

Camp Hill Girls' Chronicle

End of Autumn First Half Term 2023



KING EDWARD VI
CAMP HILL
SCHOOL FOR GIRLS

Educational excellence for our City



On Thursday 19th October Camp Hill hosted students from all over the country for the Schools Climate Assembly.

Despite the weather, over 2000 students in Years 10 and above enjoyed talks, workshops and discussions with visiting speakers such as Chris Packham. We ran a parallel day in school for Years 7-9 and the highlight of this was undoubtedly an inspirational talk from wildlife photographer (and Strictly Come Dancing winner!) Hamza Yassin.

If you didn't catch our slot on Midlands Today, it's [here](#).

A huge well done to the Student Steering Committee who made a significant contribution in preparations for the day, as well as getting on stage to lead the opening and closing sessions. And thank you to Mrs Royall for all of her hard work in organising the day's events.



Look out for more photos later in this issue and articles about the day in the December issue!



Most of the SCA photos in this issue were taken by the event's official photographer, [Peter Medicott](#).

The Empress

by Bethan Dixon, Dorothy Hill and Ionie Bick, Year 12

On Wednesday 13th September, A Level English students had the opportunity to go to The Swan Theatre in Stratford-Upon-Avon. We watched a new play, 'The Empress' by Tanika Gupta, which made for a lovely (and of course educational) evening out. Year 12 students got to know members of their brand new English classes, all whilst enjoying an exceptional performance.

We arrived at school at 4:35pm, and after waiting for the last couple of members of our cohort to dash up Vicarage Road, set off on the journey to Stratford. With a coach full of excited students, the journey went relatively quickly, filled with singing, laughter and animated chatter. Once we arrived, we disembarked the coach directly outside the Swan. After some quick photo taking, and the mandatory bag checks, we were inside the building. We had some time to spare before the show started, so many of us went to the RSC shop, buying souvenirs and snacks. All set for the first half of the show, we made our way to our seats (which Mrs Neal was very keen to tell us usually marketed for £40-50 each, but which we got for £10 due to being a school booking! They were, it has to be said, excellent seats and a real bargain!).



We were immediately struck by the RSC's astonishing architecture. Designed by Michael Reardon in 1986, The Swan Theatre is a deep thrust stage with the capacity to seat over 400 audience members on its three sides. Our balcony seats gave us a fantastic view of the action. We quickly took note of the intriguing items set onstage - furniture, barrels, stools, and even a ship's net. Lighting had also been used to hint at the plot before the story had even unfolded: a blue circle over the stage facilitated the impression of being 'out at sea'. The stage had different 'floors' to indicate different settings, including a ladder. Some of us had also spotted the orchestra preparing themselves for the show - not in a typical orchestra pit, but above the stage!

The play opened with the character of Rani Das, a sixteen year old ayah (nursemaid) who is on a voyage to England from her home in India. Rani meets fellow travellers Abdul Karim and Dadabhai Naoroji. She is accompanying an English family, caring for several young children with hopes of continuing this job in London. Unfortunately, she is quickly dismissed by her mistress and is faced with the overwhelming prospect of life in an unknown country, unemployed and alone. Whilst on this ship, Rani catches the interest of a lascar named Hari and so seeks refuge with him on her first night in London, only to have to escape from the situation she finds herself in. Hari has to complete his contract and so leaves England without reconnecting with Rani. With the advice from Firoza, another, more experienced ayah, Rani finds employment with Lord and Lady Oakham. The Lord first appears to be kind and curious to hear stories of Rani's life in India but he soon takes advantage of her, resulting in Rani becoming pregnant and out on the streets, alone once again. Following this, there is a shift in time, and we see Rani several years later with her daughter, in the Home for Ayahs. Here, Rani meets Dadabhai Naoroji once again, now a changed woman. She convinces Dadabhai to employ her as his assistant whilst he campaigns to become the first Indian member of parliament. The two develop a father- daughter relationship and Dadabhai is elected. Meanwhile, Hari has written to Rani for years, never forgetting her. They are eventually reunited, and choose to be together (which surprised some of us!). Ending with a cyclical structure, the boat departs again from London with many characters aboard.

Alongside this, the story of Queen Victoria and Abdul Karim is told. Their interesting friendship is challenged by many in the Royal Court, including Lady Sarah, but Queen Victoria is adamant, and Abdul Karim slowly climbs the ranks. This spans from when Abdul arrives on the same boat as Rani Das, to the death of Queen Victoria which forces Abdul to leave England

The play gave us a fascinating insight into so many different perspectives. Through the following of both Queen Victoria's and Rani Das' stories, we were able to experience how two vastly different women navigated the multitude of challenges thrown at them. It was interesting to see the perhaps alternative portrayal of Queen Victoria as a royal longing to reconnect with her empire, in particular India, and how this led to her complex relationship with Abdul Karim. Arguably, Rani Das is faced with the most hardship in the play, echoing the story of many women in the Victorian era, with the addition of the horrific imperialistic opinions of much of the British population. However, it was compelling to watch how the women of the play attempted to support one another with what little they did have. Overall, we all felt it was refreshing to see a story of a young migrant played out on the stage, something that is relevant and linked to the lives of many people in the UK today.



A standout performance came from Alexandra Gilbreath, playing Queen Victoria. Gilbreath did a phenomenal job portraying Queen Victoria's passion, humour and spirit. Her comedic timing was excellent, giving the play real light and shade. She also had the task of playing a character notably older than herself, but did so believably and authentically. We could see her physical decline as she aged over the play's 13 years, as she had her characterisation truly nailed. Raj Bajaj, playing Abdul Karim, also delivered an excellent performance, and it was clear the amount of work the two actors had put into creating their complex yet sincere relationship.

After a wonderful second half of the show, we collected our things and headed back outside the theatre to our waiting coach. We boarded full of chatter and opinions about what we had just seen, but soon the tiredness of a full day of school followed by an evening theatre trip hit us. The return coach journey was considerably calmer, some people even taking the opportunity to sleep! We got back to school at 11:15pm, which, though it left many of us tired the following day, was most definitely worth it! We are all incredibly thankful for the teachers who organised and accompanied us on the trip - we had a fantastic evening!

Poetry Competition

by Sadeen Ahmad, Year 10

A few months ago, I entered a poetry competition from 'The Litmus' by Trinity College in Cambridge. The theme this year was "over the border", which is a very open and unique concept to expand on.

Although you might think of a physical border or crossing a boundary, I decided to write on the abstract transition from being a child to a teenager. I described this change as "visiting hours of the past" as we all wish to return to our simple yet surreal childhoods.

I'm very grateful that my poem had a chance at being published and I really hope you enjoy my writing.

tracing the outline of a faintly-sketched barrier,
soon to fade from my consciousness,
as my age flips to a double-digit,
and I am no longer being carried out of the car,
or placed on a beaten-up, musky smelling sofa to sleep on.

soon my memories will taste of sobriety and reminiscence,
and the lingering ache of a past life will remain,
as I am no longer five,
being cradled by the presence of home,
or being lulled by the muffled sound of someone singing.

my spine is throbbing from unwanted memories,
and slowly the barrier between the past and the present
is weighing my ribs down.

as the hazy silhouette of a barrier closes in on me,
I close my eyes as I blow on fourteen candles,
and wish that there are visiting hours for the past.

Book Donation

by Mrs Royall

At the start of term I was asked about the possibility of sending books to a school in Botswana. We were able to donate 35 copies of 'To Kill a Mockingbird'. We used to teach this in the Year 9 English curriculum, but replaced it with 'Roll of Thunder Hear My Cry' several years ago.

Students are still encouraged to read 'To Kill A Mockingbird' and we still have plenty of copies to loan as further reading, but we're delighted we could pass on these books to the Dow Academy and they are now being read!

www.thedowacademy.org
info@thedowacademy.org
Tel: 5729204 | Fax: 5728351
PO Box 20953, Mochudi, Botswana
Plot 973, Raserura, Mochudi, Botswana



**The
Dow
Academy**
Re Dilemame

Monday 16th October 2023

Dear Jules and English Teachers of King Edwards Camp Hill School for Girls.

On behalf of the Dow Academy staff and students in Botswana, I would like to offer my heartfelt gratitude for your generous donation of the class set of "To Kill a Mockingbird."

The impact of your thoughtful gesture has been profound - helping to foster a love for literature among our students and enriching their educational experience.

The storyline of "To Kill a Mockingbird" has captivated our students, igniting their imagination by offering an opportunity to understand the human experience.

Your support has not only facilitated their engagement with this crucial piece of Literature but has also paved the way for meaningful discussions and critical thinking within our classrooms.



Your gift will certainly help to inspire a passion for reading and empathy amongst our students for years to come.

We are truly indebted to the kindness and generosity of King Edwards School for Girls.

Thanks once again.

Phil Fergus
School Head,
The Dow Academy,
Botswana.



Review of The RSC's 2023 production of 'Macbeth'

by Clara Hilton-Widdows, Year 11

On Monday 11th September, a large group of Year 11 students were fortunate to see the RSC's latest, impressive adaptation of Shakespeare's 'Macbeth'. Its success relies on its ability to stay true to the original while developing it for a modern audience. It was a moving performance, without a moment of boredom. There were three things though, that stood out and lifted it above other versions of the play.

1. The Witches

In many adaptations the witches are simply shown as odd humans with magical powers but there was no way you could mistake these witches for people and this has to be principally owing to the choreographer imaginatively delivering the director's vision. Through the use of spacing and a twisted kind of contemporary dance she got these actors to be awkwardly graceful, interdependent yet separate, and so odd that you forgot they were actors and truly believed they were some kind of demons. From the opening scene, where they appear to be birthed from the ground and by extension hell, the three weird sisters grab your attention and terrify you. The witches are then further developed from the script by placing them always in the background controlling everything, to the point that we actually see them collect the dead and take them off stage.

2. The Porter

In this production the comedic Porter scene (that no one understands nowadays and can at best politely laugh along to) was completely rewritten by the comedian Stewart Lee. With hilarious jokes and some that were too true to just be laughed at, it was so effective that the whole audience found it hysterical, quickly forgetting the murderous scenes we had just witnessed.

3. Macbeth and Lady Macbeth's relationship

Macbeth's character was acted brilliantly by Reuben Joseph. He showed us Macbeth's descent into madness poignantly and made the audience simultaneously sympathise with Macbeth, be terrified of him and root for his downfall. They showed very few weapons in the production so instead of seeing Macbeth as a warrior we mainly saw his petty, commonplace and excessive violence. We see him scare all his servants and most shockingly use brute force on his wife. It is clear throughout the play that Lady Macbeth and Macbeth genuinely care for each other as shown in the aftermath of the Banquo ghost scene where Macbeth makes a baby out of a discarded cloak and lies on the floor hugging the cloth and Lady Macbeth. However, thirty seconds before that Macbeth had been throwing furniture around the room and his wife had been looking both exasperated and literally scared stiff near the back of the stage. This is a prime example of how the production differs from others. Instead of carrying on with the theme of loving husband and manipulative wife, the actors portrayed a complicated relationship that challenged the thinking of the audience.

However, although I loved this production, I also had some reservations.

According to the programme, the play was "set in a near-future where both the political and the natural worlds have broken down" but I did not feel that this was made clear through the costumes, props or set design. The choice to represent the future line of kings that descend from Banquo as a procession of triangular mirrors was particularly confusing. The most effective costumes belonged to the witches, whose hair and feathers added to their other-worldliness.

Although the Royal Shakespeare Company should be encouraged to include more women in such a male dominated play, the fact that such powerful characters as 'Queen' Duncan and Banquo were played by female actors undermined one of the themes of the play. Without the patriarchal society, Lady Macbeth could achieve her own ambitions, rather than having to use her husband's power and status to do so. Was this a case of the RSC wanting to be seen to promote equality, or was there a deeper meaning to this choice?

Despite this, not much was taken from the overall experience. It was passionate, gripping, terrifying - a must see for fans of Shakespeare and anyone who wants to experience a rollercoaster of emotion, fear, and fantastic characters.



Exam Invigilators

We are looking to appoint reliable, flexible and confident individuals to join the invigilation team who can promote a supportive atmosphere for our students so that they achieve their best.

The invigilation team supports with the day to day smooth operation of examinations, the setting up of designated rooms, the supervision of students and ensures that exam procedures and regulations are adhered to.

Successful applicants will be able to work alone or as part of a team, have a good eye for detail, be able to remain calm under pressure and will be required between the hours of 8:15am to 4:30pm during exam periods.

If you are interested please complete an application form which can be found here: <https://www.kechg.org.uk/our-school/vacancies> and email it to r.cloves@kechg.org.uk. Closing date is 11th December 2023.

Metalinguistic Study

by Dr Kerr, Subject Leader for Latin

We have exciting news for languages at Camp Hill Girls, as we have been asked to take part in a Metalinguistic Study by researchers at the University of Reading. The researchers are trying to find out whether learning languages like Latin or French help students to be able to recognise general patterns and rules in how languages work.

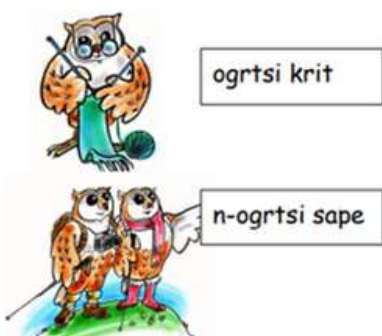
Year 7 students have filled in a series of questionnaires testing their general understanding of language. Some of the questions have been English verbal reasoning questions, bringing back memories of all those entrance exam practice papers! However, some of the questions have been a little more fiendish, asking students to really put all their language decoding skills to work, by trying to work out what the rules might be in more unfamiliar languages such as Esperanto, Swedish, Japanese and even a made up language!

Once the study is complete the researchers hope to make recommendations about how best to utilise KS3 children's time when preparing them for future learning of languages. I am delighted that Camp Hill Girls is one of the schools contributing to this important research.

How good are your metalinguistic skills? Have a go at this question based on a made up language:

Look at these examples.

Can you spot any patterns?



Now choose the word-box which best matches each picture.



- | |
|-------------------|
| 1. n-ogrtsi riuk |
| 2. ogrtsi riuk |
| 3. n-ogrtsi riuke |
| 4. ogrtsi riuke |

Historical Novelist Lindsey Davis

by Dr Kerr & Ms Plummer



Representatives of Camp Hill Girls' Sixth Form Latin classes attended a talk at the University of Birmingham by historical novelist Lindsey Davis in October.

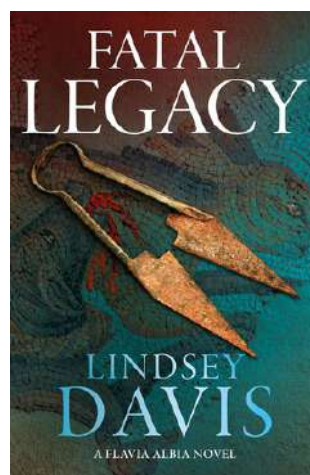
Lindsey is a Birmingham-based crime writer, who attended King Edward VI High School for Girls as a student, and has just become the president of the Birmingham and Midlands Classical Association. She has written twenty novels about Roman informer Marcus Didius Falco, which are a must read for anyone interested in imperial Rome; her detailed research and engaging plots mean that the ancient world is brought very realistically to life. Lindsey's new series lets us see Rome through a woman's perspective, featuring detective Flavia Albia as the heroine.

Lindsey's talk was her inaugural address as president of the BMCA, and despite claiming that "they said I didn't have to do anything!", she proceeded to use letters and emails that she has received from readers as prompts to discuss what goes into writing historical fiction, and the life of an author who writes very long series of crime novels.

Lindsey was first introduced to the ancient world as a student at KEHS, where she learned Latin and Greek. She said that she was not very good at languages, but that her Classics teacher had a particular interest in archaeology and set up an archaeology society - and, given that at the time it was the only club that allowed joint membership between KEHS and the boys at KES, it was very popular! Lindsey said that "it turned out that boys were not that exciting", but that the memory of archaeology society stayed with her when she wanted to come up with an idea for her first novel.

When Lindsey first began writing her Falco series in the late 1980s, there were no other popular books about the ancient world other than Robert Graves' *I, Claudius*. Something of a trail-blazer, her 20-book first series - despite being crime thrillers they are often described as a Roman version of "The Archers" due to the strong family characterisation throughout - opened the doors for a surge of popularity for fiction set during the Roman Empire. However, when asked, Lindsey said that she would not like to time travel back to ancient Rome, since - as a female professional writer - she would not be able to do her job back then; not only were there few employment opportunities for women in Rome's patriarchal society, but professional novelists did not exist!

Lindsey's latest Flavia Albia novel, *Fatal Legacy*, is now out in paperback; she shared an extract from her next book, *Death on the Tiber*, which will be published in 2024 and features an homage to Agatha Christie. You can read more about Lindsey's books here <https://lindseydavis.co.uk/publications/> and the Camp Hill library has the first four Falco novels available to borrow.





Black History Month

by Rim Kiflom, Year 13

In the UK the month of October celebrates Black History Month. It is a time to recognise Black British history and for those of Black British, African and Caribbean descent, to share and honour their heritage as well as reflecting on the sacrifices and efforts past generations have made that have paved the way for us today.

On the 10th and 13th of October representatives from the Afro Caribbean Society delivered an assembly dedicated to Black History. The theme of this year's black history month, Saluting Our Sisters, showcases pioneering black women who have made remarkable contributions in fields including literature, music, sport, business, politics, social and health care, and so much more. Although we recognised the need for discussion and acknowledgement regarding the prevalent issues the black community has faced time and time again throughout history, we decided that in honour of this year's theme we wanted to focus on the success and contributions of black women, recognising their work and crediting them for their efforts.



Together the representatives selected remarkable black women whose contributions we felt deserved to be shared more widely, in efforts to highlight history's negligence of black women and their stories as well as simply celebrating their excellence.

Celia Fraser, a former Camp Hill student and one of our school governors, is one of these exemplary women. Celia was selected for the 40 under 40 list of successful Black Women in Asset Management, and her achievements, along with those of her peers, were celebrated at a gala dinner. Celia has worked in diversifying the corporate world with her work and mentoring young black students, in recognition of the power of representation. Her career has been a brilliant success story and she continues to empower and inspire young black women with her work each day. She is just one of many examples of successful black women whose work has challenged the lack of diversity in a multitude of industries.

Another one of the black women who has made incredible contributions to literature that we chose to celebrate is bell hooks. bell hooks (who chose for her name to be written without capitals) is a black feminist writer who dedicated her work to discussing the limitations of the feminist movement to upper-class, white women, with a lesser regard to the struggle of lower-class women and women of colour. According to hooks, the feminist movement failed to identify the additional struggles faced by black women simply for their race. Her ideas are based on a concept called intersectional feminism which is explored in her book "Ain't I a Woman". hooks examines how black women, from the seventeenth century to the present day, were and are oppressed by men and women from all races. bell hooks is an astounding woman who was able to create a space that didn't exist for marginalised groups, in particular black women, to articulate and heal through their experiences.

Being an inspirational black woman with the ability to advocate for reform isn't only limited to the older generations; in fact change can often be sparked amongst younger generations such as ourselves and Claudette Colvin's story is one that highlights the impact young people can have. Claudette Colvin is an American pioneer of the 1950s civil rights movement who was arrested on March 2nd 1955, after refusing to give up her seat for a white woman on a crowded, segregated bus. Her refusal to comply resulted in two police officers forcibly removing her, and following this she was arrested and placed in a local adult jail, despite being only 15 at the time. She was later charged with violating segregation law, disorderly conduct and assaulting a police officer. Colvin has since given many interviews recalling the events, describing it as though "Harriet Tubman's hand was pushing [her] down on the one shoulder, and Sojourner Turner's hand was pushing [her] down on the other", and "learning about those two women gave [her] the courage to remain seated". It is said that the NAACP chose to spread the experience of Rosa Parks rather than Colvin's, as the fact that she was an adult made her a more ideal icon for the movement than an unreliable teenager. However, as a society who recognise, appreciate and praise the contributions of young people in the fight against all kinds of injustice, we must ensure stories like that of Claudette Colvin are not forgotten.

The works and efforts of the black community are often overlooked in history, and this month is an opportunity to celebrate achievements that may not see the recognition deserved. The women we chose to talk about were women whose stories personally inspired us. However, there have been generations of black women whose stories continue to remain unheard and untold. It is part of our duty as a wider society to educate and also re-educate ourselves about stories like those of bell hooks and Claudette Colvin to make sure that history does not forget them.

Visit of Hon Dr Stuart Lawrence

by Mr Shaw, Assistant Headteacher

Following the success of the Black History Month assemblies delivered by members of the Afro-Caribbean Society, we were fortunate to be visited by Dr Stuart Lawrence on Tuesday 17th October. Stuart has had several careers, including teaching for 15 years in London (with Ms Stone!), working in Belmarsh prison and coaching football (he's a dedicated Arsenal supporter). Nowadays, he is an author and campaigner for equality at both institutional and personal levels. He is also the younger brother of Stephen Lawrence, who was murdered in a racially motivated attack near his family home in London in 1993.

During the afternoon, Stuart spoke to Year 8 and Year 9 students about his experiences growing up, the impact of Stephen's murder on himself and his family and his ideas about making the world a fairer, more caring and more considerate place. In a lively and interactive presentation, Stuart referred to several role models, many of whom he has met, to encourage students to take ownership of the changes that are needed, or as he put it, to claim, "I am a revolutionary." He also explained a number of theories and models that highlighted the work that still needs to be done to challenge inequality, especially racial and gender inequality.

After Year 8 and Year 9 left, a group of around 50 Year 10, 11, 12 and 13 student leaders from Camp Hill Boys and Camp Hill Girls met Stuart for a question and answer session. This hour flew by, with a wide range of questions being asked about Stuart's personal response to Stephen's death and the years spent fighting for justice, his attitude to forgiveness and his broader views on progress made in the fight against racism as well as his frustrations at the scale of the fight that still lies ahead. I was particularly struck by how open he was in answering such probing questions, whilst also maintaining a deep sense of hope for the future as embodied by the younger generation.

As the afternoon drew to a close, Stuart spent time signing copies of his books and talking to anybody who wanted to stay behind and ask him questions. He was generous with his time, his experiences, his opinions and his message of positivity, leaving all of us inspired to improve ourselves and our society.



Geography News

by Mr Lang

Author Visit

On Friday 15th September the American Pulitzer prize winning author David Yarnold visited the school to interview me on my use of GIS (Geographical Information Systems) in education. I was selected to be interviewed due to my expertise and experience of developing teachers and students in the use of geospatial technology across the UK and further afield internationally including Singapore. An editor at the San Jose Mercury News, US and the past CEO of the National Audubon Society (US), where he used GIS to lead a significant turnaround of a long-time conservation brand, David gets the power of visual communication. Working with Jack Dangermond and the Esri Press team, David is writing a book that is designed for a general audience. He hopes to bring GIS to a broad universe of readers and to inspire people to learn GIS and to use it to collaborate on challenges at the local, national and multinational levels. He's committed to ensuring that equity and justice are represented throughout the book.



After visiting Camp Hill he visited Jane Overton, a former KECHG student who now works as a Principal Consultant for PJA (a multinational transport civil engineering firm in Birmingham) to interview her on how GIS has helped her in career.

Talks



On Wednesday 4th October we had our first Birmingham Geographical Association Branch talk given by Professor Alastair Owens from Queen Mary's University of London on the topic of the Hipsterfication of East London. This talk was well received by students, especially as a topic that is covered in the changing places unit at A level and as a potential NEA focus as parts of Birmingham have gone through similar changes to Hackney.

Our second Birmingham Geographical Association Branch event was on Monday 9th October with a live webinar from Dr Simon Kuestenmacher, a data specialist from Melbourne, Australia. Dr Kuestenmacher is a rising star globally in the field of data management and insight. He is the Co-Founder of The Demographics Group based in Melbourne. He is a columnist with The Australian and The New Daily newspapers. Simon is an engaging speaker who backs his opinion with data and evidence. <https://www.simonkuestenmacher.com/>



The focus of the talk was global demographic trends. The students found his talk engaging and had strong links to the superpower units. The talk highlighted some of the future challenges various countries will face including China, India and the UK and how students will need to develop certain skill sets to thrive.

Upcoming Events

The Geographical Association Birmingham Branch has a bumper range of events this academic year including upcoming webinars:

Date & Time	Title	Description
Monday 6th November 2023 4-5pm	"Disasters" Webinar Talk	Professor Ilan Kelman Professor of Disasters and Health University College London Author of "Disasters by choice"
Thursday 16th November 2023 KECHG 9am - 3pm ALL DAY event	GIS DAY Sixth Form Geography Enrichment Day	A day of talks and practical sessions on the use of GIS in everyday life; part of the annual Global GIS awareness day GISDAY www.gisday.com . The day has been planned to give students an opportunity to develop a working understanding of how GIS can and is being used in the real world. The speakers have been chosen to give a wide variety of GIS uses as well as giving you some linkages to the current A-Levels. Speakers include: <ul style="list-style-type: none"> • ESRI UK Graduate entry • West Midlands Police • Jacobs • BlueSky & Birmingham City Council
Wednesday 17th January 2024 4-5pm KECHG	"The Energy Transition" Talk	Dr Richard Waller Senior Lecturer in Physical Geography School of Geography, Geology and the Environment Keele University
Tuesday 30th January 20123 4-5pm Talk KECHG	"Health: The importance of Geography"	Gill Miller University of Chester
Tuesday 20th February 2024 4-5pm	"South Korea: A Ticking time bomb" Webinar	Rob Morris
Wednesday 28th February 2024 4-5pm Talk KECHG	"The Geography of Cybercrime"	Professor Tim Hall Faculty of Law, Crime and Justice University of Winchester

Year 11 School Trip to the Cotswolds

by Anika Shanbhag, Year 11

On the 26th and 27th of September, Year 11 Geography students visited Broadway and Willersey in the Cotswolds for our rural fieldwork investigation which is an important part of the GCSE course. Our main task was to carry out the investigation of how and why deprivation varies between the Cotswold villages of Willersey and Broadway.

Before the field trip we were learning the differences between urban areas and rural peripheries. There are clear differences between the urban and rural areas in the UK in terms of:

- Settlements
- Population density
- Age structure
- Economic activities

We used this knowledge to carry out the investigation by collecting quantitative data such as environmental quality surveys and qualitative data such as questionnaires with local residents.

Our first location was Willersey, a small residential village in the Cotswolds where we carried out our investigation by collecting data for the village. We spoke to a few locals to talk to who were kind enough to describe their life in Willersey - we even met someone who has been living there for 63 years!

We then headed to our next location which was Broadway. Although Broadway and Willersey are close to each other, we spotted a huge difference. Willersey was more residential whereas Broadway has a plethora of shops and restaurants which are mainly aimed at tourists.

After a successful Geography field trip we headed back to school. We are now writing up our fieldwork investigation to support our GCSE preparations.

Finally, we would like to thank the Geography department for all of their efforts for organising this field trip, we had a great time!



Badminton Match

by Jae Liu, Year 11

On Wednesday 4th October KECHG played badminton against KEHS.

The Camp Hill badminton players showed great perseverance facing many challenges on (the incredibly slippery) court. The singles and doubles matches showcased exceptional talent and determination from both sides.

Unfortunately, Camp Hill lost 4 matches to 2. Despite the defeat, all players displayed remarkable sportsmanship and resilience, continuing to play to the best of their ability even with little to no practice opportunities beforehand. The team players will continue to work hard and practise for the upcoming nationals, in which we will be playing against KEHS once again in the first round.

Well done to: Jae Liu, Pratha Mahadevaiah, Anviti Venkateshwaran, and Yilin Yang on the U16 team; and to Anoushka Hari, Jaish Soni, Yuan Yan, and Ananya Tare on the U14 team.



ESSA Swim Relays

by Riya Mitra, Year 11



On Friday 29th October, 15 students from Years 7-12, stuffed with doughnuts and cake from the Macmillan Coffee Morning, embarked on an exciting journey to the ESSA swim relays to exhibit our aquatic prowess.

The day began with a lively coach ride, where the team's camaraderie set a cheerful tone. Upon arriving at the venue, we were struck by the grandeur of Bromsgrove School: its impressive architecture lending an air of sophistication to the proceedings, adding an extra layer of excitement to the day.

As we waited for the warm-ups, the team settled into comfortable sofas, sharing stories and laughs, in addition to guarding a precious Krispy Kreme doughnut box from the eager eyes of students from other schools (it only contained half a doughnut!). It was a relaxed moment before the competition, a chance to soak in the atmosphere and mentally prepare for the challenges ahead.

For the relays, we had three teams: Juniors (Years 7-8), Intermediates (Years 9-10) and Seniors (Years 11-13). Each team competed for times in the 4x50m freestyle relay and medley relay, in which each swimmer swims 50m backstroke, breaststroke, butterfly and front crawl, in that order. These times were then to be ranked nationally with only the best being called forwards for Nationals.

Once in the pool, our team's performance was nothing short of commendable. We demonstrated exceptional skill and determination and what truly set our team apart was the unwavering support we showed for one another. Cheers and encouragement echoed throughout the venue, creating an uplifting atmosphere that fueled our collective drive to excel.

As the day unfolded, we found pockets of joy and fun amidst the competition: a testament to the team's ability to balance focus and enjoyment, and a true representation of sportsmanship.

Upon our return to school, a surprise awaited us in the form of a fire alarm. With composure, and a touch of flair, we registered and made it back just in time for the last ten minutes of Period 5. It was a fitting end to a day filled with both challenges and triumphs.

Well done to: Molly Egan, Riya Mitra, Melina Davoudzadeh, Emily Jones, Nadia Sutcliffe, Mia Lowry, Yasmin Sutcliffe, Isobel Mountford, Risha Mitra, Ava Mihaichuk, Esther Esther Ebube-Awunor, Mahnoor Daoudi, Liang Zi Zhao and Myra Kumar and an extra special thanks to Mrs O'Grady for graciously enduring our ceaseless ramblings throughout the day!



Activity Leaders

by Khadija Kamran, Year 9, and Vanessa Tran, Year 10

The transition to secondary school is a significant milestone, marked not only by academic growth but also by the connections and experiences shared. Activity Leaders have been on a mission to make Year 7 memorable, engaging students in a variety of activities that go beyond the traditional classroom setting. In this article, we'll explore the delightful moments created through benchball, fun warm-ups, store-bought cupcakes and playful games.

This year, Activity Leader sessions have been run on Monday lunchtimes for Year 7 students. We have been rotating one form at a time and after this term plan on introducing running it one House at a time to allow the Year 7s to become more familiar with other people in their Houses. Our plan was to run fun sessions with games to encourage Year 7s to participate in more sports and build new friendships.

We quickly learnt that much organisation was needed to run the sessions including balancing other commitments and visiting form rooms every Friday to remind each Year 7 form to attend. However, after much hard work, we refined our leadership skills and our self-organisation, allowing us to more easily plan and run the sessions, making it a success on the whole.

We learnt that it was very important to have an incentive for sufficient numbers to attend. Cupcakes and food certainly did the trick, encouraging more Year 7s to come along! The simple act of enjoying cupcakes together fosters a sense of community and creates sweet memories for students. Laughter has become a key ingredient through the classic game of "Doctor Doctor", which enhances communication skills and strengthens bonds between students. It's a reminder that amidst the challenges of school life, there's always room for joy and playfulness.

Year 7 students have also been introduced to the energetic world of benchball! This team sport not only fosters physical activity but also cultivates teamwork and strategic thinking. Our lively benchball sessions encourage friendly competition and teamwork. Recognizing the importance of physical preparation, We have introduced dynamic and enjoyable warm-up routines. These not only set the stage for the upcoming activities but also ensure that Year 7 students are physically and mentally ready for the challenges of the whole school day.

Thank you to all of the other Activity Leaders who have led sessions on Monday lunchtimes: Adelene Foo, Khadija Kamran, Keira Sweeney, Grace Evans and Madeleine Gunn. We would also like to thank Miss Chapman and Mrs Parker who gave us our first training session at the end of last year and have supported us throughout this entire half-term especially reminding us that we actually do need to tell the Year 7s to come on Monday for them to arrive! Finally, I would like to thank Miss Price, who has overseen and supervised the last few sessions that were run.

In the future, we look forward to running more sessions and we would greatly appreciate feedback and suggestions on ideas and recommendations for future sessions.



Sports Council

by Birle Tenekeci, Year 11



At the end of last year, a small group of Year 8 and Year 11 students were selected as our school Sports Council to run more sports activities in school, as well as to encourage more students to participate. After a leadership programme, and guidance from Miss Chapman, we learnt how to run successful and enjoyable clubs for the younger years and our peers.

This half-term, so far we have run: a fun netball league for Years 7 and 8, benchball club for Years 9 and 10 and Active in Mind sessions to relax and introduce Year 7s to life at Camp Hill.



As Sports Captains, Shakthi, Annika, and I organised a 5k walk to raise money for the Great Ormond Street Hospital to build a new cancer research centre; this took place on Tuesday 24th October. This was for everyone - including teachers! Throughout lunchtime on the Tuesday, many students and teachers dropped in and out of the walk, and as one large school community - with music - we walked the 7.5 laps of our school fields. Overall, this was an extremely successful and fun experience for everyone in the school.

Next half-term our Sports Council and Sports Leaders will be running even more clubs and fun leagues, so make sure you take up all the opportunities offered to you!

We look forward to hearing from you - whether by email or an in person chat - about new ideas for fun clubs that we can consider.

Active Minds Update

by Ojal Rao, Year 11

What is Active Minds?

The purpose of the Active Minds program is to educate individuals on the importance of staying both physically and mentally healthy. Together, the Active Mind leaders discuss the importance of a healthy diet, a sleep schedule, the benefits of exercising and methods of managing stress, whilst also creating a safe space for individuals by providing them with activities to help relax their minds.

Who are the Active Mind leaders?

Year 11 students Fatima Usman, Tara Hemmings, Ojal Rao and Jessica Tucker.

What do we do?

Taking place during lunchtimes, the program involves two main sections: the 'active' and the 'mind'.

The active part is every **Tuesday Week B in the Sports Hall** and consists of a dynamic form of exercise including volleyball, benchball and netball. These encourage communication between individuals helping them to boost their confidence and fitness levels.

The mind part is every **Monday Week A in Room 24** and consists of thoughtful activities that help to improve focus, such as colouring, planning events/creating a schedule for homework or projects and, hopefully, in the next few weeks, especially with December slowly approaching, decorating cookies and gingerbread men!

We encourage you to bring your friends along to our sessions - this doesn't have to be a commitment - but thank you all for coming along to the sessions!

Beyond Baseline

by Malak Ahmed, Year 9



In the introductory Beyond Baseline session on 15th September we gathered in the CSG room where we met Paralympic athlete Louise Hunt. We played an icebreaker game because there were a variety of people from Year 8 to Year 10. The challenge was to say our name and something we liked or disliked that starts with the same letter, which was easier for some than others. Louise talked to us about her life's journey to get to where she is today and the dedication needed by her family as well as her. She talked about how she had to catch planes all around the world to play tournaments to rank higher so that she could play in the Paralympics.



Louise also explained to us how Paralympic tennis wasn't her first choice and how she used to do races instead. I enjoyed hearing about all the things Louise had been through to get to this part of her career. We spent the remaining time outside, where Louise led a session that included balancing balls on rackets, attempting to flip a cone with your ball in pairs and trying to keep the ball in a box in pairs - although our group decided to see what it was like to play in a four. While it was fun, we felt that playing in a pair made it more of a challenge and it was a lot less confusing. Finally, we played a rally over a line of cones and we again chose to see what it was like to play doubles. This gave us a glimpse into what it would be like for the Year 7s and inspired us with ideas on how to conduct the session we would run for them. We all left excited and looking forward to the next session.

Two weeks later, in the next sessions, Louise divided us into two groups and placed 25 paper plates in a random arrangement. The goal of the game was for the group to sit around the plate, tap the numbers in order, and time each other to see who could finish in the shortest amount of time. My group's strategy involved choosing the three plates that were closest to you and memorising them. The first time we tried it, we were fairly quick, but we knew we could improve and that our strategy had some weaknesses. After three more tries, during which we discussed how to improve, we beat Louise's previous six-group record. Then we decided on who would be in each pair for the session we were planning for the Year 7 students. We also decided that instead of having the students rotate between different groups to do the various activities, each pair would keep its own group and we would instruct them on how to complete each activity. After that we all headed outside to choose who would do the introduction, who would lead and demonstrate the warm-up, and what activities we would assign to the Year 7 students within the available time. Next we practised what we were going to say while also having a little fun role-playing the activities the Year 7s would be performing in their session! At the end we were confident in the session we had created and were excited and a little nervous to see how the session would turn out in the second half of Monday's final day with Louise.

On Monday, October 2nd, after break, we walked outside and gathered enough supplies for about 75 people and set up in six different areas within the MUGA. The previous session had helped us know exactly what we were doing, but we still wanted to make sure everything was done as well as it could be. We reviewed the key points for each task, and in each pair we demonstrated what we would be presenting to the students in Year 7. Miss Chapman and Louise helped us make sure everything would go smoothly as we went over everything. Louise reassured us that we were doing a good job and that she was confident we would run a good session. We had Year 7 stand in a semi circle for the introduction and the warm up was knee tag, which was demonstrated by myself, Alicia, Osa and Nejah. Afterwards, Osa divided them into groups of ten and took them to the leaders of their session. We engaged in tennis skill drills with them, including rallies, flipping cones, balancing balls on rackets, and keeping the ball in the square (which was, in my opinion, the most challenging). Following each example, we let the students work in pairs to attempt the activity. We assisted those who appeared to be having trouble, and praised them to keep them motivated. We kept an eye out for the person in our group who was the most eager and gave house points to the pair which could do the most rallies over a line of cones. In the end, we took a few pictures, put everything away, and thanked Louise for supporting us and providing us with this enjoyable experience that will help us with our leadership and organisational skills. We hope to organise another session as this one was so successful!

Overall, our three sessions were fantastic, and I loved working with Louise and such a great group of people.

Participating in Handball Nationals

by Rishika Boddu and Amrita Ajikumar, Year 12



How did we begin playing handball?

Initially both of us played various other sports ranging from tennis to hockey and were quite unaware of the sport of handball. However, when we were faced with the decision of selecting our three main types of sport for our GCSE PE qualifications, a mutual friend was advertising a local handball club at Kings Heath Boys School, recruiting players for their girls teams. After just one session we began to develop a great interest in the sport, leading us to continue attending the training sessions provided by the club. Gradually our skills began to improve as did our love for the sport. We began participating in various different matches, gaining vital lessons from each match. Soon our coach mentioned the county handball trials and requested for us to sign up as he believed we had progressed quite far in our skills. Despite our initial scepticism about whether our prowess would be sufficient to compete with such talented individuals, we still decided to attend the trials just to give it our best shot and luckily enough we managed to make it through selections. From this point on we realised we had begun a new journey into the world of handball.

The lessons our participation in sport taught us...

In the world of sports, improvement plays a key role in defining an athlete's success and this is achieved by an effective blend of rigorous training and experience on the court during match play. By gaining experience in both, we have enhanced our skills and are able to incorporate tactical elements into each game that we play. Also, whilst attending matches as a spectator, we have gained insights into the various strategies, playing styles and tactics that teams use. As we absorbed the flow of such games, we expanded our tactical understanding and learned how to adapt spontaneously to certain circumstances in games. This instilled a deeper appreciation in us for the intricacies of handball as well as our coaching staff who played a pivotal role in refining our skills and making us aware of the expectations placed upon us.

Our progress so far...

Currently we are training within the pathway programme whilst attempting our diploma in sporting excellence. This requires us to attend monthly training sessions from 10am to 4pm which are methodically divided into hours of fitness, conditioning and matchplay technique. We also had sessions with a sports psychologist who helps us improve our decision making skills. During conditioning sessions, a lot of work is done to improve the players' endurance because handball is known for being a fast paced game, requiring great stamina; some common fitness tests are performed to measure our fitness levels. As we progress further into the training session, we learn a range of different attack or defensive strategies which are then applied and recreated within the matchplay at the end of our session. To obtain our diploma alongside the pathway training we have to record what we obtained from the training in a diary log which will then be submitted to one of the coaches. Such data provides insight into our progress and helps to ensure that we understand how we can modify our own training, whether it be including a certain defensive attack or incorporating more fitness.

As both of us work towards competing at national level in handball, we understand the importance of dedication and determination when taking part in sport at such high levels. At our handball training, nationals represent the pinnacle of competition. This is where the best teams across the country and from other countries converge to showcase their talent. This experience inspires us and many other like-minded people to improve and become a powerful player. Training at nationals is a collective with every player's dedication, discipline and determination contributing to our success. As a team, we become a well-knit group, supporting each other through various hiccups as well as celebrating successes. Through the constant support from our coaches and teammates, we prepare ourselves physically and mentally as we forge a united front, ready to face the challenges that come our way.



Half-term Netball Match Reports

by Birle Tenekeci and Shakthi Sreevats, Year 11



At the start of our new netball season, we began with the netball trials. From every year group, nine to fourteen players were selected. This start put our U16 at a disadvantage, as half of our players from last year unfortunately could not trial, meaning we had five people from our original team.

Camp Hill vs Kings Norton U16:

Our first fixture was against Kings Norton:

The match began well, with Camp Hill only a few goals down. In the following two quarters, we held our defence well and let in fewer goals, as well as scoring some of our own. However, the goal difference was still quite large. In the final quarter, we had very tight attack and defence and our team fought resiliently to prevent them from scoring any more goals. The final score was 40-7. Although it has been a while since our team has played together, we are very proud of our efforts, despite the loss.

Following this our second match was against Five Ways:

This was an extremely close game with the goal difference never being more than three goals to either team. We started with a mediocre first quarter, ending it with 5-4 to them. The second quarter was tighter, with a stronger attack and a stronger defence, allowing us to score more goals and let fewer of theirs in. The third quarter began with a misfortune, as one of our players suddenly skidded and slipped, falling onto the floor, and had to go off for half a quarter. As a result, and due to some umpiring decisions going against us, our team was extremely close to winning, but unfortunately had to end this second game of the season with a 15-13 loss.

Well done to everyone that played in these matches, as well as the U12, U13, U14 and U16B teams too, and a special congratulations to the U14 netball team who won their match against Five Ways.

Finally, we had our county U16 netball tournament which took place at Edgbaston High School on Thursday 12th October. In our first match of the tournament, unfortunately one of our Year 11 players fractured her finger, and could not play for the rest of the tournament. This put the team at a disadvantage, as it was a mixed Year 10 and 11 team who had only played together once. This resulted in four losses and a draw for our team.

Well done and thank you to: Emma Bloxidge, Birle Tenekeci, Shakthi Sreevats, Annika Sinha, and Maansi Pagaria in Year 11; and to Jess Wang, Yasmin Sutcliffe, Dhyana Nanwa, and Anika Duggal, in Year 10 for helping out the U16 A team in the tournament.

Well done to everyone that played, representing our school, and we hope the next half-term goes better for all our teams.



County Netball

by Askin Tenekeci, Year 8



I started netball in Year 4 and I am very enthusiastic about it. I take pride in being in the Year 8 netball team as Centre.

Not long ago I was nominated by my coach to try out for the county netball trials along with three other girls, in different clubs, also from Year 8, by their coaches.



I was super excited as only two people from my club were nominated. I tried my hardest in the first trials where we just did agility, and the second trials where we played matches, and although I play Centre in school, I trialled as Goal Defence. Upon finishing the trials I was extremely happy that I had gotten a chance to try out for County even though there was only a slim chance of me getting in. For the next few days after the trials I was eagerly waiting for the outcome and when it finally came I realised all my hardwork and effort had paid off, I got into the county development team (one of the two county teams)! I was over the moon and shared the great news with my friends.

Now every fortnight I go to County netball training on Fridays and have even made a few friends there. Overall, I'm really glad to be a part of the Birmingham County Development Team and I hope to further improve my netball in the future.

Practice Interviews for University Entrance

by Mr Revitt, Assistant Headteacher (Head of Sixth Form)

Each year we aim to offer practice interviews to all Year 13 students who will have an interview for their chosen course. This is a valuable opportunity for those who are applying for competitive courses. We are therefore looking for volunteers who have the skills and availability to offer some students practice at this element of the university short-listing process.

We are hoping to be able to organise a 30 minute interview per student (20 minutes one-to-one interview followed by a 10 minute feedback which can either be in the form of an oral debrief with the student present or a written report to be passed on to the student). Interviews can be facilitated online or face-to-face.

We hope that the majority of interviews will be conducted during school hours from Monday 13th to Monday 27th November.

The students applying for 2024 entry, a proportion of whom will be Oxbridge applicants, have applied for a wide range of subjects including:

Medicine
Dentistry
Psychology
Optometry
Natural / biological Sciences
Mathematics

Law
PPE
Modern Foreign Languages
Geography
History
Politics & International Relations

Computer Science
Engineering
Economics
Physics
Biochemistry

If you are able to assist us with interviews, please indicate your availability and subject area(s) by email to Mrs Akhtar (Sixth Form Admin Support) [a.akhtar@kechg.org.uk] by Wednesday 8th November.

The Sixth Form students really do appreciate any support you are able to give them as part of their preparation for further study.

Students step up to the summer holiday languages challenge in style!

by Madame Price

Over the long summer holidays, our students were presented with a challenge - to try to fully immerse themselves in a foreign language in their day to day lives.

Armed with a guide book of tasks created by Routes into Languages, students were able to pick a level of challenge and to complete a range of tasks successfully such as texting their friends in another language, watching a foreign language film on Netflix or following a recipe in their chosen language and reviewing their efforts. They could even create their own comic strip!

It was lovely to receive the submissions from the students this September and to see how busy they had been diving into the culture of their chosen language.

Thanks to everyone who took part and congratulations on your achievement!



Here are a few of our participating students receiving their certificates.

#HelloYellow 2023

by Shenelle Abeyagunaratne, Year 13

On Tuesday 10th October, Camp Hill Girls came together to wear yellow in support for #HelloYellow, organised by the charity Young Minds for World Mental Health Day. We look forward to this each year, as mental health and wellbeing are very important to us; this was a fantastic opportunity to get people talking about their wellbeing. Each student was invited to wear an item of yellow clothing for raising awareness about mental health, and any donations were very welcome.

With the help of Ms Maginnis, the Wellbeing Prefects prepared for the day, finding resources and organising activities. Two assemblies were given to ensure everyone knew the event was happening. After lots of planning, the day arrived and we were delighted to see a multitude of yellow tops, scrunchies, nails and more; SLT's yellow tights were much appreciated!

During recess, we sold Hello Yellow themed badges from Young Minds, which were very popular, especially amongst the younger students, and, for those who donated, there were colourful stickers in each form's register. This was particularly useful for anyone who didn't get the chance to wear yellow.

In the CSG room, we offered World Mental Health Day themed arts and crafts, including a poster competition, filling in a stress bucket and creating a wellbeing chatterbox. Many students came in to take a look at what was happening and made their own posters and creations.

After totalling up all the donations and badge sales, we are very proud to announce that we raised the incredible amount of £475.20! We are so grateful to everyone who got involved during the day, whether that was donating, wearing yellow or taking part in any of the activities. The theme this year was "Stand Out and Show Up", and, as a school, we did just that!



Grace Dent Visits Camp Hill

by Nora Bownes, Year 9

We hosted a very exciting event for The Heath bookshop on Wednesday 4th October. Grace Dent, the celebrated food author, podcaster, critic and broadcaster, came into Camp Hill on a book tour to discuss her new release "Comfort Eating". The event was chaired by Grace Smith from BBC Radio WM.



Catherine and Claire from The Heath Bookshop have previously visited the school for various other occasions, however this is the largest event they have organised to date, with about 250 members of the public in the audience.

"Comfort Eating" is a book about, as Grace described it, 'things we eat when nobody's watching'. The book is divided into six categories, each exclusively featuring what Grace labelled as 'Food of the Gods'. During the event she mentioned most of these, including her love for butter (Grace is well-known for her love of butter and even previously wrote a whole article in honour of it), pasta and potatoes. Grace commemorates her happy memories of childhood, and shares recipes of what she describes as 'guilty pleasures'.

Even though the book and Grace's description was filled with jokes, laughs and funny relatable content, the book did have a softer side and we saw that when Grace read an extract from it. The stories she told were about her childhood, and memories she had growing up in a working class family in Carlisle. She recalled memories from summer holidays at the beach, her favourite after-school snacks and the strong family bond she has treasured her whole life. She also recounted the difficulties she experienced when she began working in London, surrounded by people who had very contrasting upbringings to herself. Even though she had endured these social struggles, Grace powered through and now she is nationally famous for her work around food, and commonly features on 'Masterchef' to critique the aspiring cooks.

Now, although she is working at Michelin Star standards when writing restaurant reviews, "Comfort Eating" shows her diet from a whole new angle. She informed the audience of her favourite treats, snacks and pleasures. One included a cold can of spaghetti hoops, which she took out of her bag, opened and devoured cold with a spoon for everyone in the audience to see.

Everyone was almost in a state of shock as they watched the renowned Grace Dent sitting on the stage holding a spoonful of spaghetti hoops with no shame whatsoever! However, the book and Grace herself proved that we should have no shame eating our small comfort treats. In fact, we should share them with the world!

After Grace and Grace had finished their conversation on stage, the audience proved they could be equally as entertaining, recommending Black Country chips to Grace Dent (who was keen to try them!) as well as asking excellent questions. Afterwards there was a VERY long queue of Grace Dent fans, eager to get her to sign their copy of the book and many selfies were taken as mementos of a fabulous evening. And to keep her going, what did Grace snack on? More cold spaghetti, straight from the can of course!



SCHOOLS CLIMATE ASSEMBLY





SPOTLIGHT ON.....

Camp Hill Girls' Time Capsule

by Eshal Aamir and Akshara Guduri, Year 9

On 10th May, 1983, a time capsule was buried at the entrance of the school, not to be opened until 100 years have passed. It contained items which the students believed would represent Camp Hill and be of interest to the school community after 100 years, and provide a very real connection with the past.

Whose idea was the time capsule?

Past school documents reveal that it was in fact Sixth Formers who thought of the idea as part of the school's Centenary celebrations. Ros Jackson (the then Head of Sixth Form) was the lead teacher on the project and helped make it a reality.

Where is the time capsule buried?

No-one is quite sure! However, you may be surprised to know that you have probably walked on top of the time capsule many times! We believe that it is buried at the front entrance to the school (where the automatic doors currently are). Previously, however, this space would have instead been in an open area and easily accessible.

It is located 2 metres down, in a brick-lined chamber.

The school is planning to place a plaque near the time capsule so as to be a reminder of its place in our history.

What is in the time capsule?

The time capsule contains a wider variety of things. It ranges from certificates to bus passes, even House badges! Additionally, the students put in a certain item which they hoped would prove to be mysterious to the future students who would open up the time capsule. This item was a plastic radiation mask, which was donated by a fellow student who was receiving treatment for Leukemia. This was especially included as it represented the newest technology that was being used in hospitals at the time.

Each form was asked to give a list of three possible items that would represent the school.

One hundred items were chosen, such as whole school photographs, exercise books, a tape recording of whole school assemblies, House and Officer's badges, and even programmes from 1983's dramatic and musical productions (Show Choir!).

Before they put them in the time capsule they put all of the items up on display for everyone to see.



Eshal and Akshara in the spot where we believe the time capsule is buried

Another Time Capsule!

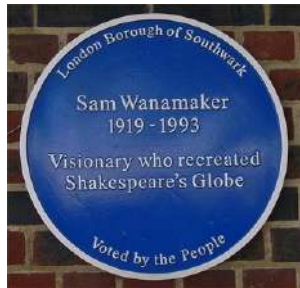
by Ms Hayes



During investigations to unearth information about the school's centenary time capsule that is buried under the front step of the school I came across a brief reference to another time capsule, this one linked to the Globe Theatre in London.

Following this lead I got in touch with the Globe's Library and Archives department to find out more. They invited me to attend as a researcher to look through the documentation they have.

Camp Hill Girls took part in the Globelink time capsule project, which was designed to raise funds for the Globe's "Heavens" and descent machinery. The Heavens is the name of the roof that covers the stage of the Globe Theatre. It has a functional role, protecting the actors and their costumes if it rains, but it also symbolises the sky and the celestial. The descent machinery enables actors, scenery and props to be raised to/lowered from the Heavens.



In 1989 Bristol Grammar School took up a challenge by Sam Wannamaker to raise 3000 guineas for the Globe. This fundraising idea was then developed into the Globelink project - schools could have a time capsule at the Globe for every £200 they raised towards the Heavens fundraising target.

Over 500 time capsules were allocated, across 319 schools; of which 53 schools raised enough for more than one time capsule. In total, the Globelink project raised over £110,000. Schools worldwide took part, from Sweden to New Zealand, from USA to Malaysia.

Once filled, the time capsules were buried in a vault in the Underglobe, which is below the centre of the Globe Theatre. Ten burials took place at regular intervals from June 1992 until June 1997, and were usually attended by representatives of the schools whose time capsules were being buried.

Items listed as being placed in some of the time capsules include: a nappy pin, a school tie, a blob of blu-tak, a piece of the Berlin Wall, a polo mint, a marble, a school dinner menu, a shrunken crisp packet, a mini lacrosse stick, and sand, corals and shells from Malaysia.

When I visited the Globe's Library and Archives I was also able to visit the Globelink Stairs and view the plaque listing the names of all the schools who had raised enough funds for a time capsule. There is also a small viewing panel set into the floor so that you can see the time capsules lining the sides of the vault.



The vault and time capsules are due to be opened on Saturday 8th June 2047, 50 years after the final burial took place.

To read more about this project see: <https://www.shakespearesglobe.com/discover/blogs-and-features/2020/06/08/bid-time-return-the-time-capsules-buried-under-the-globe-theatre/>

Careers News

by Dr Rose, Assistant Headteacher (Careers Lead)

InvestIn Events

INVESTIN

Thank you to those who have already contacted me about the InvestIn Bursaries for this term; we have almost used our quota. Please remember that the one-day Sunday programmes are available in 15 different careers and students who participate online have access to all the resources for a Year.

If you do want to book anything – remember that as a partner school we get a 10% discount – please use the code KECHG10 at the checkout. We also have an earlybird discount of 15% on the Summer Experiences – with the code SUMMER15A.

Additionally, there are some free parent webinars which can be accessed using - <https://investin.org/pages/parent-events>

Work Experience

As part of our Careers Education, we value the benefits of Work Experience – and in particular the additional independence students can gain from working in new environments and different, often novel, situations.

Whilst some of our students are very tenacious and gain a wide range of experiences of different workplaces in their time at school, there are three main opportunities offered to our students to undertake work experience placements as shown below.

- Year 11 - in the gap between completing their GCSE examinations (end of June) and starting their post-16 studies in September 2024
- Year 12 - in Enrichment Week; this is the week of 24th – 28th June 2024
- Year 13 - use their time on Wednesday afternoons to either complete an EPQ, do Games OR undertake a volunteering/Work Experience Placement.

All placements must be submitted and approved via the placements section on Unifrog, our online Careers platform. More information will be sent home to Year 11 and Year 12 parents in the coming weeks about how to source Work Experience Placements, but you may wish to start thinking about what, where and how in the meantime.

I thought that this was also a good opportunity for some of our current students to share some information about placements they have been on over the past few months.



And finally a request for help.....

Our work with the students to support Careers Education is multi-faceted and we are always on the lookout for parents and companies to help us with interviews (see [page 19!]), talks, assemblies, work experience placements and career focused days in enrichment week.

If you are able to help us in any way please contact me at the school, particularly if your company offers apprenticeships. Thank you.

Salesforce Work Experience

By Aisha Asghar, Year 12



Last Summer, from July 5th to July 10th, I did my work experience with Salesforce, a company that primarily sells CRM (Customer Relationship Management) software to companies. During this time, over a number of sessions, I spoke to people from different teams: primarily marketing and data analytics teams and one session with someone who specialises in backend database development

Right from the start, I found the atmosphere in the office to be very welcoming. People I spoke to (both in person and in meetings) spoke fondly of the office culture at Salesforce, appreciating how you can easily ask anyone - even those you aren't familiar with - for any help needed.

During my time, I spoke to people in a wide range of positions with different responsibilities and experiences including:

- A Data Analyst: He explained how his job involved interacting with many stakeholders throughout the day and how he not only had to collect and provide the data necessary but also prioritise tasks based on the stakeholders as well as effectively manage his time to ensure he was able to take care of both his physical and mental health. It was interesting to see how skills that we don't often appreciate enough as students (such as time management and organisation) become such a critical part of our working lives. We also discussed the future impacts of AI on his career and whether we thought it was future-proof, which was especially interesting given that he had already used code to automate significant parts of his work.
- A Data Storyteller: He showed me the importance of data storytelling in a company like Salesforce, where there is so much information and huge amounts of detail. Problem-solving skills are required to find the optimal method to display this to stakeholders clearly and concisely. He also mentioned how he is constantly interacting with members of other teams, likening it to clockwork, where each part relies on the other to keep moving.
- A Data Analyst for company events: We discussed the importance of events as a company marketing strategy as well as why certain methods are used to measure the effectiveness of events (and other marketing strategies).
- A member of the marketing team told me about how he came to his current position in the company, starting as a contract worker who helped with organising events working his way "sideways" through the company ranks into a role where he finds each day to be different from the previous one; he is still passionate about his job even after over a decade of working for Salesforce. He told me he takes pride in his job and is grateful to be surrounded by trustworthy teammates, whom he enjoys collaborating with to keep improving the business. I was inspired by his story and it made me hopeful that it is possible to find a job that you can keep on working on with passion, without getting bored and eventually losing interest in the far future.
- Another member of the marketing team explained how the company uses data to target companies who might be interested in their product and maximising return on investment (ROI), the importance of good data, developing "playbooks" for implementing proactive change and improvement.
- A Backend Database developer (backend being parts of software that the user doesn't see or directly interact with, the opposite of this is front end development): He explained the basics of how company databases need to be planned before they are implemented as there are complicated relationships between different databases made for different purposes.

Between meetings, I worked on Salesforce's "Trailhead" course that provides hands-on learning for company software, in addition to other resume-building skills (such as building AI models) which I found a bit hard to digest at first but were interesting once I started to understand them. As someone who takes an interest in computer science, I found them useful and I have continued to build my trailblazer profile even after the work experience ended.

The experience was truly eye-opening. I got a small taste of what it is like to work in an office as well as what kind of roles and responsibilities different positions entail and (most importantly) considered whether I would take up such a position myself. Despite having to learn a large amount of information at such a fast pace, especially the seemingly endless office jargon, I found the challenge stimulating, fun and engaging (even if a little overwhelming at first).

I would like to finish by thanking everyone at Salesforce who very kindly taught and explained the complex world of company marketing and data analysis in a way that meant I could begin to think about how companies work in real life and how different teams interact to keep everything running smoothly.

Mmm... Chocolate!

By Bahar Kayani, Year 12

Whether it's slowly (but surely) snacking on a sweet Milka treat during film night or relentlessly ploughing through an entire Toblerone block till your teeth stick together, we have all been guilty of devouring a cheeky packet of delectably manufactured sugary goods. But have you ever taken a moment to read up about the snacking company giant who is the puppet master behind all those adorable Barney Bear designs and hilarious Sour Patch kids facial expressions?

Well, over the summer, after leaving school and (at last) closing the GCSEs chapter of our lives, Year 11 students were encouraged to explore the world of endless careers and fascinating business strategies, roughly translating to ... getting some work experience! So, I decided to apply for a Speakers for Schools virtual work experience placement with one of the worlds largest and most influential snacking companies - Mondelez International, Inc.

The week began with a short introduction into the food industry and how it is one of the biggest grossing industries in the UK - with a revenue of around £190 billion. Now, this sounded like a lot but it did not prepare me for the shock I experienced at the most recent University of Birmingham Chemistry Lecture. The passionate and entertaining Professor Peter Fryer, who teaches in UoB School of Chemical Engineering, informed us that the food industry makes up more than 20% of the entire U.K consumer expenditure while automobile manufacturers and the clothing industry combined have a revenue of just over £100 billion.

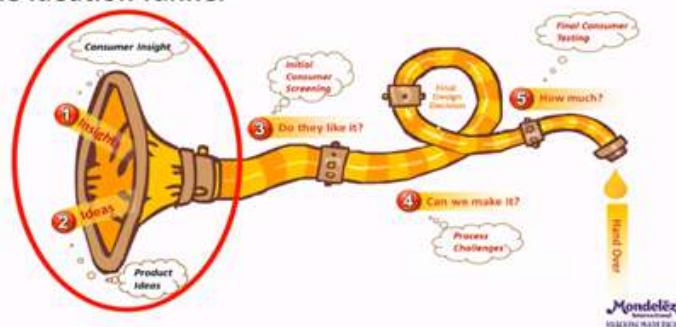
Whilst with Mondelez I learnt that chocolate sales alone drop significantly during summer, so we were separated into groups each with the aim: 'design a new summery chocolate product and pitch it to the company'. As a team, we managed to design our very own Cadbury's summery chocolate product. From the cost of planting cacao trees and shipping the cocoa butter and powder, to the manufacturing process on different production lines - everything had to be measured, calculated, checked and rechecked.

The tension built as each group prepared for their presentation in front of the judging panel, consisting of the Cadbury Branch Chair and Cadbury's International Relations Coordinator among other influential figures in the company. The winning group was announced and congratulated but ultimately the chocolate prize was delivered to everyone who attended!



Getting the chance to be at the forefront of this new advancement in the confectionary industry was a really eye opening experience. You cannot begin to fathom the sheer amount of time, effort, money and sleepless nights that are spent to design just the packaging font of a product. It is gruelling work, requiring an entire team of highly educated individuals to map out the psychological effects each letter colour/shape/size has on certain consumer demographics. Some key takeaways from the experience were that aerated ruby chocolate was extremely difficult to manufacture initially (due to the change needed in the tempering process) and that 3D modelling is very much a skill that anyone in the design and creation branch of a business should be fairly decent at.

The ideation funnel



One final piece of news: Dr Rose's daughter (who works as a part of the Cadbury team at Mondelez) is expected to be one of the employees hosting the work experience scheme this summer, so keep your eyes peeled and ears pricked up for any details if you wish to apply. It's well worth it as - along with improving employability skills and widening career path choices - you will end up learning much more that you had ever anticipated!

Dates for Your Diary



Back to school
Week A



Chamber Concert
(CHB)



Year 11
Gurdwara Visit



Readathon
Week



Year 8
Theatre Trip



Sixth Form
Open Evening



Year 10
National Museum
of Computing Trip



Year 13
Crucible
Performance

Dates for Your Diary



**Highbury Hall
Charity Concert**



**Year 7
Progress Evening**



**Staff Training Day 3

Christmas Concert
Rehearsals**



**Years 11 & 13
Mock Exams Start**



Senior Prizegiving

Christmas Concert



Tinsel Day



End of Term