. Students continue learning Spanish all the way through Year 6.

In Year 1, we focus on the alphabet, numbers up to 30, months of the year, and body parts. The girls are able to spell their names and express different dates in Spanish.



Learning a new language is fun!

Moving on to Year 2, we expand our number knowledge up to 40 and review dates. The girls also learn to differentiate between masculine and feminine nouns and begin constructing longer sentences.

In Year 3, our students explore classroom objects, describing people, and sports. This term, they had a blast creating a dance routine! As for Year 4, our main theme revolves around Picasso and Miró. The girls learn about shapes and review colours through the artwork of these renowned Spanish artists, even creating their own pieces.

During this year, Year 5 had the opportunity to participate in a workshop where they witnessed the process of cooking a paella and then had the chance to taste it. The girls thoroughly enjoyed this experience and gained a deeper understanding of Spanish culture.

In Year 6, our curriculum includes an exploration of prominent Spanish-speaking countries such as Spain, Mexico, Colombia, Argentina and others. We delve into their unique customs and traditions, broadening our knowledge in this area.

By studying Spanish and French at our school, we are not only gaining valuable language skills but also developing a broader understanding and appreciation of different cultures. Whether we dream of exploring new countries or connecting with people from around the world, learning these Modern Foreign Languages will open doors and provide us with exciting opportunities. So let's embrace the joy of language learning and embark on this amazing journey together!

Music



At our school, we believe in nurturing a deep appreciation for music in all children, providing them with the tools and opportunities to explore their creativity, develop essential skills and truly shine as musicians.

From the beginning of their educational journey, our pupils delve into the captivating world of music production. In Key Stage 1, we introduce them to the world of Chrome Music Lab, an interactive platform that sparks their curiosity and engages their imagination. Through hands-on activities and creative exploration, they begin to understand the fundamentals of music, and start to take creative ownership of their digital sound world.

As they progress to Years 3 and 4, our pupils are introduced to GarageBand, a powerful software that allows them to compose their own music. With careful guidance, the pupils learn about simple recording, musical structure and balancing sounds. This hands-on experience helps them develop their compositional skills and deepens their understanding of music production techniques.

In Years 5 and 6, our pupils advance further into the realm of music technology with Soundtrap, an innovative digital audio workstation. Here, they have the opportunity to collaborate with their peers, honing their teamwork and communication skills while producing music of exceptional quality. By integrating technology into their musical journey, our pupils develop essential digital literacy skills as well as developing a practical understanding of chords and structure in music.

While music technology plays a crucial role in our curriculum, I firmly believe in grounding our pupils in traditional musical skills. Singing, rhythm notation, and playing both tuned and untuned percussion instruments are fundamental elements of our program. By fostering a strong foundation in these areas, we equip our pupils with the necessary tools to appreciate and participate in music across various genres and styles.

Our commitment to diversity extends beyond listening to music from a range of genres. Through performing and composing tasks, our pupils actively engage with different musical styles, broadening their horizons and cultivating a deep understanding and appreciation for music from around the world. From classical compositions to contemporary beats, they develop a rich tapestry of musical experience. Visiting practitioners such as the Steel Pan collective and English Touring Opera enrich and diversify the curriculum and trips to hear live orchestral music give our budding musicians the opportunity to be inspired by the professionals.

Beyond the classroom our extra-curricular music program thrives, providing numerous opportunities for our pupils to further explore their musical talents. Our diverse range of ensembles, including the choir, Mariachi Band, String Quartet and String Orchestra, meets weekly, fostering collaboration and camaraderie among our pupils. These ensembles allow them to experience the joy of making music together, instilling a sense of belonging and pride in their musical accomplishments.

Throughout the year, our pupils take the stage in various performance opportunities. From large-scale whole key stage performances that showcase their growth and progress, to smaller events such as KS2 recital evenings, our pupils shine in the spotlight. Last term, our Year 2 string group astounded audiences with their remarkable performance at the Mulberry House Music Festival, a testament to their dedication and the exceptional guidance provided by our music teachers.

Regular parent workshops offer insight into the skills taught in our curriculum, allowing parents to actively participate and support their children's musical development. By fostering a strong bond between home and school, we create a nurturing environment that encourages and celebrates music education.

Pastoral Care

This year, we have continued to develop and cultivate a safe and supportive environment in which all the girls can feel secure and comfortable to be themselves. We have a wonderful community feel and, through our many roles of responsibility, allow the girls a real sense of ownership of the school, with a strong pupil voice. We have continued to educate the girls about mental health and wellbeing through our Personal, Social, Health and Economics (PSHE) education scheme, Jigsaw, which aims to build self-esteem, develop personal skills and interpersonal relationships and awareness about important health-related issues. Our School Counsellor, introduced last year, and Welfare Assistant are now well embedded in the school, working hard to support pupils, parents and staff.

We were excited to once again mark Children's Mental Health Week in association with Place2Be in February. The theme was 'Let's connect', which highlighted the importance of healthy relationships with family, friends and others to support our mental health and sense

of well-being. The girls took part in activities to help promote this, including mindfulness, guided meditation, fitness challenges, dancing and drawing. Calm music helped turn the classroom into areas of tranquillity and girls were encouraged to share any worries they might have using our 'thought boxes'. Once again, at the end of the week, the girls came to school 'Dressed to Express' encouraging them to be proud to be themselves.

The Junior School marked Anti-Bullying Week with an assembly and a series of activities to raise awareness of bullying and the impact it can have. The girls stood in unison by wearing odd socks to school, representing their understanding and acceptance of diversity within our community, and instilling our Unitarian values of kindness, tolerance, respect and inclusion.

Our eagerly-anticipated adventure playground opened in the Spring, which was met with great excitement. This wonderful area, combined with our beautiful setting alongside the edge of Waterlow Park, allows our students to embrace the outdoors and enjoy the calming influences of nature. We do not take this for granted and realise how lucky we are to be in such a beautiful part of London. It is just one of the many reasons that makes Channing such a special place to be.



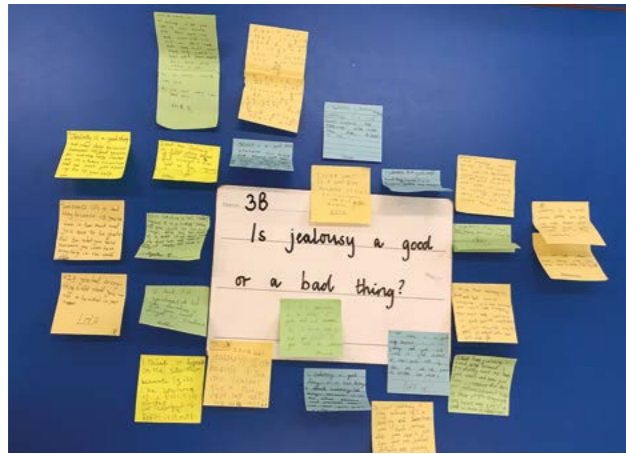
Friends forever



Mental Health Awareness Week Year 6

Philosophy

FOR CHILDREN



P4C Year 3 Is jealousy a good or a bad thing?

We embarked on a fascinating journey with Philosophy for Children this academic year. In the Junior School, we have strongly emphasised the development of the '4Cs': caring, critical, collaborative and creative thinking. From Reception to Year 6, our students enthusiastically embraced the world of philosophy, sparking thought-provoking discussions and nurturing intellectual growth. We are thrilled to share the culmination of our efforts: being proud recipients of the coveted SAPERE Bronze Award, a testament to our commitment to fostering philosophical enquiry.

This year, even our youngest learners in Reception demonstrated an impressive curiosity and eagerness to explore philosophical concepts. Through interactive stories, they delved into topics such as 'friendship'. Their ability to participate in thoughtful conversations and confidently express their ideas was impressive. In Key Stage 1, our students further developed their philosophical skills and began to grasp the concept of 'big' (philosophical) ideas such as 'good' and 'bad'. Through engaging in group activities, based upon our English texts as stimuli, their empathy shone through as they expressed their thoughts and demonstrated respect for differing opinions. In Key Stage Two, their passion for philosophy truly flourished. They eagerly explored more challenging stimuli and a wider range of philosophical concepts, such as 'loyalty' and 'truth'. Furthermore, they embraced the art of questioning, honed their critical thinking skills and developed the ability to construct persuasive arguments.

As mentioned above, our collective commitment to embedding Philosophy for Children into the fabric of our Junior School community was acknowledged when



Year 6 sharing ideas

we were awarded the SAPERE Bronze Award. This recognition is a testament to our students and teachers' enthusiasm and commitment, who have embraced the power of philosophical inquiry for children and its impact on education. The award reaffirms our belief in the transformative potential of Philosophy for Children, inspiring us to continue nurturing young minds and promoting a culture of intellectual curiosity and critical thinking.

From Reception to Year 6, our students have shown incredible enthusiasm, a thirst for knowledge, and a commitment to developing their critical thinking skills. As we look forward to the future, we remain dedicated to fostering a love for philosophy, empowering our pupils to think deeply, and nurturing the next generation of open-minded and engaged thinkers. We celebrated the diversity of perspectives, encouraged open dialogue and fostered an environment where every voice was heard and valued. The pupils' enthusiasm for philosophical discussions was infectious, igniting a love for learning and promoting a deeper understanding of the world around them.

We look forward to next year's enquiries and working towards the SAPERE Silver Award!



PSHE

The Jigsaw scheme is an integral part of Personal, Social, Health and Economic (PSHE) lessons. It combines emotional literacy, social skills, and spiritual development into a comprehensive learning program. Adopting a whole-school approach, all girls engage with the same theme simultaneously.

The Jigsaw characters, associated with each Year group, have been a great tool for the girls to explore and discuss various themes, including:

- Exploring My World
- Embracing Differences
- Aspiring Towards Dreams and Goals
- Nurturing a Healthy Me
- Building Relationships
- Embracing Change

In our PSHE classes, we explore these themes through diverse and captivating methods such as creating posters, engaging in debates, using photographs, participating in drama activities and playing team games. Each Year group shares updates on their PSHE Firefly page to keep families informed about the girls' learning progress.

Below are some highlights from across the PSHE curriculum this year:

'Being In My World'

In the first term, Year 1 discussed their hopes for the year ahead. They were introduced to Kimochis, a tool for acknowledging and understanding their different feelings and supporting emotional regulation. They also considered how to work collaboratively, how to listen to each other and how to make their classroom a safe and fair place.

'Celebrating Differences'

In the second half of the Autumn term, Year 2 focused on finding and celebrating both the similarities and differences that exist between themselves and their families. Making personalised shields, they discovered that we are all unique with different strengths, goals and wishes. They concluded that it is not only okay for friends to have differences without it affecting their friendship, but also what can make friendships and experiences really special.

'Dreams and Goals'

In the Spring term, Year 3 considered their personal dreams and goals as well as how they could be achieved. They thought about how it might be difficult for some people to achieve their goals, particularly when disadvantaged. The girls worked collaboratively to design a garden for someone who is deaf, blind or disabled but one that could be enjoyed by everyone.

'Healthy Me'

Year 4 were learning to recognise how different friendship groups are formed, how they fit into them and the friends they value the most in the second half of the Spring



term. They learnt that everyone has a range of different friendships and that people can act differently within their different friendship groups. They also talked about the fact that some friendships can change over time, people can move to and from different groups, and that this is a normal part of life. The girls then considered what makes healthy relationships and what qualities are needed to make them successful.

'Relationships'

In the Spring term, Year 6 looked at mental health and how to take care of their own mental well-being. They discussed grief, relationship dynamics and online safety. They have been learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way. Year 5 discussed the importance of self-esteem and ways this can be boosted, with an aim to be more discerning when viewing anything online or on social media. They reflected on a variety of positive and negative online/ social media contexts including gaming and social networking.

'Changing Me'

Recently, Reception have been encouraged to think about how they have changed over the year and what may also change for them in the future. The girls acknowledged that change can bring about positive and negative feelings, and that sharing these can help. They also learned that our bodies change as we get older in lots of different ways. The girls consolidated their knowledge of the names and functions of some of the main parts of the body, drawing a pictorial representation and adding details to the silhouette. They are proud of the progress they have made over the year, and are looking forward to further growth in Year 1.



Religious Education

Throughout the year, we have embraced the richness of diverse faith traditions, welcomed religious leaders and learnt about a kaleidoscope of festivals. Our pupils have not only learnt about different religions but have also developed important values such as respect, empathy and curiosity.

From Diwali's vibrant lights to Christmas' heartwarming cheer, Eid's festive feasts to Hanukkah's gleaming menorahs, our pupils have actively participated in learning about these celebrations. By engaging in these activities, listening to fascinating stories, creating beautiful crafts and experiencing firsthand the customs associated with each festival, our pupils have gained a deeper understanding of the profound meanings and values behind these joyous occasions.

We have had some incredible guests visit us, including religious leaders! Hearing directly from them has helped us to gain insights into different belief systems, customs and values. These interactions have proven to be powerful learning experiences, allowing pupils to engage in open and respectful conversations. It has been wonderful to learn about the beautiful diversity of beliefs that exist within our global family.

Revd Kunle Ayodeji visited Reception pupils to talk about the significance of Easter. He explained the beautiful traditions associated with this special Christian holiday. Pupils were left with a deeper understanding of the meaning behind Easter.



A celebration of a Bat Mitzvah

Year 1 had a parent talk focused on the vibrant festival of Eid. During this talk, the pupils had the chance to immerse themselves in the festivities by listening to a story, seeing some traditional clothing worn during the celebration and sampling some delightful dates.

Year 2 had the opportunity to meet Rabbi Naomi Goldman, who enlightened them about the importance of the Torah in Judaism. Pupils saw a real-life Torah scroll up close, which brought their learning to life in a truly memorable way.

Year 3 had a memorable parent workshop on Hinduism. This engaging session immersed them in the fascinating traditions of the vibrant festival of Diwali, whilst also



Year 1 enjoyed a parent talk focused on the festival of Eid.

providing them with the opportunity to showcase their creativity by crafting intricate diva lamps.

With the guidance of a knowledgeable Rabbi and the support of enthusiastic parents, Year 3 pupils also enjoyed a Hanukkah workshop, which broadened their cultural understanding and deepened their appreciation for Hanukkah's significance. The highlight of the workshop was the hands-on activity, where pupils joyfully embraced the opportunity to craft dreidels.

One of the highlights in Year 4 was the opportunity for pupils to design posters showcasing the diverse symbols associated with Easter. Through this hands-on experience, the pupils deepened their understanding of the rich symbolism behind Easter.

In our ongoing exploration of diverse faiths, Rabbi Naomi Goldman shared her expertise and insights with Year 5 pupils, deepening their understanding of the rich traditions, beliefs and values that are integral to the Jewish faith.

For our Year 6 pupils, Imam Mehmed Stublla from the Albanian Muslim community graciously visited our school to share his knowledge about the Qur'an. He explained its significance in Islam and why it holds a special place in the hearts of Muslims around the world. Our pupils were engrossed in his talk and gained valuable insights into the practices and beliefs of their Muslim peers.

To foster a sense of connection, a group of Year 7 pupils from the Senior School came to speak to Year 6 about Sikhism. Through engaging presentations and meaningful discussions, they shed light on the principles and traditions that shape the Sikh faith. This peer-to-peer interaction fostered mutual understanding and appreciation among our pupils.

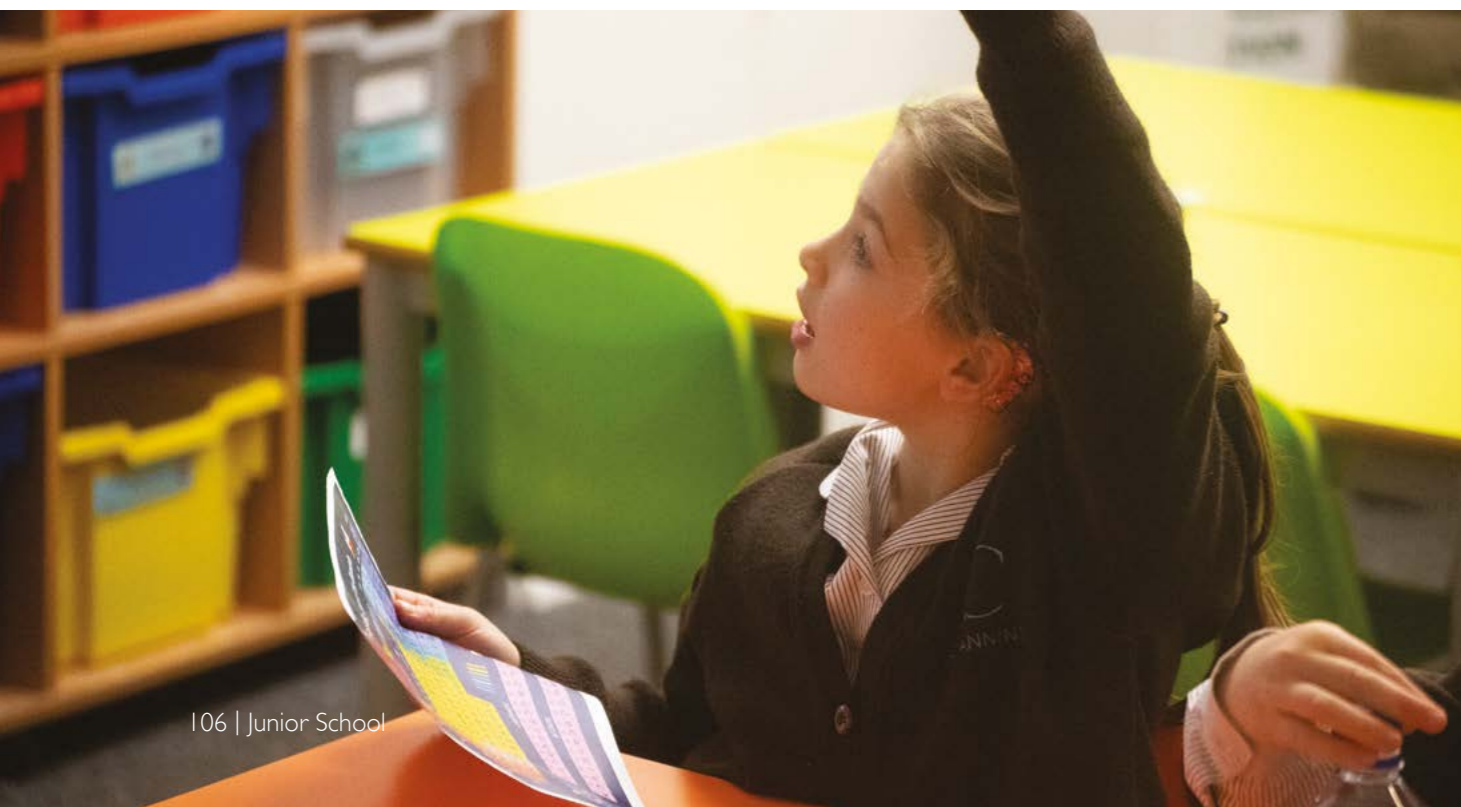


Easter bonnet

In addition to these enlightening visits, we have also celebrated various festivals throughout the year. Our Easter parade was a delightful affair where everyone had the chance to showcase their creativity by making Easter bonnets. The vibrant display of hats filled our school with joy and symbolised the spirit of new beginnings. During our Christmas celebrations, our school was filled with warmth and festive cheer. We enjoyed a delicious Christmas lunch together, where we shared laughter and cherished moments of togetherness. On Christmas jumper day, our pupils wore their most festive sweaters, creating a colourful sea of holiday spirit (see photograph below). And let's not forget the enchanting Winter Church service, where our talented pupils took centre stage to captivate the audience with their heartwarming Carol performances at St Michael's Church.



Junior School | 107



Residential Trips



YEAR 3 – CAMPOUT

In late May, Year 3 enjoyed their first experience of a Channing residential on the Junior School MUGA! The girls enjoyed a fantastic overnight stay provided by Adventures Into full of activities and new skills.

The girls spent the afternoon and evening in the glorious sunshine learning archery, frisbee skills, rireremaking and a particularly fun 'Survival Game' that involved water guns (a much-needed refreshment



in the heat!). The girls devoured pizza for dinner and were treated to s'mores for pudding after stellar performances in the Talent Show!

The girls learnt how to put up their own tents and enjoyed a snug sleepover in their tents of four.



After a fairly sleepless night, the girls woke up as the sun rose at 5am and were surprisingly full of energy for a day ahead at school! A particular highlight for many of the girls was the 'Bushtucker Trial' that ended the campout after breakfast, involving consuming worms!

We are very proud of the bravery and resilience our Year 3s have shown on their first residential experience. They are definitely prepared for the exciting residentials to come!



YEAR 5 – PGL

In May, the girls in Year 5 excitedly clambered on to the coach and travelled to PGL Liddington for their three-day residential in the sunshine. The girls enjoyed eight activities across the three days that provided a lot of laughter, entertainment and resilience.

After dropping off our bags and enjoying a picnic lunch in the sunshine, the girls enjoyed a 'survival' activity, creating a shelter. The girls worked incredibly well together and clearly used their experiences from Forest School to complete the task so successfully. The girls then got harnessed up for abseiling. They showed great resilience and were incredibly supportive of each other as they abseiled from a great height!

On the second day, the girls enjoyed climbing 'Jacob's Ladder' – a highlight for many. They supported one another to climb the ladder as high as they could. The girls then raced around an obstacle course that they admitted was much harder than it looked! In the afternoon, they loved their time raft building on the lake. They worked incredibly hard in teams to build their raft and enjoyed sailing round the lake together. A particular

highlight for many was jumping into the water for some light relief from the heat! After a quick change of clothes, the girls enjoyed scrambling up the climbing wall, harnessed to climb as high as possible.

On our final morning, the girls had great fun 'buggy building'. They worked well together to make their own automobile that they were able to race across the grass on at great speed. The girls rounded off their PGL experience with a highlight of the trip... the Giant Swing! With some initial trepidation, they had enormous fun swinging from great heights to round off a fantastic Residential.

We were so thrilled that the sunshine held out for us and the girls had a wonderful time, developing friendships, building resilience and supporting each other.

YEAR 6 – ISLE OF WIGHT

A week before Summer half-term, Year 6 embarked on the pinnacle of their Junior School career - the Year 6 residential trip. The Year group made their way across the sea for an action-packed adventure and a week away from home in The Isle of Wight.

They made their way firstly to Portsmouth Historic Dockyard to explore the naval shipyard and all its exhibitions. Some even experienced a 4D experience of the discovery of the Mary Rose. Safely across the Solent, the group settled into their 'glamping site' – home for five days.

Day 2 consisted of a trip to The Isle of Wight Donkey Sanctuary where the girls learnt about caring for donkeys



and helping to groom them. This was followed by an energetic day spent on the beach. The group had a surfing lesson, relaxed and even had an ice cream; all the while enjoying the glorious weather and stunning scenery!

Day 3 involved a trip to Queen Victoria's residence on the Isle of Wight, Osborne House. The girls explored the house and all its precious artefacts and followed up with a workshop learning about Queen Victoria's children and all their own collections. Again, they spent some time outside in the outstanding parks and gardens surrounding the house once again ending up on a beach: this time, one that belonged to Queen Victoria.

Day 4 was a full-on day. It kicked off with a fossil hunt on the beach, where some of the girls found their calling as future palaeontologists as they found real dinosaur bone fossils. Next up they took a trip on a chair lift down to the shore for a boat trip around The Needles – an example of coastal erosion off the western extremity of the island. This was followed by a sweet making and a glass blowing demonstration, both showing the traditional methods used since the Victorian era.

It was back to the 'glamp site' for the last night. The trip ended on a high with a festival-themed disco al fresco. The girls danced the night away as the tunes were pumped out by our resident session DJ – DJ Bolton! Great fun was had by all.

After a hearty breakfast on the morning of Day 5, it was time to depart back across the Solent and a return to north London, loaded with tales of the exciting five days, but ready to see their families.

YEAR 4 – GOLDEN HINDE

During the Summer term, both Year 4 classes enjoyed an overnight stay on The Golden Hinde down in the docks of East London. After school on a Thursday the girls (and teachers) battled their way through a bustling Borough Market (just before and after the Bank Holiday weekend!). It was 'All Aboard' for some Tudor fun.

To further develop their recent History topic of the Tudors, Year 4 became experts in various aspects of life as a soldier in the Tudor times. Dressed up as sailors, they took part in a carousel of activities. The girls learnt all about Tudor medicine which was questionable to say the least – drilling holes in skulls proved a popular cure for most things. They learnt to navigate a ship using the stars and work out the speed



counting the knots on a rope. The girls also covered Tudor weaponry and ended in a good old fashioned sword fight! It was time for some sustenance after such dastardly soldiery – it makes a sailor very tired. Down in the belly of the ship, the girls enjoyed (mostly) a hearty meal of vegetable stew and bread served off pewter plates and drinking (water) out of pewter mugs.

Bed time was nigh and time to hit the deck... literally. The girls had a lot of fun laying out their beds and snuggling down for the night. They slept very



Year 4 tuck into their hearty meal on board the Golden Hinde

well and were up VERY bright and early. The weary sailors welcomed breakfast of cheese, bread and fruit, washed down with hot chocolate. After, it was back through Borough Market and back to reality!

Science

It has been another exciting and engaging year for Science at the Junior School, filled with a range of practical investigations and enriching trips that have enhanced teaching and learning experiences. Here's a glimpse of some of the highlights from each year group:

Reception classes embraced the Healthy Eating topic, learning about the importance of a balanced diet and exercise to maintain a healthy life. As part of their exploration of growing plants, the girls enjoyed participating in a competition to see who could grow the tallest sunflower. The girls have had great fun exploring how different liquids react when they are frozen, and investigating which objects would float or sink.

In Year 1, the girls delved into the fascinating world of plants and trees, culminating in an exciting trip to Kew Gardens, where they learnt about the incredible diversity of plants on Earth. In March, they studied the life cycle of a butterfly and were captivated watching the caterpillars grow and transform before releasing them into the wild.

Year 2 students enjoyed investigating electricity, exploring the effects of switches and buzzers to construct their own circuits. In the Spring, they took part in a trip to Hampstead Heath where they had fun hunting for minibeasts, pond dipping and investigating the crucial role that different habitats play in ensuring the survival of animals and plants in the local environment.

Year 3 explored the effects of magnetism, investigating whether magnetic forces can traverse different materials. They also enjoyed a fun and engaging day trip to the Science Museum, where they explored the properties of various materials.

In Year 4, students enjoyed investigating the changes in states of matter resulting from heating and cooling processes. They had fun learning about how our muscles work in conjunction with our bones to facilitate movement, and were delighted to plan and carry out an investigation on air resistance.

Year 5 students learnt about evaporation, exploring how water and other liquids transform into gas. They also enjoyed investigating the topic of shadows, and how the Earth's rotation influences their formation.

In Year 6, students explored the world of micro-organisms, and their role in vaccine development around the world. As part of their residential trip to the Isle of Wight, they spent time hunting for fossils, gaining insight into, and a tangible appreciation of, the evolution of various animal species throughout history.

In the Spring term, we celebrated Science Week with a series of activities across the school. The overarching theme for the week was Connections, and the girls enthusiastically explored the intricate connections

between people, plants and the materials that surround them in their daily lives.

Reception students investigated their connection to the local community, as well as the similarities and differences between animals in their environment. They also explored how their senses contribute to their perception of emotions. Across the rest of the school, students discovered the uniqueness of their fingerprints, learned about habitat protection and the continuity of food chains, explored different modes of communication, built bridges by considering the balance between weight and force and even created their own seismometers to measure seismic movement.

The week culminated in a thrilling visit from the Science Boffin, Keith, who captivated everyone with his entertaining and informative show. He demonstrated the principles of states of matter by creating toothpaste for an elephant, astounded the audience by inflating a bag with over 10 litres of air in a single breath, and left a lasting impression with his demonstration of Bernoulli's principle, catapulting a toilet roll across the room using a stream of air.

Key Stage Two students followed the assembly with a series of workshops, exploring the world of atoms and states of matter. The workshops also delved into visual effects in the film industry, allowing the girls to create Frankenstein-like plasma flashes, pass electricity through their bodies to light a fluorescent tube, and even concoct some delightfully gruesome slime!

Science continues to be a source of excitement, wonder and discovery at the Junior School, enriching the students' appreciation of the world around them and allowing them to learn through practical experimentation.



Science Boffin, Keith, who captivated everyone with his entertaining and informative show



Sport



Throughout the academic year, we have excelled in various sports competitions, including Netball, Football, Cricket, Swimming, Athletics, Indoor athletics, Cheerleading, Gymnastics, Cross Country and Aquathons. We have expanded our participation by joining events hosted by organisations such as IAPS, GSA, and ISFA, as well as engaging in friendly fixtures with local schools in Haringey and Camden. In the Summer term, the Junior School PE department were awarded with the Gold School Games Mark for the third year in a row.

The weekly two-hour PE games afternoons for Year 5 and Year 6, introduced last year, continue to provide abundant opportunities for students to engage in sports fixtures and competitions during school hours. These afternoons, aligned with local schools, have seen increased utilisation of the MUGA by both our pupils and visiting schools. In the Summer term, these sessions transition smoothly into watersports, with kayaking and sailing at West Reservoir.

Girls in Year 2, 3 and 4 have enjoyed their crash week swim courses which had daily hour-long swimming lessons at Poolside Manor, complementing their PE curriculum. Each Form swims separately, ensuring a full hour of swimming instruction.

Each term, the Junior PE department hosted a specialist focus week with the weekly PE lessons focusing on a skill development session followed

by an inter-House competition, boosting engagement and participation. In addition, we have introduced festivals with local schools. In the Autumn term we held a Netball Festival, a Football Festival in the Senior School in the Spring and a Cricket Festival in the Summer term. This helped foster community links, providing safe competitive experiences, and offering professional development opportunities to schools without dedicated PE teachers.



We were thrilled to host a whole Junior School Sports Day, showcasing the skills developed through our PE curriculum. The event commenced with a ceremony featuring our victorious cheerleaders.

JUNIOR DUKE AWARD

The Junior Duke Award was expanded to Reception to Year 2. Girls have one PE lesson per week to complete tasks and earn badges. There are 10 challenges, promoting life skills, independence, and responsibility. Reception pursues Bronze, 'Micro Duke', Year 1 pursues 'Silver Mini', and Year 2 pursues 'Gold Mini'. Some tasks are done at home as cross-curricular homework, enhancing numeracy and literacy skills.

Sustainability



The Sustainability Team has enjoyed another successful year, learning all about how to be more sustainable as well as launching whole-school initiatives to get all the girls involved in looking after our local environment and planet. The Sustainability Officers met once a week to discuss how to make positive changes around the Junior School and brought many inspirational ideas to the meetings.

In the Autumn term, the Sustainability Officers began working on our new action plan, aiming towards achieving an Eco-Schools Green Flag Award. This year we worked in partnership with the Senior School, so that we could combine all of our strengths and resources. The team enjoyed auditing the school and learning about the ways in which we are already doing a great job. The Junior School scored very well for biodiversity, school grounds and healthy living and the team began working on ways to improve three targets: global citizenship, transport and waste.

As part of our work on transport we held two Clean Air Days this year, encouraging use of all the more environmentally-friendly forms of transport – walking, scooting, cycling, buses, trains, car shares and park-and-stride. We held several air sampling sessions and discovered that the air quality of Highgate High Street was poor; happily, the air quality within the school building was better, however, there is still some room for improvement! The Sustainability

Officers also learned about the COP27 conference and discussed some of the issues with their own classes.

Just One Tree Day was a lovely end-of-term celebration, raising funds towards planting hundreds of trees in a number of different countries around the world. The whole school enjoyed dressing up as trees, animals and environmental themes, creating a very vibrant playground, full of fascinating attire.

Throughout the year, the Sustainability Officers carried out a number of patrols around the school, checking that lights and computer screens were turned off when not in use. They also encouraged their own classes to keep an eye out for this kind of energy saving. They also took part in several litter picks around the school, collecting significant amounts of rubbish and encouraging their friends to be cleaner in the playground.

Gardening Club was also an area that benefited from sustainable improvements – we have installed several water butts that will help to improve water management and ensure we become more aware of the climate around us. The gardeners have been watering their new plants, including a range of herbs and edible perennials that we have started supplying to the Junior School Catering Team. This has helped encourage our pupils to try new flavours at lunch-time, including peppery salad leaves, early season radishes and home-grown tomatoes! (see photograph, right). Our thanks to Mr Tony, Mr Declan and Mr Michael for continuing to support the range of biodiversity at Fairseat!

Meanwhile, the Forest School team has also been working sustainably, encouraging a wider range of fauna in its area and even recycling festive trees in January. The trees, kindly donated from pupils' families, were used to teach the use of loppers and bow saws to groups of pupils from Years 1 to 4 and then were used for a variety of projects, including creating dens,

wooden animals and resources for the Gardening Club. Towards the end of the year, the Forest School team began considering how to support hedgehogs further – they will try to ensure that there are safer routes for the hedgehogs to follow around our area.

As we ended the year we celebrated The Great Big Green Week; pupils discussed the problems of climate change and the possible actions they think we should take. Some of our students wrote letters to influential figures, including the King and the Prime Minister. Some wrote to our Board of Governors to offer suggestions on how the school could operate more sustainably. Happily, the Governors were able to support the work of the Sustainability Team in regard to the School declaring a climate emergency, so that we can all do our utmost in the coming years to limit the effects of climate change. Our second Clean Air Day of the year ended the Great Big Green Week – thank you to all of the Channing family who participated. Thank you also for all your support across the year, pupils, staff and families – here's to even more progress next year!



Wraparound CARE & CLUBS

WRAPAROUND CARE

Birds and Owls continued to be a busy and vibrant part of our school provision this year. The girls attending helped to create a new display showcasing some of the fun games and activities that they do there. This is now displayed opposite the Music and Drama block.

Pupils enjoyed a range of craft and creative activities including mindfulness colouring, sewing, origami, singing and dancing, as well as puzzles, reading, games and opportunities to complete their homework. This year, some favourite games have been Twister and 4 in a Row. In the warmer weather, the girls have also enjoyed exploring the new Adventure Playground.

This provision could not have taken place without the hard work of our dedicated Teaching Assistants, who have supported and encouraged girls from all year groups to take part in educational activities and make new friends. We have also been lucky to have voluntary support from some of the Year 9 Duke of Edinburgh students from the Senior School. We look forward to continuing to adapt and improve our before and after school provision in the coming year.

CLUBS

Clubs have continued to create an integral part of the Junior School day. With a staggering array of more than 90 clubs offered each week, spanning before school, during breaks, lunchtime, and after school, there is a vibrant tapestry of activities for every pupil to explore and enjoy.

Clubs have provided pupils the opportunity to participate and pursue their interests. From the beginning of the day, right to the end, they have immersed themselves in a diverse range of activities, facilitated by dedicated staff and enthusiastic mentors. The breadth and depth of club offerings cater to all interests and talents, providing an inclusive and enriching environment for every student.

Each term, there has been a fresh selection of clubs, as well as those firm favourites! The Cheerleading Club, a devoted squad of 24 talented girls, showcased their skills in termly competitions against other schools, representing Channing with pride. The Gymnastics Club members showcased their prowess by participating in competitions alongside our partner schools, while our Swim Squad frequently took to the water to compete in exhilarating galas.

Among the standout clubs this year, the Cooking Club, led by the Senior School Chef, has proven to be a culinary sensation. Adventure Playground for the Reception class sparked joy and imaginative play, while KS1 Chess honed strategic thinking skills. Ballet and Karate clubs offered avenues for physical development and discipline, while Football brings girls together in the spirit of teamwork. Pottery allowed budding artists to shape their creativity, and Improvisation ignited the spontaneity and confidence of aspiring performers.

We have also fostered partnerships with local schools to offer collaborative clubs. Multisports for Years 3 & 4 brought pupils together from different schools, uniting them through the joy of physical activity. iBrick, a Lego engineering club, captivated young minds in Years 3 & 4, fostering problem-solving and creative thinking skills.

Outside of term time, Channing's commitment to enrichment continued with the inclusion of holiday camps. These camps have become a highlight, where pupils indulge in a vibrant tapestry of arts and crafts, dramatic expression, and a kaleidoscope of sports. These camps offer a seamless blend of fun and learning, ensuring that pupils have memorable experiences during their breaks.



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