

Camp Hill Girls' Chronicle

End of Autumn Term 2023



5k Charity Walk for Great Ormond Street Hospital

by Shakthi Sreevats, Year 11

At lunchtime on Tuesday 24th October, The Sports Captains held a 5k charity walk to help raise money to build a Children's Cancer Centre in Great Ormond Street Hospital. When organising this, we had no idea how to attract people but once music (and the big speakers) was mentioned, many people were convinced to come. We ended up having roughly 100 people attending this walk, so we deemed it as very successful. One aim of this event was to have fun and enjoy some exercise to promote wellbeing but we also wanted to reflect on its significance.

Did you know that in the UK, roughly 5 children or young people are diagnosed with cancer each day? Now multiply this by 365, and you have 1825 cases of cancer in young people yearly. Through the walk, our main objective was to make a difference by supporting a charity to give seriously ill children the best chance to fulfil their potential. We know that Great Ormond Street Hospital is doing fantastic work to provide support for those affected. We are so proud that so many of you came to support the cause regardless of whether you managed to donate or not!

We would like to give a special thanks to Mary Purugganan and Aliyah Uddin, for helping set up and control the music, uplifting everyone's mood and constantly encouraging both teachers and students. Finally, we would like to thank Miss Chapman - the driving force behind this event; without her help, it would not have been possible!

We are pleased to announce that we have raised £468.75 so far. I am sure you will be delighted to know that it's not too late to make a contribution as our GoFundMe page will remain open until the end of this year. Here is the link: <https://gofund.me/8a1399a0>

Thank you so much for your participation and support.



Digital Story Script Writing Workshop

by Hunain Zaman, Year 8

During the half term, I attended a digital story writing workshop. For those who don't know exactly what a digital story is, you could describe it as a neverending textbook, crammed into one short film, usually only a few minutes long ...and slightly more entertaining.

The workshop was led by Dr Brian Sudlow from Aston University's History Department. It was held at Thinktank, Birmingham, on 30th October from 11am - 1pm. During my time at the workshop, I learnt the steps to creating a good script for a digital story, for example creating a hook: your main idea that you want to use, to gain the audience's attention.

Having learnt about him in school, I decided to base my script on Dimitri Mendeleev and his contributions to the Periodic Table. After spending around an hour completing the script, we handed them over to Dr Sudlow, who then announced that one of the films would be animated, and put on display in the History Exhibition at Thinktank.

The next day, I received an email, saying that my script had been chosen for animation. I hadn't expected this, and so I was over the moon! In the email from Dr Sudlow, I was asked to visit Thinktank again, on the 1st November, to help him finish animating the script. We did this on a software called WeVideo, and the process included creating the voiceover, and adding images that we felt fitted with the script.

The story was posted on Twitter on 2nd November, and I didn't hesitate to share the news with my friends. The link for the film is below and I hope you watch and enjoy it. The experience was absolutely brilliant, and I would definitely recommend looking into creating a digital story for yourselves.

<https://sway.office.com/o5mIH42vQ9RT39GT?ref=Link>



CBSO Youth Chorus

by Michelle Odukomaiya, Year 12

On Thursday 30th November several students who are members of the CBSO Youth Chorus performed at a concert in Symphony Hall. This was alongside the CBSO Adult Chorus and the CBSO and we were conducted by Simon Halsey CBE - a renowned English choral conductor. We performed Jonathan Dove's *There was a child*, as well as other pieces in the first half of the concert, to honour Simon Halsey's 40th Anniversary conducting at the CBSO. *There was a child* is a compilation of movements written by Dove for a friend, whose son had died tragically young. The songs tell various stories of the adventures of a young boy as he grows up, with movements titled *Over the fence* and *There was a child*. *There was a child* is critically acclaimed, with reviews describing the music as 'joyous, vibrant, passionate'.

Jonathan Dove (pictured with some of CHG's CBSO Youth Chorus members) was born in 1959 to architect parents, and learned to play the viola, organ and piano growing up. After studying composition at Cambridge University and completing freelance work as an accompanist, répétiteur, animateur and arranger, Dove has gone on to compose operatic works. These include *The Adventures of Pinocchio* and *Flight*, the most successful modern comic opera which has over 30 productions to date in Europe, the USA and Australia. Dove has also made a serious commitment to community development through innovative musical projects, like *Tobias and the Angel*, a 75-minute opera that brings together children, community choirs, and professional singers and musicians in a vivid and moving retelling of the Book of Tobit. In 2008, Dove won the Ivor Novello Award for classical music, and was made Commander of the British Empire in the Queen's 2019 Birthday Honours for his services to music.

The CBSO Youth Chorus itself is an all-girls choir that meets every Monday evening and accompanies the Adult Chorus and CBSO for performances in Symphony Hall. Occasionally, we also have the opportunity to sing in the BBC Proms in Royal Albert Hall: we were fortunate enough to attend the Proms in July earlier this year. The Youth Chorus is incredibly diverse in terms of its members, and rehearsals are very enjoyable as you get to sing all types of music, from classical repertoire to Broadway! The CBSO Youth Chorus is always looking for new members, so if you enjoy singing and would like to join a choir, I definitely recommend auditioning for the chorus!



Poppy Appeal 2023

by Dr Dewes

The school has raised £119.20 for the Royal British Legion from the metal poppy sales this year. Many thanks for your support.

Autumn Term Reading News

by Ms Staples

We're always keen to celebrate reading and hope students find our KS3 and KS4 Books of the Month helpful. Last term we recommended:

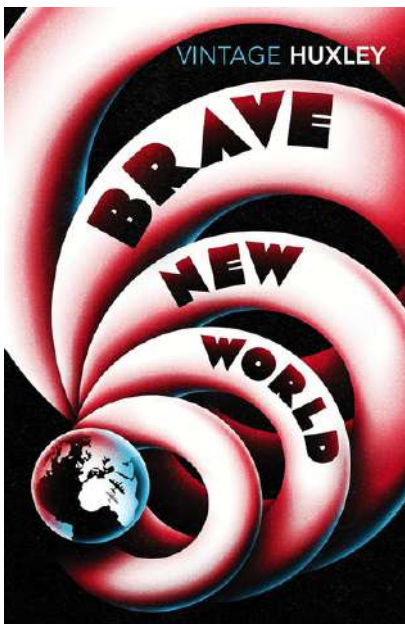
	KS3	KS4
September	<i>Never Forget You</i> by Jamila Gavin	<i>The Passing Playbook</i> by Isaac Fitzsimons
October	<i>Allies</i> by Shakirah Bourne	<i>When Our Worlds Collided</i> by Danielle Jawando
November	<i>Brave New World</i> by Aldous Huxley	<i>All Quiet on the Western Front</i> by Erich Maria Remarque
December	<i>Until the Road Ends</i> by Phil Earle	<i>We Have Always Lived in the Castle</i> by Shirley Jackson

In addition, KS5 Book Club has discussed *The Line of Beauty* by Alan Hollinghurst and our next read for January is *Tin Man* by Sarah Winman.

National Teen Book Club has read *The One Memory of Flora Banks* by Emily Barr and is recruiting new members for the next cycle (28th Feb-20th March) when they will be reading *Liar's Beach* by Katie Cotugno.

Book review of Brave New World

by Aisha Thomas, Year 13



Brave New World, by Aldous Huxley, teleports you into a futuristic, dystopian world where everyone is conditioned to believe that happiness is the most important thing in the world. While at first glance the society may seem like a utopia, it becomes quickly apparent that this is not the case, as you come into contact with the 'savage' who sees the world as we do today. The book explores themes of individualism and what liberty really means, asking questions such as 'Is depending on a substance for your happiness keeping you captive?' and 'Is happiness dependent on some human suffering?'.

Within the book, censorship is rife, preventing the characters of the new 'civilised' society from reading classics such as Shakespeare due to it being old and supposedly dangerous, addressing ideas that have been eradicated in this dystopian society, such as fidelity, love, equality and religion. The relationship between characters is encapsulated by the phrase 'everyone belongs to everyone else' which prevents any strong romantic relationships forming as there are no monogamous partnerships allowed. Huxley's classic follows the 'savage' as he attempts to get to grips with the civilised world that he knows nothing about, where no one has mothers or fathers and none grieve for the dead. The strange world becomes overwhelming and quickly things start to fall apart as the two cultures collide and neither can cope with the other.

Readathon Week

by Zaara Hussain, Year 7



In the second week of this half term, Year 7 took part in Readathon week. It was a great opportunity to read more as well as earning money for a good cause. Pupils were encouraged to read more than usual and reading was even added into some classes in their timetable.



Pupils were given a readathon sponsor card and asked, if possible, to collect sponsorship money from friends and family (any amount - big or small!). The money raised goes to a charity which helps bring stories to life for children in hospitals and the form who contributed the most would get a prize - a win either way.

From a first-hand experience, Year 7 really put their best foot forward in terms of raising money and even the people who didn't get any sponsors really tried to read whenever they had time which is really important for young people today.

Readathon gave Year 7s the push they needed to broaden their vocabulary also. Pupils would read before and after school or sometimes even at lunch. The experience was just full of advantages and was overall just a really good start to the half term!

Fundraising update:

7X were the winners of the form competition. In total Year 7 have raised a fantastic £1190.00 for Read for Good.

A particular well done to our top ten fundraisers in Year 7:



Thank you to Mrs Hughes for all of the admin work involved in the huge task of collecting and recording responses and sponsorship money.

Sophie 7X	£105
Zoe 7Z	£54
Anaya 7Z	£58
Bella 7X	£55
Farah 7X	£50
Madhu 7Z	£50
Zaara 7V	£44
Rosa 7Z	£35
Sarah 7X	£32
Amira 7X	£30



Author visits provided by How Brave is the Wren

We were really lucky to be one of the four secondary schools in Birmingham to take part in a pilot programme organised by Jenny, the owner of this fabulous children's bookshop in York Road, Kings Heath. Until now, Word Play has been a reading festival for young folk and their families, taking place in local primary schools in June. Supported using public funding by the National Lottery through Arts Council England, Word Play for Secondary schools ran during Year 7's annual Readathon week and fingers crossed it will be back next year!!

A visit from Hiba Noor Khan

by Eliza Mahmood, Year 7

As part of Readathon week, a very special visitor arrived at school on 14th November to talk to students in Year 7. The author Hiba Noor Khan talked to us about her new book 'Safiyyah's War' which tells the story of how a mosque in Paris played a vital role during World War 2, helping Jewish people to escape from France. The main character's name was inspired by the author's niece, who is called Safiyyah and who Hiba describes as being very fierce just like her character in the book.

The author then went on to say that she included descriptions of the lives of ordinary people who lived during World War 2 such as Abdelkader Ben Ghabrit (who was an Imam who worked at the mosque and lived in one of its ten apartments) and many more people such as a librarian and a laundry attendant.

Hiba talked about 'moment monocles' and explained whenever she sees an opportunity to express her imagination she looks through her monocle (not literally) and imagines a story and questions why and what people are doing. We really enjoyed practising this on some images she shared with us. She also talked about how upsetting news stories can be, focusing on the effect war has on children, but said that there are always helpers in those situations who don't feature in the news. Focusing on them can give us hope.

When I went to buy her amazing book, I realised Hiba wasn't just a literary superstar but also a kind and caring person and she wrote a message saying 'may light and hope follow you always' and even gave me a free bookmark!



A Virtual Visit from Jeffrey Boakye

by Eliza Mahmood, Year 7

A group of Year 7 students began the Monday morning of Readathon week by attending an online session with Jeffrey Boakye. He is a writer, teacher and music enthusiast with a particular interest in issues surrounding education, race and popular culture. His books for adult readers include *Hold Tight: Black Masculinity*, *Millennials and the Meaning of Grime* and *Black, Listed*.

In the meeting with the one and only Jeffrey Boakye, he talked about his newly released children's book, *Kofi and the Rap Battle Summer*. Kofi is used to stuff going wrong in his life and he's usually in trouble because of grades, fighting and many other things that no-one could ever think of. But when he finds out his only best friend in the world (Kelvin) has a photographic memory, he comes up with a genius money-making scheme. The whole school is obsessed with music but no one can ever make out the words so the boys hit the jackpot selling a new fanzine full of song lyrics. However, it's not long before a teacher catches wind of what is happening...

Throughout the presentation, he used a captivating slideshow to provide us with a thorough understanding of the 1990s. He introduced quizzes to make this a dynamic and interactive session. Jeffery shared with us that as a child he had a stutter but he turned this into a unique superpower. Instead of speaking, he had spent lots of time thinking about words and writing things down and this helped him to become a writer. He encouraged and inspired us to think about difficulties in a similar way.

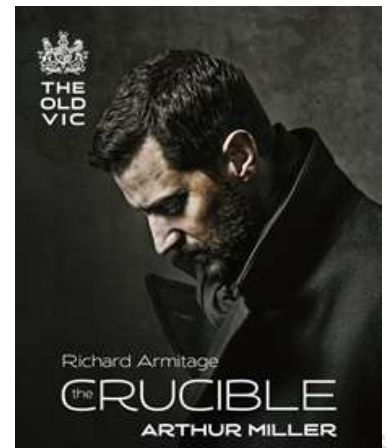
The Hobbit's Thorin Oakenshield visits CHG!

by Mrs Royall

We were delighted to host another author event for The Heath bookshop on Saturday 25th November. Richard Armitage is an actor from Leicestershire who has a very impressive CV! In addition to starring in films like *The Hobbit* trilogy, he's appeared in many television roles including Guy of Gisborne in *Robin Hood*, Lucas North in *Spooks* and The Vicar of Dibley's husband. The previous evening he had received the Baird Award for his "outstanding contribution to television" and he brought the award to show the audience!



Richard has performed on stage too and about ten years ago the English department took a group of GCSE students to see him play John Proctor (the lead role) in 'The Crucible'. He was delighted to hear that Year 13 would be performing that very play in the school hall the following Monday and Tuesday and wrote them a good luck message in a copy of the text.



Richard is well known for narrating audiobooks and his debut novel *Geneva* was first commissioned as an audiobook. It was fascinating to hear him in conversation with local crime writer Jo Callaghan; their discussion included exploring the writing process, his main female character (a Nobel Prize-winning scientist) and the thriller's themes such as medical ethics.

What's the Bookbuzz?

by Akshara Sunjay, Year 7

Recently every Camp Hill student in Year 7 was given a book for free! There was a wide range of books to choose from...

These ranged from Adam Kay's 'Kay's Marvellous Medicine' which is all about the gross and gruesome history of the human body to 'Can you feel the noise' by Stewart Foster: a book about a girl in a band that's rising to the top who suddenly turns deaf at the age of 11...

'Our Sister Again' by Sophie Cameron is an enthralling mystery telling us about future technology capabilities. Isla and her family would do anything to have Flora back and this is the story of what happens when they're offered the chance to participate in a top-secret trial which recreates loved ones as fully lifelike AI robots...

A heartfelt story all about pride, 'The Sunshine Project' by Benjamin Dean is about Bea who will do anything to cheer her big sister up. So with the help of new friends, The Secret Sunshine Project is formed – Bea's plan to bring Pride to the countryside and a smile back to Riley's face.

In 'Dreadwood', something so simple suddenly turns into a matter of life or death. It's basically the worst school detention ever! When classmates (but not mate-mates) Hallie, Angelo, Gustav and Naira are forced to come to school on a SATURDAY, they think things can't get much worse. But they're wrong. Things are about to get seriously scary.

These are just five of the options that we could pick from sixteen choices!

Everyone in Year 7 was extremely thankful for this opportunity and when they'd read the book they chose, loved to be able to swap books with their peers. One student said, *'I found it really fun to choose the books and the selection was varied so I could pick the book that I wanted and was best for me.'*



GIS Day

by Mr Lang

On Thursday 16th November the school held its annual Birmingham Geographical Association GIS Day for sixth form geographers. Over 80 students and teachers from four schools attended the day including visitors from Ludlow College in Shropshire and Hanley Castle High School in Worcestershire.

GIS stands for Geographical information Systems and this day is part of a global initiative to raise awareness of geospatial technologies, including talks and practical sessions on the use of GIS in everyday life. The day was 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 were chosen to give a wide variety of GIS uses as well as giving linkages to their current A-Levels and careers opportunities.

Mr Andy Brunwell from West Midlands Police Authority talked about how geospatial tools are used to manage crime. Dr Goktug Tenekeci from Jacobs talked about how GIS was used to look at issues and solutions on the A435 Alcester Road corridor near school. Miss Alice Hilton from BlueSky World gave a presentation about the National Tree Map Product. Our final talk was given by Miss Balqis Mazuir, a Graduate Consultant from Esri UK (one of the biggest GIS software companies in the world) on her career pathway into the geospatial industry. There was a hands-on practical looking at crime, retail and deprivation data using Esri's ArcGIS Online software to investigate patterns and trends in the local areas of the schools attending. The event was very well received by the students and teachers.

If you want to find out more you can visit the website: www.gisday.com



Birmingham Geographical Association Branch

by Mr Lang

Our third Birmingham Geographical Association Branch event was on Monday 6th November with a live webinar from Professor Ilan Kelman, a disaster expert from University College London and author of the book "Disaster by Choice: How Our Actions Turn Natural Hazards Into Catastrophes." The focus of the talk was how we define disasters. The students found his talk engaging and had strong links to the tectonics units. The talk highlighted some of the future challenges and drivers of disasters such as climate change.



Sixth form Geography Expedition to Iceland October 2023

by Mrs McLundie and Team Iceland

The Geography Department finally returned to Iceland this year after our 2020 visit was sadly cancelled due to the pandemic. Thirty geographers from years 12 and 13 experienced the trip of a lifetime and here is their account.

Our trip began with a 5am start as a groggy group of geography students congregated back where we had been just a few hours ago helping out with Open Evening, so we could travel to Stansted Airport for our morning flight.

Upon landing in Iceland, we were immediately struck by the starkness of the volcanic landscape - and shortly after, the cold! We'd come prepared to wrap up warm though, so after making our way out of the airport, we met our coach driver Siggy and began our Icelandic adventure.

At our first stop, we were able to see evidence of how tectonically active Iceland is. The rift between the European and North American plates, carpeted by Iceland's signature volcanic black sand, was the site for our first group photo. We would see so many other incredible rock formations and landscapes during our stay!

Other destinations on our first day included a hot spring, surrounded by the beautiful fiery colours of iron oxide and other minerals on the rocks. To top that off, the black scars of recent volcanic flow at the Náthagi Valley - a landscape that continues to change dramatically, year on year - provided a perfect backdrop to our first Icelandic sunset. Small areas of rising steam hinted that the 2021 lava flow was still hot under the hardened surface and even the Geography teachers were amazed by the sight of this newly formed landscape.

As darkness fell (Icelandic days are short at this time of year) we drove into Iceland's capital city Reykjavik and headed for the Perlan museum where we visited an ice cave exhibition, mimicking the inside of a glacier. The guide told us that Iceland's glaciers will disappear within 200 years due to climate change and so this artificially created ice cave with sub-zero temperatures is especially poignant.

We finished the day with a much-needed hot meal at the Hamburger Factory! The counter up on the wall, which we initially thought was visitors to the restaurant, actually represented the population of Iceland, which currently stands at only 376,000 - that's about a third of the population of Birmingham! As we ate, the counter bell rang to indicate a new addition to Iceland's tiny population, a wholesome end to an entire day packed full of activities and excitement.

We needed an early breakfast on our first full day, as we had so much to see and do. We travelled to the lava cave while watching a beautiful sunrise. After putting on our safety helmets we followed our guide underground into the tunnel. It was created by cooled lava from 5000 years ago and is over a kilometre long. We could see different colours on the rock above and around us, showing the different elements inside the rocks, as well as white speckles of unique bacteria that is so good at living in such an extreme environment they were studied by NASA. Once we had reached as far as we could go, we took a group photo and then our guide turned off all the lights around us. We stayed unmoving and silent in the pitch black for ten seconds before the lights came back on. This was the first time most of us have experienced true darkness.

Many towns around Iceland are built around hot springs and the hot water is used for everything from producing electricity to powering greenhouses to grow food and flowers all year round. It was in the greenhouse town of Hveragerði that we got to see our first geyser erupt. It was also time for some open air cooking so some of us carefully lowered some fresh eggs into the ground to be boiled by the geothermally heated water. We ate them a short time later with some Icelandic rye bread that had been baked overnight in the ground! We then walked up the nearby valley of the River Varma where we saw boiling mud pools and rising steam on the landscape.

We later visited the LAVA centre which is a fantastic interactive museum that explains why Iceland has so many volcanoes. As the weather was so bright and sunny, we were able to view some of Iceland's major volcanoes from the outside observation deck including Eyjafjallajökull, or E15 for short, which famously erupted in 2010 leading to the grounding of thousands of flights due to the amount of ash in the atmosphere.

We then travelled to our rural hotel where we would stay for the next two nights and with clear starry skies we were on the lookout for the elusive Northern Lights. Just when we thought our day was over and it was time to get some sleep, those mysterious green lights made an appearance in the night sky causing much excitement. It was a memorable end to an amazing day.

Sunday began with an epic visit to one of Iceland's most famous glaciers. After collecting our ice picks, grabbing our crampons, and climbing into our harnesses, we separated into our groups and were given an Icelandic glacier guide to lead the way and help up with our ascent up the Solheimajokull Glacier. After a short walk, across rocky terrain, the breathtaking Sun Home glacier towered in front of us. Creating a striking contrast to the bright white of the ice, black stripes covered areas of the glacier - the result of the ash fall of some of the many volcanic eruptions.

Next we made our way to the Icelandic lava show in the coastal town of Vik, the only one of its kind in the entire world. At the lava show, we were given safety goggles to put on to protect us from the hot lava, which was remelted at 1200 degrees Celsius. The lava expert explained the different types of lava for example pahoehoe (or ropey) lava, and showed us that while the top layer of lava cooled very quickly, it was very brittle and that the lava underneath was still extremely hot, which is the reason why in Iceland it is illegal to walk on cooling lava.

The town of Vik has a famous beach and the sand here is black due to all the volcanic activity. The waves at the beach can be very dangerous so we couldn't go too close but it was magnificent to look at. At the beach were also some incredible cliffs made of basalt columns which was yet another photo opportunity!



As well as volcanoes and glaciers, Iceland is also home to some of the world's most incredible waterfalls. We arrived at the first waterfall, Skógafoss, later that afternoon, where despite the torrent of water pouring out and splashing us, it did not stop us from having fun and enjoying yet another landscape. We hopped back onto the coach and travelled to the next waterfall, Seljalandsfoss where we walked behind the water underneath the overhang to get a very different perspective.



On our final day in Iceland, we realised there was still so much to see! But before any more activities we were all in need of some relaxation in one of Iceland's many open air geothermal pools. Our destination was the Secret Lagoon: established in 1891, it is Iceland's oldest swimming pool. The pool's warm water, around 38-40 degrees Celsius, is sourced from nearby hot springs and a small geyser, giving it a rich sulphur content. We spent an hour enjoying the water and the misty landscape before returning to the coach to proceed to our next stop: the famous Gullfoss waterfall. Translated as "Golden Falls," the Gullfoss waterfall is a cherished and iconic natural wonder located in a river canyon in Southwest Iceland. Originating from the Langjökull glacier, the river plunges 32 metres over two stages, showcasing the awe-inspiring power of nature.

Following our visit to the waterfall, we made our way to Geysir, a renowned hot spring. Although the height of geyser eruptions may vary, they typically reach between 15 and 20 metres. While the eruptions were impressive, the accompanying strong sulphur smell was very pungent here!

Just when you think you have seen all that Iceland can offer, our next destination was Thingvellir National Park, situated along Iceland's divergent plate boundary. We had an uninterrupted view of the ever-widening rift valley between the North American plate and the European plate. This area also holds significant historical importance, serving as the site of the general assembly from 930 to 1798. Numerous pivotal events in Iceland's history have occurred here, prompting its preservation as a protected national shrine under Icelandic ownership.

We concluded the day with a tour of Reykjavik under a full moon. Our guide showcased notable landmarks such as the parliamentary building, the famous Viking ship sculpture and Hallgrímskirkja Church. We enjoyed dinner at a pizzeria before retiring to our hotel for a few hours of sleep as we had a very early flight home the next morning.

Iceland is such a special place with a unique and rapidly changing landscape. We all have memories that will stay with us forever.



Art Department News



We had a very productive meeting this week with the KS3 Art Club, sharing some very exciting ideas for the Crafts Council and Eden Project challenge. Students will be working within the school grounds to find and collect resources and materials for a collaborative art work. We also welcomed the expertise and input of Iris in Year 12 - our resident go-to for any information about the natural world. Thank you Iris!

Fashion Society is going strong this term. Jessica and Tammy in Year 12 are doing a great job of running these sessions, inviting some interesting discussions.

If any KS5 students would like to come along on a Friday lunchtime, please let them know. You will be very welcome.



Tori and Maryna in Year 12 are running an increasingly popular Animation Society on a Thursday lunchtime. They have presented some fascinating ideas and insights into the process of animation design and are now helping students design characters. These meetings are lively and engaging. Well done to all involved so far.



We were delighted to welcome Bryony back to school at the end of her first busy term studying Animation at Bournemouth University. She shared her experience with students, including her interview process, how it feels adjusting to life away from home, and the expectations of her course. She showed her impressive portfolio from the term including hand drawn sketchbook work and digital animation. Look out for more opportunities to meet ex-Camp Hill students in the Art Department next term.

We pride ourselves on being able to give students a balanced diet of creative processes, and here is a small snapshot of some of what has been going on this term.



And finally.....

Well done to all staff who came along to our festive craft session after school, making these fun pom-pom hat decorations. If anyone fancies having a go over the holiday, see Miss Irving for some instructions.



ARTiculation News

The National Gallery have launched the 2024 ARTiculation public speaking competition, and we have four keen students participating in our internal heat this term. They have been practising hard over this last half term and have put together some thought provoking presentations to share with us. These will be judged in the last week of term, so good luck to everyone, and well done so far. The speeches are:

Maryna - 'Sagrada Familia' by Antoni Gaudi



Amelie - 'Gates of Hell' by Auguste Rodin



Emer - 'The People's Palace' by Anca Petrescu



Maheatab - 'Egypt's Awakening' by Mahmoud Mokhtar

Year 11's Gurdwara Trip

by Zainab Akeel, Year 11

In the heart of Smethwick, a vibrant town in the northwest of Birmingham, lies the Guru Nanak Gurdwara—an epitome of profound spiritual significance and a repository of rich cultural heritage. On November 9th, accompanied by Ms. Woodward and Ms. Lamb, half of Year 11 had the privilege of embarking on a journey to this place of worship. This experience resonated deeply within us, leaving an indelible mark on our hearts.



Upon crossing the threshold of the Gurdwara, the air reverberated with the melodious sounds of Kirtan (devotional singing), creating an atmosphere of tranquillity and reverence. The warm smiles of the dedicated volunteers overseeing day-to-day operations instantly made us feel at home. After the ritual of removing our shoes, washing our hands, and securing scarves around our heads, Raj, our knowledgeable guide, led us upstairs to one of the prayer halls. There, she provided insights into the hall's setup, shared historical background about the Sikh faith, and illuminated the Sikh initiation ceremony, Amrit Sanskar, emphasising the significance of the 5 K's that an Amritdhari Sikh must always wear.

Our journey continued to the main prayer hall downstairs, where we immersed ourselves in the beauty of Sikhi prayer. Though brief, a mere ten minutes, our time there was captivating as we listened to the recitation and explanation of sections from the Guru Granth Sahib, even though it was in a language foreign to us.

A remarkable facet of the Sikh faith is the community kitchen, known as Langar, where we had the privilege of partaking in our lunch. Volunteers engaged in Sewa (selfless service) served us a simple yet nourishing meal, embodying the principles of equality and humility that Guru Nanak ardently preached. Sharing a meal with strangers fostered a profound sense of unity and togetherness, breaking down the barriers that often divide us. The experience at the Guru Nanak Gurdwara not only deepened our understanding of Sikhi but also instilled in us a lasting appreciation for the values of compassion, inclusivity, and community that form the core of this vibrant faith.

After relishing our delicious lunch and well-brewed chai, Raj guided us through the Gurdwara, showcasing some of the historical paintings adorning the holy building. One such painting depicted the "Paanch Pyaare," or the Beloved Five, being initiated as Amritdhari Sikhs. Raj elaborated on the importance of these five men and quizzed us on our Sikhi knowledge.

As we ascended upstairs to collect our belongings, our trip unfortunately came to an end. Though we were unable to witness the resting place of the Guru Granth Sahib, the Sach Khand, our trip to the Guru Nanak Gurdwara was filled with peace and knowledge. It's safe to say that our year now possesses a much better understanding of Sikhism - the 'Warrior Faith' - and the unwavering devotion of all who follow it.



Year 8 Theatre Visit to The Lion, the Witch and the Wardrobe

by Yohanna Nadew and Amelia Tomson, Year 8

On Friday 17th November, lots of Year 8 students headed off to The Rep in Birmingham, for a West End Production of 'The Lion, the Witch and the Wardrobe'. This was an anticipated opportunity to immerse ourselves in the majestic storytelling that the stage offered. 'The Lion, the Witch and the Wardrobe' is a famous novel by C S Lewis about four children who find a new world - Lucy, Susan, Edmund and Peter are evacuated to the countryside during the war where they find Narnia hidden beyond the wardrobe in the spare room! They need to save the world of Narnia from the witch but have to overcome many challenges to discover who they really are.

Filled with excited chatter and songs, the short coach into Birmingham passed quickly. The imposing silhouette of the theatre loomed before us, setting the stage for an afternoon that promised to be memorable. The hustle of the busy city outside was forgotten as we filed into the theatre and waited to be seated. Going into the Rep was amazing as they had decorated it for Christmas.

As the lights dimmed, the audience went quiet and a soft melody was played on the piano. The play was about to begin! The set consisted of a clock in the wall which people went inside during the play, a circle flooring which was used as the base for a tent later on in the play, and a piano which was moved around during some of the musical scenes. The clock was cleverly used to show two different scenes that were happening at the same time. The circle flooring was used to turn actors around to create a scene separate to them in front. The staging of Narnia was truly beautiful with its gentle snow flurries and twinkling lights.

The actors were superb and were good at portraying the different animals and sides of their characters. The loveable Mr Tumnus was a great favourite with all of us, and we watched with bated breath to see what would happen to the children as they took on the wrath of the evil White Witch and her perpetual winter. The amazing puppetry of Aslan was a sight to behold and we really felt his magnificence. Aslan represents good in the world and a true leader. He was always there when they needed him and he was always there to support and encourage them. He was the perfect antidote to the rather steely and formidable White Witch!

The costumes were stunning and very clever. The wicked Jadis had one of my favourite outfits: a white dress that was covered by a fur coat. However, during the last scene of Act 1, extensions were added to her cape and she was lifted up and was spun around. Her costume really showed how her wicked nature affected all of Narnia and how she was really powerful - until Act 2 where she becomes much smaller because Aslan is more powerful than her.





Throughout the play, solos, duets and group numbers were performed with the help of musicians who walked on holding and dancing with their instruments. Cellos, violins and even fiddles were present through some of the songs. The music tied in with the theme of nature and trying to save what we truly love. The play was also a chance to show how winter was like evil and the more good things you do and the more you spread the word of goodness, the more of a change you can make. The moral of this play is that even if you are different, if you have good friends who you are kind to, they will trust you and together you can do anything. This definitely applies in life today and we learnt some very good life lessons that we will always remember. It showed us that Good will always win no matter what Evil does to divide us.

The play put us all in the wintery, festive mood - and for those of who hadn't been able to see a play performed in theatre previously, it really was a magical, memorable experience. It was a joyous afternoon filled with powerful performances, music and interval ice-creams!! All too soon, the play was drawing to a close and we had to leave the warm glow of the theatre-world and head out into the cold of Birmingham City Centre. However, once on the coach, we were full of spirited chat about the play. We compared our favourite characters and whether or not we felt sympathy for the foolish Edmund, and how we would feel if we were Lucy when access to Narnia seemed closed at the end..... We talked about what this might symbolise and we had lots of different ideas!!!

Our afternoon at the theatre was such a great experience, and those students who were not able to come got to enjoy a movie afternoon in the school hall watching the film version of The Lion, The Witch and The Wardrobe (complete with popcorn!!). It's fair to say, all of Year 8 felt a bit of the Narnia magic by the end of the day!!

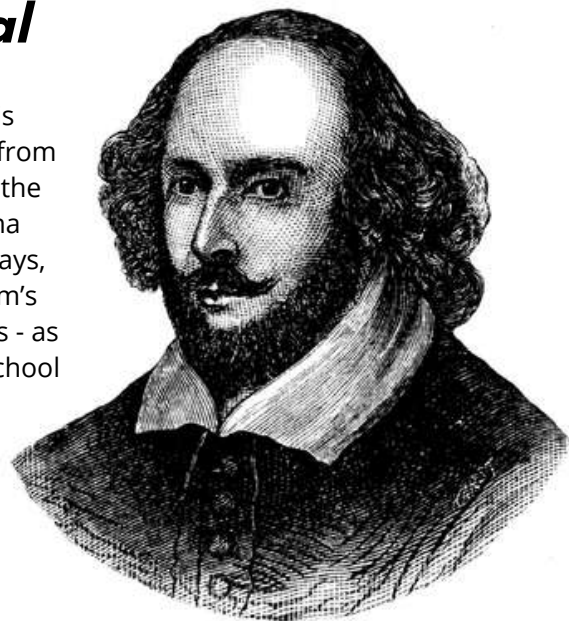
Everyone really enjoyed this play (and the snacks), made many memories and would love to go again. Thank you very much to Mrs Neal who organised the trip, Mrs Stevens who let us go and Ms Fahy, Mrs Baxter, Mrs Yale, Ms Durham and Mrs Royall who accompanied us.



Drama Department

Shakespeare Schools Festival

Huge congratulations to the students who have taken part in this year's Festival with the Drama department - we made a change from our usual participation this year with our KS3 students entering the Film Festival for the very first time! Meanwhile our Year 12 Drama students got to grips with one of Shakespeare's most political plays, "Julius Caesar", which was performed on the stage at Birmingham's Old Rep Theatre. We are beyond proud of both casts of students - as ever you continue to represent the talent and creativity of the school and the department exceptionally well.



Film Festival

by Mrs John

Shakespeare Schools Film Festival is a cultural education project that supports schools to produce abridged Shakespeare films for a national showcase. Now in its third successful year in partnership with IntoFilm and Camp Hill's first year, hundreds of young people from primary, secondary, SEND and international schools will produce their own high-quality abridged Shakespeare movies, developing confidence, creativity and resilience in the process.

The theme this year was 'Reimagining Shakespeare' and the Shakespeare play we chose was Macbeth. The students came up with the idea that perhaps the witches were not supernatural after all, but actually the puppeteer of the premonitions, that led Macbeth to his orchestrated fate. This was an exciting idea, coupled with the use of the school location of the 'woods' it led to an eerie prologue of the witches in the very obvious style of a horror. The script was created by Amelie Morrissy in Year 13 and ultimately shaped the prologue, giving it some real direction to still be in keeping with the time period and setting. Ashni Shiju's filming defined the style of horror and showed a real creative flair as subject champion. The KS3 students' acting and directing were something to be proud of. This was something totally different to anything the school and students had done before and it really gave our students a chance to shine in a different setting. The outcome was fantastic and really met the genre style. The cast members were invited along to the premiere to watch their fantastic production and should be very proud of what they achieved in the short time period we had!





Theatre Festival

by Mrs Morgan-Long

The Year 12 Drama class took part in this year's Theatre Festival as a part of their course to help them get to grips with Shakespeare practically and to bond together as a cast and an ensemble. In September they took part in an audition process and were soon getting to grips with the chosen play text they would be performing - a 30 minute abridgement of "Julius Caesar". Weekly rehearsals began with the cast working together to shape ideas and bring life to Shakespeare's political play about power and democracy. There were some difficult moments to stage: how do you show a man being killed by those conspiring against him and find an original way to deliver one of Shakespeare's most famous lines of dialogue ("Et tu, Brute")? (Our ensemble managed both of these beautifully!)

The Theatre Festival offers students a really special opportunity to perform at a professional venue in front of a paying audience. This year we performed alongside another school at Birmingham's Old Rep Theatre. The excitement of performance day began with the cast leaving school at lunch time to travel together to the venue on the bus - even the journey proved to be a great bonding experience! Once we'd arrived and settled in we started our dress and technical run, working with the professional technicians from the theatre to make our vision ultimately come to life on stage. Some hurried last minute rehearsals in one of the backstage rooms followed as the cast determined to make the real thing the best version possible before it was ultimately time for curtain up! In the performance the cast worked together brilliantly to create a thrilling version of the play that took the audience back to Ancient Rome and explored this complex in an incredible way - a huge congratulations to you Year 12!





Senior Drama Production "The Crucible"

by Mrs Morgan-Long

Way back in the Summer Term of 2022-23 Mr Dowling (Camp Hill Boys School staff member) and I began working on plans to stage a truly joint Senior Drama Production across the two schools. It wasn't long before the choice of play, "The Crucible", was selected and a plan was made to stage the performance in the Girls' School Hall in November ... all that was needed was a cast! In September 2023 Year 13 students from the two schools were invited to participate in a formal audition process for the play. Students had to learn a monologue to deliver in front of both teachers and every other auditionee which was also filmed for further review; this can be a highly intimidating process but the students all stepped up magnificently and the only problem then became the difficult casting decisions that had to be made!

Once roles had been settled and agreed, students were expected to attend rehearsals twice a week as we worked collaboratively on staging and rehearsing Miller's classic play. The commitment of the students at every stage of the process was outstanding; there was constant support for each other and a real willingness to try out new ideas and experiment with scenes. The demands of taking part in such a big production were high, particularly in the week immediately preceding the performance dates when they held an open rehearsal during Sixth Form Open Evening (rehearsing non-stop for four and a half hours that night) and during a full day dress and tech rehearsal over the weekend. On top of their rehearsal schedule the students were expected to support in advertising the production in school assemblies and with selling tickets - nothing was too great of an ask for this amazing ensemble!

Miller's play is based in the infamous Salem witch trials and explores what happens when hysteria seizes control of a community and people begin to turn on each other - something that Miller himself was familiar with due to the McCarthyist hunts for Communist sympathisers in 50s America. The fame of the classic play can work against a cast - how do you bring new life to a play that so many people already know? This was a challenge that our Senior Thespians approached head on and met in every respect - their version of this play found the absolute heart and soul of Miller's play and the tragic heartbreak at the end was felt by all audience members.

I can not emphasise strongly enough how incredibly proud of and impressed we are by every single student who took part in this production. The hours of work and commitment they were willing to give, their contributions to the creative process and the determination to make this an outstanding performance all worked together to create an incredible theatrical experience.

We would like to say a huge thank you to every single audience member who came along to either performance to watch this **sell-out** show! We hope you loved seeing the talent of the individual performers and their outstanding work together as a cast. If you weren't able to get a ticket this time around, look out for the next production ... coming soon to a school hall near you!



Ovid for All Latin Competition

by Jaish Soni and Akshara Pitale, Year 9

This term, our Latin lessons contained many interesting tales, exciting opportunities and hard work as we studied three Greek myths (Actaeon, Persephone and Hades, and The Gigantomachy). However, we did not completely abandon our Latin studies as we translated these stories into English from Latin. After learning about the myths and questioning their strange storylines, Dr. Kerr told us about the Ovid for All competition. The competition, organised by the charity Classics for All, tasked us with the challenge of producing a creative interpretation of one of the three myths.

Over the half term, everyone started working on their creative projects. We chose to make a stop-motion animation of the Gigantomachy, purely because of the funny and crazy storyline. Working with limited resources was a challenge considering our big ambitions, so we cast an Olaf figurine as Jupiter (the main character) and created our own myth-inspired remix to the song Call Me Maybe!



We were very excited to hear our hard work had paid off and that we were one of the three Camp Hill Girls entries for the Ovid for All competition, along with Imaani Abdul-Karim and Reena Koiri. One Monday evening in December we all went to the Arts Building at the University of Birmingham, where we were welcomed with drinks, sandwiches, cakes and mince pies, and we could meet the finalists from the other schools in the competition.

After an introduction to the event by Dr Elena Theodorakopoulos, we were treated to some amazing storytelling by Daniel Morden, who beautifully told us two of Ovid's tales in an unique and gripping style. Next, we had the chance to look at the entries from all the other finalists who entered the competition. There was a huge variety of entries, and there were so many fascinating interpretations of different stories!

Reena's entry was a cake with some 'baby biscuits' depicting the part of the Gigantomachy where Saturn ate his children (it sounds crazy but that is what the Romans believed); it looked very tasty! The judges also agreed and she was shortlisted for a prize and also won a book voucher!



Our entry won us 2nd place in the video category, along with a book voucher each!



Imaani's entry was an exquisite artistic spinner that depicted the four seasons in the myth of Persephone and Hades, where Persephone spends the six months of Spring and Summer with her mother Demeter, and six months with Hades in the Underworld during Autumn and Winter; it was an interactive piece that you could spin to show the passing of time and all together, it looked like a pomegranate, the fruit that Persephone ate which made her have to live in the Underworld. It was truly spectacular! The judges loved her entry so much that they gave her the prize of the overall winner, which won her a cloth-bound copy of Ovid's poem about mythology, a book voucher and £250 for the Latin department to spend on mythology books for the library!

After a mini photoshoot that was taken by our excited parents and an elated Dr Kerr, we were directed to the Hellenic Bookstore where we could spend our book vouchers straightaway on books based on Greek and Roman Mythology. Also, there were fridge magnets, pencils, rulers, posters and other small souvenirs. After spending all our money and saying goodbye to Dr. Kerr and our friends, we left, chatting about how amazing the experience was!



Ancient Greek Club

This term the Latin department has begun a new club - Learn Ancient Greek. Led by Ms Simmons, a committed group of girls from Year 7 to Year 12 have met weekly to get to grips with a new ancient language - and a new alphabet! So far we have learned how to recognise and write the letters in both upper and lower case, the present tense verb endings, the nominative and accusative endings in the first two declensions and some key vocabulary. We have worked through one chapter of the textbook and can now accurately translate sentences, including those with negatives and prepositions!

We are all looking forward to building our knowledge further next term, and Ms Simmons is enjoying teaching Ancient Greek again!



Kooth's live chat hours over the holiday period

24th December (Christmas Eve) - 4pm - 8pm
25th December (Christmas Day) - 4pm - 8pm
26th December (Boxing Day) - 4pm - 8pm
31st December (New Years Eve) - 4pm - 8pm
1st January (New Years Day) - 4pm - 8pm

Other days over the holiday period will follow our usual live chat hours of 12pm - 10pm on weekdays and 6pm - 10pm on weekends.

kooth.com



Click the picture to watch the Kooth video

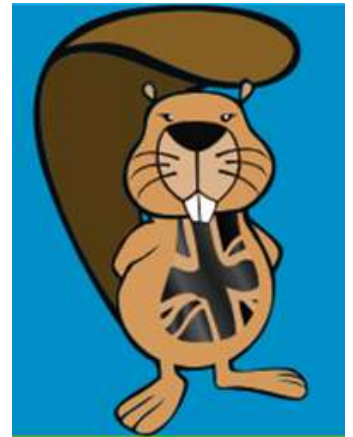
2023 Bebras competition

This year's Bebras competition took place in November and more than 500 students took part.

There are four age-related competitions and the top three in each age range were:

Juniors (Year 7)	S.Howman*/R.Parekh*, S.Seid, S.Barsaiyan
Inters (Year 8/9)	J.Soni, E. Payne, L. Sharma/Ashvika Thayabran
Seniors (Year 10/11)	Y. Chen, J. Harikumar, X. Sandhu
Elite (Year 12/13)	I.Newman, Y.Aggarwal, H.Yin

[* Full marks]



A high proportion of our students will therefore be invited to participate in the Oxford University Computing Challenge, which takes place in January.

This year, year 7 took part in the Bebras competition as part of computer science. However, it wasn't solely focused on computer skills but included maths and logic and basic puzzles to solve and complete. The questions were quite long and were mainly about patterns. What we liked about it was that it was not limited on a specific subject and was more on a range of subjects. The questions were quite fun and made the students look outside the box. It was a great learning experience with a competitive and fun twist.

Zahra Hussain

It was overall a fun competition to participate in; the questions were a bit difficult but I think it was definitely a lot better than what I expected.

Isabella Cho

Firstly, one thing I liked about the Bebras was how the questions made me think about logic - like in one of the questions, it was something about putting a value in, adding a function to it, and what would it be once come out? As well as this, I managed to work it out, but then realised it was much more mathematical and scientific. I also liked how you could check your answers at the end, and I understood a lot of new techniques and got much more contextual knowledge on computing. I thought these questions were a bit tricky - especially since you had to think, so well done everyone! Secondly, I didn't like the fact there was a timer, as I managed to do all the questions, but didn't have enough time to check my answers. I like computing in general - it has many mystical qualities to it. But summing all of this up, I liked the level of the questions. I could learn A LOT of new things, about a subject I love!! I also liked the fact that we could compete - I wanted to see my score so I could know how much I could improve, and keep all this knowledge in mind for when I'm doing topics related to this. It introduced me to higher level computational thinking, so I had a fragment of what it's like!

Adithi Pratap

World Trampolining Championship Trip

by Rosalyn, Rosanna, Eden and Jasmyn, Years 8 & 9

On Friday 17th November, some of us who go to trampolining club got the opportunity to see the World Trampolining Championships 2023, in Birmingham city centre. It was hosted in Utilita Arena, the largest indoor arena in the UK when it was opened. We arrived in the school reception early, eagerly waiting to set off. With everyone ready, we set off down the drive to reach the coach, and to our amusement, got a few confused looks from other students.

After a 30 minute coach ride through central Birmingham, we arrived at the arena at 8:45, checking in through security and reaching our seats in time to participate in a warm up exercise led by the one and only Perry the Bull from the Birmingham Commonwealth Games. The atmosphere was amazing; music was blasting, people were cheering and there was an outstanding choreographed light display.



The first groups of gymnasts were then welcomed into the Arena. There were four events happening: the 17-21 men's tumbling, the 17-21 women's double mini, and the respective 13-14 male and female trampolinists. It was awe-inspiring to see the sheer talent shown by people our age. After around five minutes in which the gymnasts could warm up and get ready, it was time. As the first contestant (a 13/14 year old girl) started her routine, we were mesmerised by her smooth twists and turns through the air, but our line of sight wasn't solely on her; instead we had to flit our eyes back and forth to watch the tumbling, DMT and the boys trampolinists. The continuous display of front drops, back flips, handsprings and much more had us hooked.

After four groups of gymnasts had performed, there was a 30 minute break where we could explore the shops, buy something to eat or just stretch our legs. After getting food and returning to our seats, we enjoyed several elements of audience interaction, including informational videos on each sport, a QR code where we could upload ourselves to the "Fan Cam" and, most excitingly, Perry the Bull greeting people in the stands. Although we didn't meet him ourselves, it was a very fun experience to be part of.



In the afternoon, we saw three more rounds of gymnasts. The events were the same, except for one change; the 17-18 men were now competing in the double mini trampolining, and the women of the same age were tumbling. These two events had the same people participating in them, which really made us appreciate their resilience and determination. Unfortunately, we left the Arena too early to see the trampolinists competing in the 11-12 category, and that was then followed by spending the majority of the coach ride back in a long queue on the Pershore and Cartland roads.

Upon arriving back to school, we were once again greeted by the same confused looks whilst making our way back up the school drive. Grabbing our trampolining kits, we headed for the sports hall to do some trampolining of our own, inspired by what we saw earlier that day to improve our own routines.



Leadership Opportunities in Sport

by Birle Tenekeci, Year 11

Following the initiative of the PE department and the enthusiasm of students involved in school sports, last year many new opportunities for sports leadership arose. Ranging from courses, to job roles, this marked a fundamental start to developing key leadership skills, interest in sport among our year groups, and encouraging more of our peers to participate and enjoy sports.

Initially, a group of ten students (nine in Year 10, and one in Year 11) completed the SLQ Your Time Leaders course, in order to develop key skills required in leadership: self-management, communication, self-belief, teamwork, and problem solving. As part of our modules, we ran a basketball and benchball tournament, in order to fully understand the requirements of leading activities with our peers, and younger students. This allowed us to fully appreciate the challenges of organising and running such large-scale events for us to apply this to expanding the range of sports clubs offered at Camp Hill, taking into account the requests of our peers.



Following this, many students applied for leadership roles - from KS3 and KS4 Sports and Vice Captains, to Active in Minds captains - to support and extend the PE department for a better sporting environment and experience for all members of the school community, allowing us to fully integrate and welcome new arrivals into our school, such as the Year 7s.

This year, we have a new group of Your Time Leaders, who are currently halfway through their course, and a group of activity leaders to run even more activities for others to enjoy.

Within school PE lessons, each class is divided into their separate teams for the sport of focus each half-term, such as netball, handball and football. Within each team there are specific and significant roles and each week, these roles rotate to allow everyone to assume the different roles. These include the team captains - who organise their teams; a team member to lead each aspect of the warm up - pulse raiser, dynamic stretches, static stretches, skill based practices, and strategies; and the equipment managers - who make sure their team has the required equipment, such as bibs and balls, just to name a few. This allows every individual in the form group to learn how to coordinate their team, working collectively to achieve success, and, if their team loses, to understand how to accept this, as well as adjust their actions for next time.

We would like to thank the PE department for all these incredible opportunities, and for supporting us through each aspect of our sports and leadership development.

Your Time Leaders' Upcoming Dodgeball Tournament

by Marriam Javed, Year 10



This year the eight students completing a Your Time sports leadership course are going to be hosting a dodgeball tournament for Years 7 and 8 in the coming weeks after Christmas.

This will be a wonderful opportunity to socialise with friends, develop teamwork skills and, most importantly, have fun. Whether you're a dodgeball master or a beginner, our tournaments welcome all. Additionally, a session will be held to go over the tournament's rules and procedures and as a practice session. Look out for this opportunity, and sign up to join in on the excitement of dodgeball! The first six teams (each team consisting of six players) which sign up from each year will be selected to compete on a first come, first served basis. Keep an eye out for additional details that will be sent to your emails over the coming weeks.

Year 7 and 8 Fun Netball League

by Marriam Javed, Year 10



Recently, myself, along with other Year 9 and Year 10 students, hosted a netball fun league for Years 7 and 8. We had a terrific chance to interact with our younger peers and hone our leadership abilities; seeing the competitiveness and team spirit of all who participated was fantastic.

Points were awarded after each team's match in the league: three points were awarded for a win, two for a draw, and one for a loss. After many weeks we reached the end of the league, so thank you to all the teams and players that committed to and participated in this. Well done to Avalanche 2.0 and Chill Pandas, who scored the same number of points and could only be separated by goal differences. A special congratulations to the winning team, Avalanche 2.0: Diya Adheesh, Riddhi Maddineni, Hiba Faisel, Sophie Zhang, Diya Sharath, Muskaan Gautam, Risha Mitra, and Akalini Uthayakumar. Bravo also to: Askin Tenekeci, Divine Fakeye, Madeleine Gunn, and Eloise Pierce, who all performed admirably throughout the league.

Basketball Club

by Aamnah Ilyas, Year 11



At the beginning of this term, I decided to start a club for Years 9-11 as I felt that a club was needed for many of us - especially Year 11s to relax in our last year in main school and reduce some of the stress that comes with GCSEs. Therefore, with a couple of other friends we planned our ideas and took it forward to Miss Chapman, who was very supportive and helped us run the club. Seeing new smiley faces join every week was extremely rewarding.

Each week those attending were divided into two groups then a number of matches were played. The last couple of weeks the Basketball Club has been filled with nothing but laughter and joyous moments. Unfortunately, like all good things, the Basketball Club has come to an end until further notice, but we hope for it to be back and better following the spring half term.

Odd Socks Day

by Leila Rowe, Year 13

National Anti-Bullying Week took place this year from 13th-17th November. At Camp Hill, we always try to let students know that they never have to face any struggles in silence. To come together as a community against bullying, we carried out Odd Socks Day on Wednesday 15th to raise awareness and remind students that they are not alone. It was amazing to see so many fun and colourful socks, and we decided to create a competition on our Wellbeing Google Classroom (cx2utxt) for people to submit photos of their odd socks. We had an incredible 28 entries - thank you to everyone who took part! We opened out the voting to the rest of the school to determine the winners and were delighted to have over 400 responses.

The Winners

KS3 (Year 7): Aashna Agrawal



KS3 (Year 8-9): Mariam Mohammed



KS4 (Year 10-11): Georgina Wang



KS4 (Year 12-13): Cerys Brown



Thank you so much again for everyone who participated in Odd Socks Day this year! Remember, if you ever need to speak to someone about anything, we have lots of support within school. You are always welcome to speak to one of the Wellbeing Prefects (you can email us or find us in the CSG room at lunchtimes), subject teachers or form tutors. If you are looking for further support, you can speak to your form tutor to be added to the waiting list for in-school counselling.

Have a wonderful, restful holiday and a happy new year!



by Dr Rose, Careers Lead

Looking for activities to occupy our students once the novelty of Christmas has worn off, and it is still cold and rainy? Unifrog may have the answer!

Our online Careers Platform, Unifrog, continues to develop. Their most recent update is to offer "Courses". These are for the students and will give them insight into a range of activities (courses!) designed to give independent opportunities to:

- Learn new skills or things about a subject (even getting ahead on the university specification)
- Check if they are genuinely interested in a subject or career path, and give universities/employers evidence of their interest
- Show that the students are prepared to do things in their own time
- Potentially impress universities and employers whose courses have been completed; which will then enable them to offer students further opportunities (e.g. in-person work experience)

Completion of courses will also provide the students with some great ideas to talk about in any future applications.

To access any courses – students will need to find the Courses tool from the Exploring Pathways section of the student homepage. Once selected any courses that a student has joined but not yet completed are at the top of their screen, followed by any courses that have been completed. Courses can be searched by keyword, Career area, by Subject area and by level (Starter, Intermediate and Advanced).

Students need to join a course before they can access any course materials and have to do each session consecutively. If the course is not appropriate for them, it can be deleted until it is completed.

Where a course has been sponsored by an employer/university, students have the option to share their work with the partner. This means they can get feedback from the partner once they've completed the course, and the partner can invite them to do further related activities - for example to apply for in-person work experience. Feedback from a partner will show on the course page.

Session material can be any combination of video, image, and text. For example, in one session a student could have to watch a video, read some text about it, look at an infographic, read some more text, then watch another video. Most sessions have in-session activities - things that students have to do within the session.

Students can get feedback from the courses on the work they've done for a session as soon as they mark the session as finished. Feedback from sponsor organisations is only issued once the whole course is completed (and they must have opted in to being given this feedback).

When a student has finished all the sessions in a course they can download their completion certificate, and push their completion certificate into their Locker and hence have a record of this work for future applications.

Any research completed on Unifrog supports our Careers provision, but the completion of courses or MOOCs is evidenced and can then be used by the students later.



October Half-Term Work Experience Placement at Equans

by Fatima Tabib, Year 10

After sending in my application forms, I was chosen as one of ten students from around Birmingham to take part in a week of work experience at one of the largest construction companies in the UK - Equans.

The first day was very much just an introduction to both the company and the other students. and consisted of icebreakers and team building activities. Every day we had a guest speaker (different employees at the company telling us about their career journeys) come in, and on the first day, our guest speakers were two apprentices - a carpenter and a plumber - fitting the afternoon's theme of apprenticeships. We learnt about the different levels of apprenticeships and what kind of opportunities they create as an alternative to university, and how we can access them. Fortunately, we were told that if we wanted to apply for an apprenticeship at Equans, we would be put through to the assessment day thanks to our work experience week with them.

The focus on the second day was mainly CVs and our personal profile: how to 'sell' yourself to an employer. To help us grasp the concept of describing our own features and benefits, we were given the task of pitching a product to a panel of investors (who were just our Equans supervisors). I'm happy to say I think we made a convincing argument. The rest of the day, we practised writing CVs and learnt about soft and hard skills. One task I enjoyed was placing ourselves in the position of members of a HR team recruiting for a full-time customer service assistant to work out of our head office. We were given information about each of the potential employees, and eliminated one person each round until we found the most employable candidate. In the final part of that day, an Assistant Quantity Surveyor told us about his journey to Equans, calling himself the 'accountant of the construction world'.

On the morning of the third day, we had Equans' Sustainability Manager come in to talk to us about the different ways Equans strive to incorporate elements of sustainability in their infrastructure and buildings. Topics we covered included retro-fitting buildings, how factors like historical preservation determine the use of external or internal insulation, and the different types of insulation and their benefits. Later, we all took a survey to calculate our carbon footprints and explored green careers in construction. Shifting from the focus of sustainability, in the afternoon of the third day, we focused on interview techniques, to prepare us for our mock interviews on Friday.

The fourth day was definitely the most-hands on: our first guest speaker was a plumber who brought in some adhesive, ceramic tiles and a board, and taught us how to tile a floor and space each tile out evenly. Additionally, we did some work on fire risks and identifying them. There were more fun team-building activities to assess our communication skills and practise designing and marketing skills.

By the final day the group had managed to get to know each other incredibly well. Despite sharing everyone's anxieties, I thoroughly enjoyed the mock interview. We had been fully prepared for the different types of questions we were told could come up and all received positive feedback when they were over.

My experience at Equans was like no other; there was an eclectic range of DIY tasks, team-building activities and lectures from guest speakers. Whatever experience you can get with an employer is an invaluable addition to your CV and opens up a range of new opportunities for you, so I would highly recommend an experience like mine at Equans.



In conversation with a Respiratory Medicine Consultant

by Bushra Medani, Year 12

On 15th November, I was lucky enough to be able to take part in a virtual medical work experience session. The event took place via a Teams meeting from 4 to 4:30pm with other like-minded individuals and Dr Farrukh Rauf, a Respiratory Medicine Consultant at the QE hospital. Although it was a brief session, the knowledge I gained was truly invaluable, with Dr Rauf giving us a deep insight into his day-to-day life and the sector of Respiratory Medicine, but also advice and tips that we could apply to our lives right now and when planning for the future.

Dr Rauf truly gave us so many details into his daily life as a Respiratory Consultant, but also as a Clinical Tutor and Clinical Service Lead. As up to 40% of emergencies in any hospital are related to respiratory related issues, you can imagine the sheer amount that he has on his plate daily: from treating fairly simple illnesses like asthma and smoking related emphysema, all the way to lung cancer, lung scarring and even lung transplants. Some genetic conditions like cystic fibrosis come under respiratory medicine and even conditions such as very loud snoring and sleepwalking! He also informed us of some of the specific procedures he carries out, for example, bronchoscopy and endobronchial ultrasound. One of the reasons Dr Rauf so fervently enjoys his job is due to the wide array of tasks he has daily, including practical procedures, lab work and outpatient care. The variety in his job means there's always something to be done, omitting any chance of him getting bored, and seeing his own patients recovering rapidly from procedures he carries out gives him a sense of satisfaction and lifts his mood. He also informed us of his important role in training: he supervises and provides mentorship for doctors from junior doctors all the way to consultants, and also presents in international conferences and lectures in medical schools! Through what Dr Rauf informed us of, and even through a look into his diary, we were able to learn so much more about the field of respiratory medicine and the day to day life of a consultant in a hospital, which will greatly help us when thinking about future career choices.

After Dr Rauf's valuable talk, we were given the chance to ask him any burning questions that we could get answered first hand from a consultant. During this time, Dr Rauf gave us great advice on how to find a work-life balance with such a busy schedule: he told us how knowing how to switch off from work-related thoughts is such an important skill, preventing him from burning out rapidly. He stressed the importance of detoxing: he likes to do an activity with his family every evening, like a simple walk together, or relaxing and watching a movie together - these help him completely detox and forget about his work. He also likes to spread out his work into different sections: for example, if he's got a severe infection or case of lung cancer to deal with he will ensure his next clinic is something like sleepwalking or sleep talking which will have very different challenges to deal with. He also keeps strict boundaries between his personal and professional life, for example, having a set time after which his secretary doesn't contact him. These tips that Dr Rauf gave us will be so useful for the future but also for our lives right now, as it's very easy to get burnt out and get completely sucked into our work and not set aside time to relax and keep that important balance. I'm so grateful for Dr Rauf giving up his time and giving me such a detailed insight into the role of a Respiratory Medicine Consultant, and also to Dr Rose for making me aware of this fantastic experience!



Edulink Update

Thank you for embracing the move to using Edulink - as of this month 63.4% of students' parents/carers had logged in to the system. If you haven't yet logged in, we encourage you to do so!

<https://www.edulinkone.com/#!/login?code=camphillgirls>

Edulink is having a positive impact on the distribution of House Points - so far this school year 22,266 House Points have been given out! In comparison, only 25,907 were given out across the entire 2021-22 school year.

Parents/Carers currently have access to view Timetables, House Points and Attendance for their children, as well as Account Information (child's details) and Contacts (the parent/carer's details).

The Progress Evening icon was also recently made available in preparation for our move to using Edulink for Progress Evenings instead of Schoolcloud from next term. (Further details on how to use this functionality will follow nearer the time.) Please ensure that you have logged in and familiarised yourself with Edulink prior to the Progress Evening for your child.

We will continue rolling out further features in the new year.

Please note - initially some permissions were switched on in error by Edulink but this has now been rectified.

Year 8 Disco

Year 8 got on their dancing shoes and threw some shapes at the Year 8 disco on Friday 24th November. Even their Head of Year, Mrs Kinnaird, was on the dance floor! The music was infectious and the delicious tuck shop, selling sweet treats and drinks, fuelled the dancing. Some of the students also had their makeup done by a professional makeup artist! A good time was had by all and hopefully this will be the first but not the last of after school events for Year 8. Below are some pictures from the night.



Sustainability news

by Mrs Royall

It's been a busy term at Camp Hill as we explore ways to live more sustainably! The main event was the Schools Climate Assembly and the following pages include a full report on this as well as a day at Birmingham's Council Chamber for a small group to explore climate issues. Sixth form members of EcoSociety and newly appointed reps for the Sustainability Student Council have been getting started on various initiatives, beginning with Travelwise week in the third week of term and most recently meeting with the chef from our catering company to discuss issues including reducing food waste. Here's a reminder of the five minute walking map and we look forward to sharing more information with students in an assembly in January.



The Sustainability Student Council's 10 top tips for a sustainable Christmas!

by Anokhi Yeluguri, Year 10

1. Try giving gifts made from recycled materials, organic products, or items that promote sustainability. Even try creating personalised gifts or homemade items to reduce the need for new resources.
2. Give a new life to old decorations by 'upcycling' or repurposing them in creative ways.
3. Consider adopting a minimalist approach to gift-giving to reduce overall consumption and if you receive a gift that you won't use, consider regifting it to someone who will appreciate it.
4. Use reusable gift wrap, such as fabric gift bags, cloth, or even old maps and newspapers. Get creative and make your own gift wrap using plain paper and decorations like stamps and biodegradable glitter.
5. Choose energy efficient LED lights for decorating your home, and remember to turn them off when you don't need them along with getting outdoor lights that work on solar panels to reduce energy usage.
6. If you prefer a real tree, choose a live one with roots that you can plant afterwards. If you are using an artificial tree, make sure it's high quality and will last for many years to reduce its environmental impact.
7. Plan your meals carefully to minimise leftovers and food scraps. Even try getting the produce locally sourced and organic to help small farmers this Christmas.
8. Try a shared Christmas dinner: instead of one person preparing all the food, have a potluck-style dinner where everyone contributes a dish.
9. If you need to travel, consider carpooling with family or friends to reduce carbon emissions.
10. Be mindful of recycling guidelines and recycle Christmas cards, wrapping paper, and leftovers properly.



Merry Green Christmas





Birmingham Schools Climate Conference

by Emily Jones (Year 12) , Janani Anand (Year 12) and Esther Ebube-Awunor (Year 8)

On Wednesday 6th December, eight students from Camp Hill took part in a Climate Conference in Birmingham's Council Chambers. It was a fantastic opportunity where we met people from other schools across the West Midlands and joined together to discuss the climate crisis as though we were representatives for countries at COP28. We represented Egypt and the UK and in advance we had to research our country's viewpoints on several different issues and what they were doing to stop climate change.

To start with, each team read out their opening statements which highlighted how climate change affects them, what they have been doing to reduce its effects, what they are doing to stop it from getting any worse and what help they need from other countries. Then we were able to ask other teams questions about what they had just said; it was very fun to debate and have to come up with answers on the spot as well as speak in front of a big group of people.

After that, both of our teams were selected to join with those representing the EU and Chile to be a part of the collaborations on cities. For Egypt the focus was the protection of Cairo and sustainable water supplies and for the UK, zero carbon targets. We talked with the people from other schools about what we could do to improve these areas as well as trying to stay realistic to what our given country would actually do. It was extremely interesting to discuss and try to come to an agreement and it has made me appreciate how hard it must be at COP28. In the end Chile, the EU and Egypt agreed to a technology swap, particularly in aspects such as zero carbon emission transport and the EU agreed to fund the protection of coastal cities in Egypt from flooding as sea levels rise.

Next, we started to talk about how we can contribute toward making changes towards climate change locally. During the initial discussion, it quickly became apparent that the urgency of addressing climate change cannot be overstated. The negative consequences of climate change, such as extreme weather events, rising sea levels, and environmental degradation, are already being felt worldwide but also in the West Midlands. It is crucial for our community to take action now to mitigate these effects and ensure a sustainable future.

In order to develop effective solutions, we began with a detailed analysis of the key issues surrounding climate change. These issues included greenhouse gas emissions, renewable energy technologies, sustainable transportation, waste management, and community engagement and education. By identifying the root causes of climate change, we could focus on how we could make a significant impact in reducing our own school's impact on the environment. Once the key issues were identified, we engaged in an open brainstorming session to generate innovative ideas. Suggestions ranged from implementing renewable energy programmes to promoting sustainable transportation options such as cycling and walking. We also considered the importance of community engagement and education, encouraging individuals to adopt eco-friendly practices and implement sustainable practices in their daily lives.

For the last part of the day, we met six people as part of a panel. These included Birmingham City Council employees working on food, travel, biodiversity and achieving net zero as well as a Climate Action Advisor and young activist. It was amazing to hear about what inspires them and why and how they got to where they are today. We learnt that most of them studied something completely different to their current job's focus - showing that the sustainability sector is so flexible and needs people with a large variety of skills. With climate change becoming a problem that is increasing exponentially this job field is rapidly changing and increasing in size.

For example, Simon Needle said he was really just a boy who loved trees and nature but his enthusiasm had led him to work as the lead of Urban Forestry and Nature at Birmingham City Council. He vows to increase biodiversity in Birmingham to protect people and wildlife from increased risk of heatwaves and flooding. He is striving to increase the number of trees planted but more importantly to protect and nurture the trees that are already growing in our communities.

Another really interesting person we talked to was Robin, a 17 year old organiser for the Birmingham Youth Strike for Climate (BYS4C) movement which has campaigned for local action in Birmingham since 2019. They were instrumental in getting the council to declare Net Zero targets in 2019 as well as involving youth-representatives in council meetings and big decision making. We talked to them about why they started doing this with such a passion. To this they replied that their sister (Katie) was one of the first people who started organising these strikes and that was very inspirational. They asked, "Who else is better to take action than us as this is affecting our future?" and pointed out we have to do something about it, campaigning for the government to change their policies. Robin also advised us on achieving a balance between school, life and campaigning: due to attending strikes and other talks they do miss some lessons at school but they catch up on them during their free time and weekends.

Overall, this was an amazing day, from debating to coming up with what we can do as a school and meeting the people who are leading the change in Birmingham, we came away from the day with lots to discuss and much we want to implement in our own school.



Team UK



Team Egypt





Photo by Peter Medlicott.

The KS4 & KS5 Student Climate Assembly

An Overview

by Anna Faux, Year 11

On Thursday 19th October, our school was lucky enough to host the third annual Schools Climate Assembly (SCA). All students from Key Stage 4 and 5, as well as students from other schools across the UK, were invited to attend a day focused on climate activism and awareness, with a focus on what young people can do to help to address the climate crisis. The exciting day included celebrity speakers, interactive workshops and a Green Futures Fair, all culminating in a chance for us all to vote on the SCA's focus for the next year.

The aim of the event was to inspire young people to stand up against climate change by challenging politicians, companies and ourselves to take action to mitigate the climate emergency we are facing. It helped us to realise the need for urgent action and taught us how we can individually and together make positive changes in the world.

The day was a unique opportunity to engage with climate activism and we all went away feeling thoroughly inspired to do something to address the climate crisis. It was a wonderful experience and it has made an impact on all of us to be more climate aware in our everyday lives.



The workshops

As part of the event, everyone took part in two of six interactive and thought provoking workshops. These ranged from having heated discussions on topics involving fast food and fast fashion brands all the way to experimenting with theoretical changes to our overall fossil fuel consumption using an online platform.

Here are some details on our favourite three workshops:



Photo by Peter Medlicott.

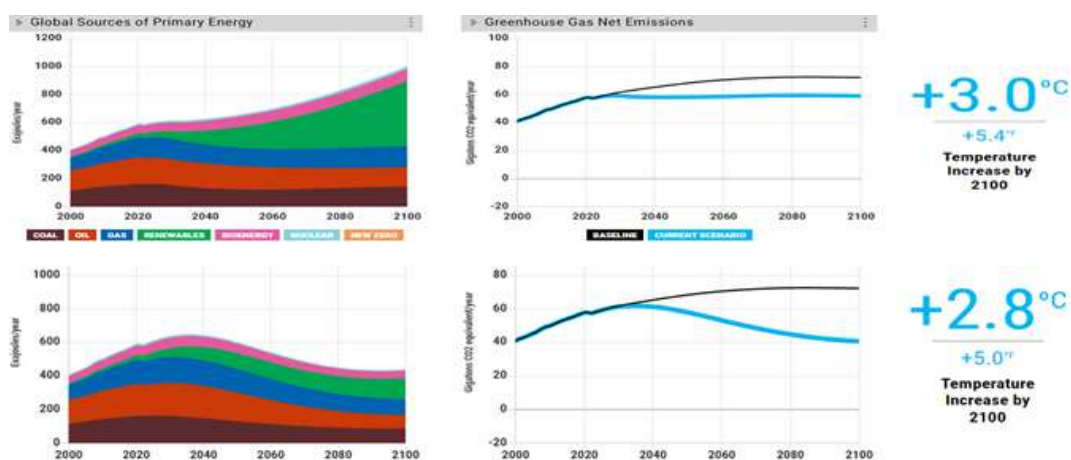
Workshop: En-ROADS, to avoid the End-ROAD...?

by Bahar Kayani, Year 12

The workshop held in the Sixth Form common room involved introducing us to a tool called 'En-ROADS' and the presenters had the aim of teaching young people how our Climate Crisis issue can be tackled effectively. The official website itself states: "*En-ROADS is a freely-available online simulator that provides policymakers, educators, businesses, the media, and the public with the ability to test and explore cross-sector climate solutions.*"

During the session, we were equipped with the knowledge and tools which allow us to implement our own solutions to extremely significant real world problems. The hosts encouraged us to consider how enforcing carbon reduction policies and legislation can help us to reach the goal of Net Zero or Net Removal. With collective and committed action, we can make a huge difference.

Here is an example of how reducing fossil fuel usage can affect the net greenhouse gas emissions and average temperature increase:



If you would like to have a go at experimenting with each potential alteration to our energy generation and consumption then go to <https://en-roads.climateinteractive.org/scenario.html?v=23.11.0>

Workshop: Warm Homes by Friends of the Earth

By Bethia Greenwood, Year 13

In this workshop, Friends of the Earth talked to us about the issues surrounding fuel poverty. As fuel prices rise, many people can't afford to heat their homes. It was shocking to learn that while ordinary people struggle to stay warm, oil and gas companies make record profits for their shareholders. To combat this injustice, Friends of the Earth are running a campaign for warm homes: lobbying the government to insulate homes to reduce our fuel costs, and ensure that all of our homes can be a place of comfort.

In the workshop we decorated squares of fabric with messages supporting warm homes for all, which will be brought together into a quilt – an example of 'craftivism' (craft activism). This peaceful, community-based and constructive activism was the perfect metaphor for the message of the campaign.



Workshop: Tackling Inequalities

By Emily Jones, Year 12

The workshop in the Sports Hall was extremely interesting, informative and interactive. It was all about unfair advantages that some countries have due to their wealth and resources but we were yet to discover that when we entered the hall, each being allocated a group and within that group a colour, (red, yellow or green). We were then tasked with creating an eco-phone and making posters and advertising techniques to promote our creation. We got to work, coming up with ideas about what could make our phone sustainable and available to those in middle-income-countries, for whom we were designing the phone for being in the orange group. However, we soon came to realise that while the green group, representing high-income countries, had a lot of Lego, pens, paper and much more than us to use, the red group, representing low-income countries, had very little. We quickly came to an agreement between groups to share our resources into one joint phone as our supervisor who sported a very funny fake moustache looked on.

Our next task was to think about ways to recycle the phone and its components as Apple wanted to collaborate with us on a diamond studded phone. Not wanting to destroy our eco-phone for a diamond studded one, our entire group protested against this and even was given a microphone to get others to join us.

Finally we rejoined our group to discuss how what we did is relevant in the wider world. We learnt that lower-income countries often can't afford the resources needed to start up industries that will be recognised or be able to trade with high-income countries. This also means that it's hard to be eco-friendly when they don't have the resources and have to rely on deals with bigger companies that may not be the most ethical or environmentally sustainable.

The World Cup of Campaigns

by Sanskriti Singh, Year 11

To wrap up the SCA, a group of students who had been involved with the planning of the whole event came forward to present a range of campaigns to the audience, along with a key speaker supporting each campaign. They shared the stage with Hamza Yassin who chaired the debates. Dale Vince championed Youth Democratic Engagement, Ellie Horwich-Smith from Birmingham's Route to Net Zero supported Environmental Travel, Friends of the Earth CEO Miriam Turner spoke up for Reducing Fossil Fuel Dependency and Scarlett Westbrook advocated for Climate Change Education. This part of the event not only informed pupils about some of the environmental issues being faced today but also inspired us and made us feel as if we had more control over these issues because the speakers were both students and adults.

After exciting and nail-biting voting sessions, Reducing Fossil Fuel Dependency was the winning campaign and will be the SCA's focus for the next year. It is a major issue today with more and more greenhouse gases entering the atmosphere and enhancing the greenhouse effect, so empowering students to take action against this and other issues felt amazing and inclusive. Overall, this session was exciting and interactive as well as being informative with serious points. Especially being speakers ourselves, we felt as if the experience served to enrich our own knowledge of our topic and also made us feel as if we are making a positive impact on a topic so close to our hearts.



The Green Futures Fair

by Janani Anand, Year 12

We were so lucky to be joined by many organisations for the SCA. In between our sessions, we could wander around the stalls at the edges of the main tent exploring the Green Futures Fair. We met representatives from companies including Solar For Schools and Geopura, could get information about voting from The Electoral Commission, interact with art installations and much more!. Two very local businesses who are driven to make their business sustainable as well as making environmentally conscious decisions made a definite impression on me.



At the Clean Kilo stall, many of us grabbed a sweet treat, whether it was their homemade fudge or their deliciously gooey cookies. Located at the heart of Bournville village, they specialise in being both a farm shop and a refill store. They're your local, independent store providing high-quality pantry items, cleaning products, toiletries, fresh deli items, baked goods and fruit & veg. Sourcing locally helps cut carbon emissions, keeps money in the local community and improves rural-urban links. An example is their local potato crisp supplier, Anthony Froggatt who provides them with package-free crisps. They're the first zero waste shop in the country to offer plastic-free crisps which is a product that is notorious for its non-recyclable packaging. Their ethos is to: sell plastic-free products, source as local as possible and reduce food waste and carbon footprint. You can bring along your glass mason jars and Tupperware to buy natural whole foods full of nutrients

I would wholeheartedly recommend you to check out their store as we all know that single-use plastic causes deforestation and contaminates our potable water. It has devastating effects on aquatic and terrestrial ecosystems as well and it leaches toxic chemicals that can harm both humans and animals alike when plastic decomposes. They have dedicated hours of work to our community educating young people on plastic pollution and are involved in initiatives to tackle food waste. Featured on national media including the BBC, ITV and The Guardian they are known for being pioneers in food retail.

The Heath Bookshop is a year-old independent bookshop and coffee shop which is also dog-friendly. It is so important to support our local bookstores as they offer a relaxing, inspirational and creative environment. It also creates a trustworthy and safe place where a community can form and gather together. It can also create new opportunities such as book clubs and it's a great way of spending time. At the SCA they were promoting many books that were about being more proactive in our actions towards climate change as well as being more eco-friendly. Most of the books were written by prominent authors and if you were lucky enough you could have got your book signed by Hamza Yassin (British wildlife cameraman and presenter, as well as being a Strictly Come Dancing star)!



Meeting Chris Packham - an idol from childhood!

by Mrs McLundie, Ms Woodward and Ms Morris



We remember watching Chris Packham on 'The Really Wild Show' when we were children so we were very excited to hear that he was the keynote speaker at the SCA. He has worked with wildlife for forty years and his experience, seeing the impact of climate change on the decline in many species, has led him to become an activist. His commitment to campaigning for change is inspirational.

Chris spoke at two points during the day. Firstly he focused on the small changes individuals can make encouraging us to consider eating more plant based food and perhaps commit to "meat free Monday". He gave the example of the shocking environmental impact of producing the chicken many of us buy in fast food outlets or from supermarkets. Later, just before lunch, he encouraged the audience to work within our democratic system to bring about change. The Electoral commission were present on the day so those 16 and over could register to vote and Chris stressed the responsibilities of citizenship and the impact young people voting can have. He got the audience to join him in saying: "Listen to us, we need hope. We want a future if you want our vote." Saying this together was a reminder of the power of our collective voice to bring about change when we come together.

When he had finished speaking, we grabbed our opportunity to have a quick conversation with Chris and enjoyed talking about the relationship between 1970s punk music and activism as well as hearing him praise Geography teachers!



Some student messages to Chris Packham:

Thank you greatly for your passion for our futures and the climate's future. The hope you conveyed is very reassuring and inspiring. You left me with a powerful ambition to make bigger changes to my life and educate my family and friends about how we can all each play a part in shaping a healthier future for the climate.

I think that society hasn't really made a huge fuss about climate change (and they really should!). Seeing you and hearing your speeches on the importance of taking action on this environmental dilemma made me realise how little we are doing to tackle the ever-growing problem that is the climate crisis. So of course, I've convinced my family to take small yet significant changes in our day to day lives that may positively impact how we affect our world. Thank you for everything Chris :)

Thank you for taking time out to come and speak to us about climate change and thank you for generally being so committed to fighting climate change and empowering young people to fight as well. I really liked how you emphasised the importance of us using our vote - it made me think about how as I will be 18 in the next election I need to firstly remember to sign up to vote and secondly try to stay more politically informed so I will know what I am actually voting for! I gave up meat this year for climate reasons, but do sometimes miss it - your talk made me remember why I made that choice and why it is the right choice.

Meeting the Media and Celebrities!

by Mimi Howson, Year 13

I had the exciting opportunity to be interviewed by the SCA team and by the BBC. It felt exciting to have an issue noticed by people who seem important but it was very much like talking to another peer, not necessarily a camera. Hamza Yassin gave that advice to Ayan and I before we introduced the whole event, saying when you're speaking imagine you're just speaking to one of your friends - it's just ordinary conversation.

Hamza and Chris were lovely people to talk to, especially as we saw a more normal human side to them. I learnt Chris Packham couldn't raise an eyebrow but he could fold his tongue in half. Hamza also has the strongest handshake I have ever encountered! It was super cool to talk about shared interests as well, like the climate, but having a discussion not necessarily an interview. I was very lucky to talk to Chris Packham about my upset and outrage due to the thawing permafrost but he was certain that not only the permafrost but our warming world would, over time, definitely get better.



Photo by Peter Medlicott.

The KS3 Schools Climate Assembly

While Years 10 and above took part in the main SCA in the marquees on the fields, Years 7-9 enjoyed their own parallel programme of events within school. Luckily, many of the visiting speakers were able to make time in their schedules to join lower school for sessions in the hall. The highlight of the day was definitely Hamza's inspiring talk in the school hall before lunch, but students got to engage in a range of classroom activities to help them think about how amazing planet Earth is; consider what we can and should do to protect it; learn about "changemakers" who are working to tackle climate issues; and finally take action and become changemakers themselves.





Classroom activities

by Rosalyn Bishop-Park, Year 9

Our day began with an assembly briefing us on our task before we were sent back to our form rooms - full of excitement for the day ahead. Our first activity was to draw a picture or write a poem about something on the planet that we love! A slideshow of what the teachers had chosen was played in the background. When we had finished our poem or drawing, all of our form's were collected together to make one big display. It was both an enjoyable and relaxing task that made us think about what we value about our planet.

In Period 2 we explored whose responsibility it really is to look after the planet. This involved watching a video and reading lots of texts from organisations such as Oxfam. It challenged many people's previous ideas and stirred up conversation.

The day ended with us having the chance to take action. Firstly we voted for what the Sustainability Student Council should focus on this year. It was done with actual ballot slips - just like in real elections! The next day it was revealed that reducing the school's energy use came out on top. As well as this, we were given the opportunity to write a letter to people of importance like Rishi Sunak, our local MP, or business owners about climate change! It was a chance to put what we had learned into action and let our voices be heard as these were actually sent! We've started receiving some replies and look forward to hearing from our Prime Minister!





Meeting Dr Matt Winning & Hamza Yassin

by Sophie Zhang, Year 8

One of the many exciting things about the SCA was having the opportunity to meet some of the most inspiring people across the UK and our keynote speaker was Hamza Yassin, introduced by Dr Matt Winning.

Our first speaker was Matt Winning, a well-known Scottish comedian who uses humour to convey the heavy problems of climate change, as well as being an active researcher in the area and hosting multiple BBC podcasts. He informed us on the importance of using more sustainable energy resources, as well as helping open our eyes to the protests going around the world - including collective rallies and school strikes. To add to this, his speech created a wonderful build-up to our next speaker - Hamza Yassin.

Although Hamza may be more well-known and familiar to certain people for his success on the reality show 'Strictly Come Dancing', he holds a passion for photography of the world around him, especially featuring countless wildlife and animals. Together, he walked us through his journey in photography, where his passion had started from an early age in childhood. From his very first camera to his most recent, high-quality work, everything he said held our attention until the very last word. He also told us multiple stories from throughout his career, causing laughter and interest inside the rather warm and crowded hall. Multiple examples of his work were shared for us to see, inspiring even those who are not as interested in the field. He described to us the difficulties of capturing the best, most focused shot of the animal, such as being able to build a well-hidden den and having the chance to snap a shot at the animal, or even just having the abilities of staying safe and alive in the extreme environments he's often had to work in. His influential words successfully reinforced and emphasised to us the importance of preventing climate change and working to keep the world alive.



Meeting Changemakers

by Arfa Noor, Year 7

After lunch, all of KS3 gathered in the hall to hear from a range of guest speakers as well as KS3 members of the Sustainability Student Council. They discussed the urgent need for collective action to combat climate change, shared their experiences and emphasised the role that young people can play in driving positive change.

Miriam Turner, Co-CEO of Friends of the Earth, was the first speaker. She gave an overview of Friends of the Earth, the largest grassroots network in the UK advocating for the preservation of both people and the environment, and said that it was our responsibility as the next generation to take care of the environment. Emphasising the importance of collective action, she urged the audience to actively participate in environmental initiatives. She highlighted the need for sustainable practices in everyday life and encouraged everyone to make conscious choices that reduce their carbon footprint.

The second speaker was Scarlett Westbrook, who completed her Politics A Level at the age of 13, is the youngest parliamentary policy writer and is an unstoppable climate fighter. She shared her journey as a writer and young climate activist, inspiring us to take action and believe in our ability to create change. Scarlett's passion and determination left a lasting impact on all of us, motivating us to continue fighting for a sustainable future.

Following that, retired police sergeant and councillor Izzy Knowles discussed local democracy, the actions being taken by Birmingham City Council to combat climate change, and how young people might become passionate about politics. Izzy explained that there are far too few young people in politics. She emphasised the importance of engaging with local government and encouraged us to voice our opinions on issues that matter to us so that our voices are heard.

Last but not least, the Sustainability Student Council presented the options we could pursue for taking action this academic year: recycling, food, active travel, reducing our energy usage, the school's environment and biodiversity, and eco-friendly living habits. We urged KS3 students to vote for what they believe should be our main priority. By involving KS3 students in decision-making we hope it will empower students and establish a sense of environmental responsibility, both within and outside the school premises.



An Interview with Hamza

by Ameera Sultan 9V



When you were at school, did they teach you much about climate change?

In Geography, but only if you opted for Geography. It was very much “doom and gloom”.

What is important for the future of our planet?

Children are important to improve the future, then older people will influence the future. If we mess up the world, it's gonna keep revolving. On a 24-hour clock, humans have only been on Earth for the last two seconds. We might think we're the cleverest: not really.

What advice would you give to a young person who is interested in climate change and making a difference?

I would say follow your dreams! Your dream is one of the most important things ever.

My dream was to work in natural history. I wanted to be the guy filming Steve Irwin and David Attenborough. Those two guys were so powerful, in the sense that they had such a beautiful message about the natural world. They were telling me, when school wasn't telling me too much about climate change. Most of my family are medical professionals. When it came to me, I said I was gonna be a dentist like my brother, because I felt the pressure from my family even though they never told me what to say. In reality, what I really wanted to be was to be a cameraman. I got into dentistry, showed my parents I could be clever and all that, but said, crying, “Do you mind if I become a zoologist? I really don't want to be a dentist. I'm severely dyslexic.” And they asked me why I hadn't told them, that I shouldn't have put pressure on myself, follow your dream. And I did follow my dream, as someone who works in natural history telling people about the state of our climate. My dream was to become a cameraman, and so I did everything I could to be a cameraman.

What attracted you to the Scottish village you live in now?

I was there on holiday for one week, as my friend from university had recommended. I didn't have much time, but my friend showed me an incredible picture of a red stag they had taken with their phone. I couldn't believe it. I saw otters, various eagles, pine martens and dolphins, which is exactly what I wanted to see as a cameraman. I lived in the back of my car for nine months, although my parents thought that I was living in a cottage!

Why did you decide to become a wildlife cameraman?

You have to pay for safaris, but I'm lucky enough to get paid to go on safaris, so I'm like “na-na-na-na-na”. Dentistry - we need it - but I knew that I didn't wanna be [a dentist]. What I wanted was to work with wildlife. I felt the unsaid pressure. *(like a lot of Camp Hill students!)* We know more about outer space than we do underwater, because outer space can be physically seen. Only around 4% of the ocean has been mapped!

I was very grateful to have had the opportunity to speak to Hamza. Don't be shy to grasp any opportunities which may come your way.



Dazzling Double Delight: Peter Pan Pantomime Takes Flight at Camp Hill!

In a spectacular display of talent and teamwork, Camp Hill recently hosted two mesmerising performances of the classic tale, Peter Pan. The first show, tailored for Key Stage 3, and the second for Key Stages 4 and 5, brought the magic of Neverland to life, leaving audiences spellbound.

Ms. Lamb, donning the iconic green tunic, soared as the spirited Peter, embodying the character's youthful exuberance with infectious enthusiasm. Her captivating performance set the stage on fire, showcasing her dedication to the role.

Mr. Underwood's crocodile portrayal added a delightful twist, with his crocodilian antics leaving the audience in stitches. His comedic timing and animated presence added a layer of whimsy to the production, making the crocodile a highlight of the show.

Mr. Hardy, taking on the tyrannical pirate persona of Hook, brought a perfect balance of menace and charisma to the stage. His commanding presence and swashbuckling performance had the audience on the edge of their seats, rooting for the timeless battle between Pan and Hook.

However, the magic wasn't limited to those performers alone. Every staff member who contributed to the production, from set design to costumes, demonstrated an unwavering commitment to excellence. The seamless coordination, vibrant costumes, and enchanting sets transported the audience to the magical world of Neverland.

The musical accompaniment, orchestrated by our talented musicians - Mrs Hawthorne and Ms Marshall, added depth and emotion to the performance. The professional lighting, skillfully managed by our Mrs Morgan Long, illuminated the stage and heightened the overall theatrical experience on par with Broadway.

In every aspect, the dedication and creativity of the staff shone through, making the Peter Pan pantomime a resounding success and a testament to the vibrant spirit of our school community. Each member who played a role, on stage or behind the scenes, deserves applause for their outstanding contribution.

As the curtain falls on this enchanting production, I extend my heartfelt thanks to everyone involved. Your hard work and passion have truly made Peter Pan soar to new heights, leaving an indelible mark on the memories of everyone who had the pleasure of attending.

Here's to the magic of the stage and the incredible team that brought it to life at Camp Hill!





Save the
Children

Christmas Jumper Day & Year 12 Quiz

On Wednesday 20th December staff and Year 12 students donned their best festive attire in aid of Save the Children.



Year 12 students also organised a quiz - Warwick won overall as a House, and the Stratford team "Borg's Baubles" were the Top Team.

Christmas Holidays Are Here!

*However you may celebrate over the festive season - be it Hannukah, Yule, Christmas or some other celebration - have a **wonderful** time and stay safe*

Dates for Your Diary



Staff Training Day 4



Back to school
Week B



Year 12
January Assessments



Year 7
St Martins Trip



Years 12 & 13
Chemistry Lecture
University of Birmingham



Dance Show
Rehearsals



Year 11 Drama
Splendid Theatre
Trip



Year 9
Lapworth Museum
Trip



Dance Show

Dates for Your Diary



February events before half term



**Year 13 Psychology
Shrewsbury Prison Visit**



**Songs from the Shows
(Rehearsals)**



**Songs from the Shows
(Performances)**



**Year 11
Progress Evening**
(virtual)



**Years 12 & 13 RS
Rome Trip**



End of Half Term

