

# Camp Hill Girls' Chronicle



KING EDWARD VI  
CAMP HILL  
SCHOOL FOR GIRLS

Educational excellence for our City

End of Summer Second Half Term 2025

## House Festival

Ms Maginnis

This year, our Year 12 organised an amazing day, with the theme "Musicals." They, alongside the staff, dressed to impress, ranging from Alvin & the Chipmunks, Aladdin, The Descendants, the cast of The Muppets and Trolls! The Office staff came as Cats and The Senior Leadership Team came as the cast of Mary Poppins! The day was as exciting - and noisy - as usual and it was incredible to see our new Year 7s embrace the "only at Camp Hill" approach to this day: solo singing, group singing, dancing, craft activities and quizzing. Year 10 Cartland's group song was so excellent they performed Revolting Children from Matilda again in the final assembly of the year, as well as solo performances from Bella in Year 8 and Amelia in Year 9.

Thank you to our AFS who not only hosted a Tuck Shop at lunchtime but provided ice creams/ice lollies to all students and staff in school - on a hot and humid day, this was much appreciated!

Congratulations to **Cartland** for winning the House Festival overall, but extended congratulations and thanks to ALL Houses, Mrs Parker-Hall, Mrs Strong, Mr Revitt, Mrs Akhtar and all of the Y12 tutors & judges for making the day a truly memorable way to finish 2024-25! This year, the results were the closest they've been in the last five years!

1st Place: Cartland  
2nd Place: Stratford  
3rd Place: Priory  
5th Place: Warwick & Meriden  
6th Place: Lichfield



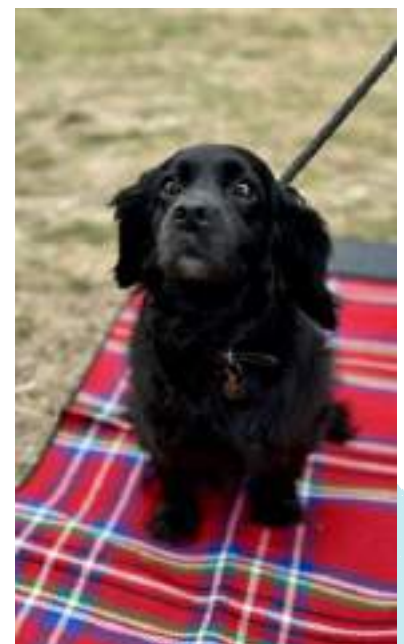
# The Great Pastoral Picnic

On Wednesday, the Pastoral Team hosted a whole school picnic, bringing together students, teachers and support staff for a joyful lunchtime gathering on the school field. The event was filled with fun activities, including space hoppers, bubbles and chalk art. Students particularly enjoyed decorating the pathways with their names and drawings.

Music played a huge role in the festivities, with song requests pouring in from all year groups. A special highlight was the spontaneous dance party kicked off by “Gangnam Style,” which had everyone on their feet. The picnic concluded with a lively whole school conga, creating a memorable finish to the afternoon.

Thank you to everyone who joined us for the first, though likely not the last, Pastoral Picnic.

Your energy and enthusiasm made it a truly special event.



# 'Peter Pan' Wednesday 2<sup>nd</sup> and Friday 4<sup>th</sup> July

By Year 10's Irem Kayani, Rosalyn Bishop-Park, Alicia Dieu, Keya Sharma, Miz Hall and Rosanna Paul

As you will all likely know, 'Peter Pan' was the Main School production of choice this year. Although it is now over, the Year 10 cast members would love to share with you the process, and maybe even convince you to participate in next year's show!

## The auditions:

An amazing 220 people auditioned to be in 'Peter Pan'! The auditions are often one of the hardest parts of the entire show and can even be more daunting than having to perform in the live performance. The first round of 'Peter Pan' auditions (as many of you may remember) involved being put into small groups and given a short scene from the play to read through and try to bring to life. We tried out different roles and were closely watched by drama teachers and sixth formers, who decided if we made it through to the next round of auditions.

In the next round, we were given a choice of three monologues to perform (Hook, Peter or Wendy) in front of a panel of teachers and sixth formers. After a few weeks full of anticipation, the final cast list of 24 people was published!

## Rehearsals:

Rehearsals started at the end of April, which proved to be a thrilling and exciting process full of mischief, laughs, Mrs Morgan-Long's adventurous costume ideas, and sound effects from Mrs John.

Even though we only had 7 weeks to prepare the show, we got to work and finished staging the show quickly, giving us time to add some fun embellishments, like Hook's evil laugh and Smee and Michael's fight sequence. We also spent quite a lot of lunchtimes nagging our friends to test us on our lines!



As the show week drew closer, we ramped it up with a pizza-fuelled all day Sunday rehearsal. Watching everything come together – lighting, costume and set (a magnificent backdrop painted by Mrs Irving and her sixth form team) – was a truly magical moment. We also finally got to meet Snappy, our crocodile made by some talented and keen year 11 students... and figured out the logistics of it swallowing Hook! It's safe to say that by enrichment week, we were all filled with enthusiasm for the performances.



### **Flying:**

Flying was one of the parts of the play that I was most looking forward to! I was quite nervous before my flying rehearsal, but very excited. Luckily, I had nothing to fear because I was in the very good hands of the year 12 drama students. We tried a few different types of lifts, and some went better than others... We then started practising lifts with the Darling children, which was very... entertaining! It was extremely exciting trying something that I had never done before, and I still can't believe I wasn't even dropped once! ~ Rosalyn/Peter Pan

### **Show days:**

On opening night, the nerves had most definitely crept in and made everything feel ten times more intense. But as soon as we were on stage, our nerves turned into excitement, fuelling our joy of performance. The excitement being in front of an audience for the first time gave us lots of energy and we were so proud to share our show with the crowd. One highlight of opening night was the iconic improvisation from Captain Hook, after the hook flew off mid-scene - "new hook, new me" had the whole cast laughing backstage along with the audience out front!

On night one, we also learnt the true meaning of "the show must go on". We had some crucial last-minute understudies where Mrs Darling had to fill in as Peter Pan, and Slightly (one of the Lost Boys) had to double up as both Mrs Darling and the lost boy she was originally playing. Nonetheless, both understudies stepped up to their roles incredibly, even learning all their lines in one night, and helped put on a fantastic show.

On the second and final night, the original Peter Pan was back to perform with the rest of us. The crowd was even larger – we even had to add some extra seats, as so many tickets were eagerly bought during the week. The energy on stage and in the audience was just electric, and we knew we had to give it our all in our final performance together. Everyone nailed their roles, and hearing the laughter and applause made every single rehearsal (over the two months) worth it.

We're beyond grateful to everyone who came to support us. A special mention must go to the live band, whose performance of original music, composed by Sophia in year 12, tied everything together in the most perfect way. Of course, none of 'Peter Pan' would've been possible without our incredible drama teachers: Mrs John and Mrs Morgan-Long, whose continual dedication and vision gave us the confidence to shine.

## What we thought of 'Peter Pan'!

Personally, I really enjoyed 'Peter Pan'! I think it was a great show to participate in, as the cast were amazing. The script and staff involved were also fantastic. I'm sad that it's over, but also really excited for next year's show! ~ Captain Hook (Miz Hall)

I had so much fun in 'Peter Pan' unleashing my inner pirate! It was such an amazing experience, especially the pre-show buzz, and I will miss looking forward to seeing the cast and teachers' hilarious ideas in rehearsals. ~ Smee (Keya Sharma)

'Peter Pan' was such an amazing experience, and honestly one of the best things that I have ever done! The cast and teachers were all fantastic! I loved being Peter Pan, he's such an interesting character and I enjoyed the challenge of having to play him! Not being able to perform on the first night was annoying, but from getting my friends to test me on the lines, to doing the 'hokey cokey' with the cast before night two, then jumping around on the stage trying to make myself heard over the audience clapping- I loved every minute of it!!! ~ Peter Pan (Rosalyn Bishop-Park)

Michael was one of the best characters I have ever played, and I have loved every moment of this production!!! I have had so much fun with the cast, and I have made so many friends and amazing memories!!! ~ Michael Darling (Alicia Dieu)

Peter Pan was genuinely one of the most incredible experiences I've ever had! The cast became like a second family, and of course, none of it would've been possible without our amazing teachers. Playing John Darling was unforgettable: from practising that dramatic roll off the bed more than 15 times (and finally nailing it by the last performance), to the terrifying but ultimately quite exhilarating flying lift done by the Year 12 shadows. I also thoroughly enjoyed my many comedic moments with Michael Darling. Doing 'rubber chicken' (but obviously 'Peter Pan' edition) backstage on the opening night (to calm our nerves) was chaotic brilliance, as was the full cast 'hokey cokey' before night two, which helped us get rid of any worries or concerns as we sang and laughed together. Whether it was getting my friends to test me on lines or projecting over the audiences' cheers, I cherished every second on stage and will never forget the family became. ~ John Darling (Irem Kayani)

Peter Pan was an amazing opportunity for the cast, band, teachers, Art department, lighting crew, and, of course, the wonderful Year 12 drama students. I had so much fun creating this special show together, and I'm sad it's over. Playing Mr Darling was hilarious and entertaining- "A little less noise there!" Massive thanks to everyone who made it unforgettable! ~ Mr Darling (Rosanna Paul)



# 'Peter Pan' and GOSH charity fund raising

By Mrs Morgan-Long

J.M. Barrie left all performance rights related to his story "Peter Pan" to Great Ormond Street Hospital in 1929 to allow the hospital to always benefit from his incredible creation. And so, to accompany our main school production of "Peter Pan", we undertook some fundraising in school to raise funds for the charity, including a day when all students were invited to wear an item of green with their uniform and to participate in a cake raffle with their form group. Our amazing 'Peter Pan' themed cake was made and donated by Gemma from the school kitchens and was very much enjoyed by the winning form: 8Y! 'Peter Pan' sweets treats were also available to purchase in the canteen on the final show day, and these were a huge hit with students across the school.

We are incredibly proud to be sending Great Ormond Street Hospital a £750 charitable donation and would like to thank all students who contributed to this and supported these fundraising efforts. Thank you!



**"All the world is made of faith, and trust, and pixie dust" ~ J.M. Barrie**

# Scenery painting for Peter Pan

K Irving

It was time to say goodbye to the scenery for our last production, to make way for 'Neverland' for Peter Pan. It was great for us to have the opportunity to grab the big brushes and paint pots and get stuck in, bringing a new world to life. It was also wonderful to collaborate with the Drama department!

I had a dedicated team of helpers this term and I have to say a special thank you to Jade Odulio (Yr 13) who gave up a lot of her time to help. Also thank you to Megan McArthur, Mina Ma, Emily Zhong and Adiba Akter.



# Amsterdam Trip 2025

By Akshara Pitale, Maryam Rahman, Rishika Bodapati, Nawal Malik, Riya Virwani and Akshara Guduri



Our school trip to Amsterdam began in the early hours of Monday 23rd June, with a 2:45am meet-up at the school gates. After a sleepy coach ride to Luton Airport, we caught our 8:00am flight and landed in the Netherlands at 10:15am local time. The day was packed with activity, beginning with a solemn visit to a memorial and a powerful tour of Kamp Vught, a former concentration camp. By evening, we checked into the Meininger Hotel City West before heading to the Hard Rock Café for dinner. The day ended on a lighter note with a scenic canal cruise through the heart of Amsterdam, offering a beautiful first glimpse of the city.

Tuesday brought a mix of culture and reflection. After breakfast, we visited the Van Gogh Museum, home to some of the artist's most famous works. Later, we travelled to Haarlem, where some of us toured Corrie Ten Boom's house – a moving experience highlighting courage during the Holocaust – while others explored the charming town. In the afternoon, we visited the fascinating Body Worlds Exhibition, which provided a unique look into human anatomy. As long as the weather held up, we walked back to the hotel to enjoy a relaxed evening and meal together.

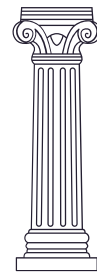
On our final day, we had an early breakfast and checked out of the hotel by 7:30am. Our first stop was the Anne Frank House – a deeply moving and educational experience. Afterwards, we visited the Stedelijk Museum, which offered a striking contrast with its contemporary art displays. After collecting our luggage, we headed to Schiphol Airport for our flight home. We landed back in Luton at 5:45pm local time and returned to school by 9:15pm, tired but filled with memories of a powerful, fun, and unforgettable adventure.





# RS Trip to Rome: Year 12 and 13

By Christina Mebrahtu and Remyele Bennett

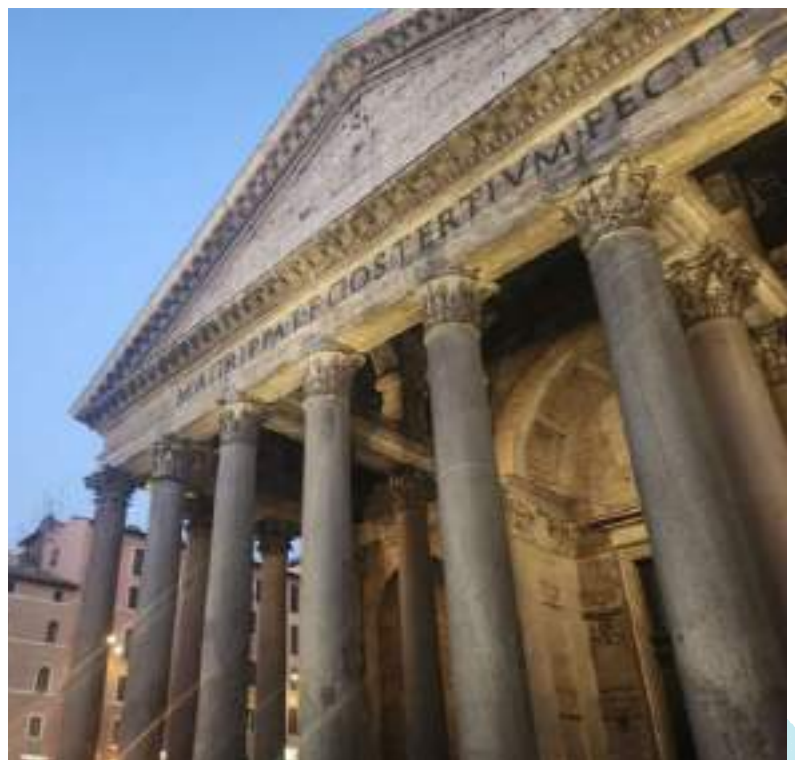


On Sunday 29th June, a group of Y12 and Y13 A-Level RS students arrived at school at 6:45 exhausted but eager to start our journey to Rome. This trip was long awaited after being postponed in March due to the fires at Heathrow so it's safe to say that we were all excited for what was to come and anxious about any further complications.

Fortunately, we made it to Heathrow without issue and caught our flight to Fiumicino, Rome. We were greeted by our coach driver, Mario, who drove us to our hotel where we checked in and prepared for the walk ahead of us. On our way to dinner, we happened to walk past St Peter's Basilica where we were lucky enough to see a magnificent flower display in celebration of the Infiorata (a traditional festival of Rome's patron saints, Peter and Paul). After walking through the beautiful streets of Rome for a seemingly endless amount of time, we finally made it to the Spanish Steps which we briefly took in before we made our way to our long-awaited evening meal: none other than McDonalds. This was a very interesting experience as we were astonished by the interior design of the restaurant incorporating Roman design elements and even interesting history facts (for example, it was founded in 1986 as Italy's first McDonald's and the biggest in the world at the time). After our meal, we headed back to the Spanish Steps where we were able to fully appreciate our surroundings after our stomachs had been filled and took a detour to watch the fantastic firework display held in honour of St Peter and St Paul. Before we could end our night by returning to the hotel, we stopped by an endearing little gelato place where we all treated ourselves to gelato and sorbet after a long day of travelling, with an even longer day of walking to come.



The next day, we were up early for breakfast before we made our way to St Peter's Basilica where we were fortunate enough to see the Holy Doors which only open every 25 years (during Jubilee years). The beauty of the Basilica was outstanding and the atmosphere inside left us speechless as we stared at the artwork in awe of the dedication and meticulous nature of the pieces. After being left to explore on our own, we walked to the Vatican where we began our tour, delivered by experts in Art History, of the museums and halls lavishly decorated with the most intricate paintings and sculptures which were incredibly rich in history. As we delved deeper into the Vatican, we made it into the famous Sistine Chapel where we stared up in awe at Michelangelo's diligent work, absorbing all the details we could in the limited amount of time we had before we ushered out to allow for the mass amounts of people to enter; a testament to the Chapel's deep religious and historical significance. By the time we made it out of the Vatican, temperatures began skyrocketing (reaching 40 degrees!) so out of fear of heat exhaustion we hurried back to the hotel, making a quick stop at the supermarket to stock up on lunch and snacks (with a massive emphasis placed on getting the most sugary snacks and fizzy drinks possible, which didn't take much convincing). After resting our legs, we were up and walking again, headed to the Pantheon where we were able to learn about the impact of the Catholic Church on historically pagan buildings, such as the Pantheon which housed statues of Roman gods before being removed and replaced with Christian figures. At around 7pm, we were all excited for dinner - a three course meal! We treated ourselves to a range of traditional appetizers such as calamari and burrata as we awaited our main course (a variety of pasta dishes - not much of a surprise there). As dessert, we indulged in tiramisu and gelato of classic and modern varieties such as pistachio tiramisu. To draw the day to a close, we found ourselves back at the Spanish Steps where we all stopped to take photos and buy souvenirs before eagerly returning to the hotel to jump into bed.



On Tuesday, we visited two churches famous for their gorgeous interior design and sculptures: Santa Maria di Maggiore and Santa Maria della Vittoria. The latter was quite significant to us as A-Level RS students as it housed the sculpture of the ecstasy of St Teresa which we learn about within philosophical religious experiences. It was an unreal experience to physically witness the statue itself and actually see its significant impact not just religiously but culturally as well. As Rome was experiencing a heatwave, we managed to visit the churches in the early hours of the day before the temperature peaked, which was when we retreated to the hotel for our lunch where we mentally prepared for the heat we would face with no hope of shade next. Suncream slathered on, hats secured and dodging parasols/umbrellas left and right (not to forget Ms Lamb's cooling spray), we began our journey to the Colosseum where we were treated to a tour guide who relayed the significance of the Colosseum and cleared up any misconceptions - for example, gladiators rarely fought to the death, they would fight until they were both too tired to continue and one was declared the winner. After touring both the exterior and interior of the stadium, we walked to Palatine Hill passing the Arc de Triomphe, the Forum and many more ancient Roman buildings. By this time, we were all exhausted so after a quick nap back at the hotel we headed straight towards dinner where we were delighted to devour the range of pizzas brought to the tables. Thankfully, we were allowed some free time which we used to revisit the Pantheon in more manageable temperatures. Finally, we visited the Trevi Fountain - a beautiful end to the day.

Our last day in Rome called for a later breakfast (which we all rejoiced in) before we checked out of the hotel and boarded the coach (another thing we were grateful for after all the walking we had been doing in the heat) to Villa Borghese Gardens where we were allowed to explore. The gardens were filled with nature and grand statues as well as a serene lake with rowing boats to hire (which we did not go on as they were not risk assessed). Following the gardens, we made our way to the Priscilla Catacombs which, interestingly, is part of the Vatican State rather than Italy. We wandered around the underground graves as we learned about the historical gravity they held in both religious and cultural contexts. We ended our tour and said our goodbyes to the city as we jumped back on to the coach and headed to the airport already reminiscing on the great time we had.

A massive thank you to all the staff that made the trip possible especially Ms Woodward, Ms Lamb and Miss Fahy! We all really appreciate how enjoyable you made the visit!



# History and German Trip to Berlin

## Day one: GDR museum

After arriving in Berlin, we started our trip with a visit to the GDR museum. This museum both commemorates and poses some difficult questions about the German Democratic Republic. The GDR, also known as East Germany, existed between 1949-1989 as a result of the division of Germany (post Second World War). The GDR was occupied by the former USSR, now known as Russia, and promoted socialist ideals. While citizens in the GDR enjoyed free healthcare, free childcare, and absolute job security, they also had no freedom of movement, press or opinion. Citizens were often “disappeared” – brutally murdered by the state or sent to state prisons for dissidents.



## Day two: Olympiastadion and the Bundestag

On day two, after a good night's sleep, we visited the OlympiaStadion. Situated 12 kilometres from the city centre, it required quite a long journey on the U-Bahn. The Olympiastadion is important for two reasons: today, it is Berlin's most popular and biggest arena for music acts. In the days before we visited, AC-DC, Bruce Springsteen and Linkin Park played the stadium. However, the original Olympiastadion was actually built in 1934 by the Nazi Party of Germany for the Olympic Games of 1936. These Olympic Games were used as propaganda by the Nazis, to deceive the rest of the world into thinking that Germany was a peaceful and equal society. We learnt the story of Jesse Owens while on a tour at the Olympiastadion. Owens was a decorated Black American athlete, who won four gold medals at the event. He represented everything the Nazi regime hated and was celebrated in the United States for “single-handedly crushing Hitler's myth of Aryan supremacy”. Today, the Olympiastadion has a suite named after Owens, to commemorate his achievement.

In the afternoon, we visited the German parliament building, known today as the Bundestag but previously known as the Reichstag. You may have learnt in history that in 1933, a Dutch communist called Marinus van der Lubbe set the Reichstag ablaze to protest against the Nazi Party's rise to power. However, some historians contend that the Nazis plotted to set the fire themselves and used Marinus van der Lubbe as a scapegoat for their actions.



While touring the Reichstag, we learnt about the historical patchwork that the building represents. Inside, the German government has made the decision to maintain Russian graffiti that was scrawled on the walls after the Russian armed forces captured Berlin in May 1945. Obviously, some of the more offensive graffiti has been removed, but Frau Sonne, our tour guide, argued that the historical graffiti represents a reminder to German politicians and workers within the Bundestag that Germany must never again succumb to the forces of Nationalism and Fascism.



Frau Sonne also pointed out some of the signage in the Bundestag: above the main entrance to the Bundestag, a stone frieze reads “Dem Deutschen Volke”. This sign was added in 1916 after being approved by Kaiser Wilhelm II, in exchange for funds for the war effort. A stone carving reading “Der Bevölkerung” sits in an inner courtyard.

Two linguistic questions for you (if you study German – or even if you don't!) – What do the signs “dem Deutschen Volke” and “Der Bevölkerung” mean? What gender are these nouns? Why is the article different here?

Answer: see end of article!



## The final day: Kaufhaus des Westens

The final day of our visit represented some down time and a chance to enjoy the luxuries of former West Germany. We spent some time at the KaDeWe, or Kaufhaus des Westens, which has retained its name from the period 1945-1989, despite the wall having fallen over 30 years ago.

The KaDeWe itself is not especially historically interesting, although it did – and, arguably, still does- represent the material prosperity of the Allied-occupied West Berlin as compared to the East. However, a historically interesting artefact is to be found at the U-Bahn station Wittenbergplatz, which sits just outside the KaDeWe. A commemorative plaque, known as the “Orte des Schreckens”, or “place of horrors” lists 12 concentration camps where Jewish people, Roma and Sinti, the disabled, gay people (and other regime opponents) were systematically murdered by the Nazis. Upon being erected in 1967, the sign was extremely controversial, but many Germans argued that the atrocities committed by the Nazis should not be forgotten.

Similarly, we visited several well-known Stolpersteine while in Berlin. Stolperstein translates as stumbling stone, and each brass plaque is mounted into the floor a few inches above surface level, designed to trip you up. They sit outside the last freely chosen living space of victims of the Holocaust perpetrated by the Nazis. Stolpersteine usually list the name, birthdate and death date of the victim they memorialise. There are many thousands of Stolpersteine in cities across Europe, designed to remind people of the individual tragedies of the Holocaust. While a sign like Orte des Schreckens may emphasise the scale and political culpability of the Nazis, Stolpersteine represent a personal memorial to each victim. The German concept of remembrance focuses not on commemoration, but on a key tenet of post Second World War German political policy: nie wieder Krieg.



# Art Club news 2025

K Irving

Earlier this year, Key Stage 3 Art club submitted entries to a competition run by an organisation called Global Canvas. The theme of the competition was 'Co-existence' and students could work with any media. Ninety five countries took part in the competition, with over 3,200 individual entries. I am therefore delighted to report that one of our entries, by Aseel Tabash and Ruqqhaya Bashir, was chosen as a finalist!

The piece demonstrates the responsibility we all have for looking after our aquatic life. A thought-provoking and very well executed art piece. Well done both!



## Year 10 Art and Graphics trip to London Galleries May 2025

After a couple of years away, we returned to London with our artists and designers this year. Seeing art in 'real life' as opposed to on computer screens allows students to appreciate scale, texture and materials. This impacts on their own choices back in the classroom.

Our itinerary took us to two very different galleries: the National Portrait Gallery – home to some very traditional (as well as contemporary) portraits spanning centuries and Tate Modern – showcasing a wealth of conceptual modern art from the 20th century onwards. Students engaged with paintings, sculptures, film and installation art in a mature, reflective manner. There was a lot of walking in the galleries and between venues. Thank you to Year 10 for being great to take out, and to the art and graphics staff for all your help and support.



# Royal Holloway Psychology Competition

By Judy, Veronika, Dora, Gaanavi & Khadijah

A team of five Year 12 Psychology students took part in the Royal Holloway National Psychology competition, with the task of answering the question: 'How can we use psychology to shape better online behaviours?' On July 18th, we set out at 6am from Birmingham New Street to Egham, taking turns carrying our A1 posterboard.

When we got there, we set up the poster and after an introduction by the organisers, awaited to present our research to a panel of judges. We researched the harmful impact of social media on our attention spans, sleep, relationships and well-being. Afterwards, we applied our knowledge to a range of healthy habits, such as limiting our screen times, muting notifications, and prioritising physical activity.

After our presentation, we had the chance to speak with some undergraduate students about university life and we heard a lecture on the research taking place to implement mental health rehabilitation in children through gaming. Following this, we waited for the winners to be announced. We didn't win, but we had a great time and Ms Morris got us ice-cream afterwards. Thank you!

Our journey back involved a rollercoaster of being stranded at Banbury station for an hour (awaiting the next train home after having a run-in with a difficult ticket officer) but all was fine, as we played card games and 'heads up' together. The experience was great- spending the day as a group and hearing stories from each other and our teacher. Getting to present the work we spent months on was all worth it in the end.



# 2025 Carnegie Shadows' Book Club

By Nailah Mziya 9W and Rheem Amrane 9W

Every Tuesday at 1pm, our Year 9 Carnegie Book Club met to swap and discuss books from a wide range of genres (including poetry, dystopia, and contemporary fiction). Some of the titles we read were Treacle Town, The Final Year, The Things We Leave Behind, King of Nothing, Little Bang, Glasgow Boys, All That It Ever Meant, and Play. After reading, we submitted reviews to the website and were treated to sweets, chocolate or stickers—kindly provided by Mrs McDermott. Everyone had different favourites, but a vote in June showed King of Nothing, Glasgow Boys, and Little Bang were the top picks.

The Carnegie Shadowing Ceremony was a surreal event celebrating the power of reading. Joseph Coelho (the 2024 winner) hosted the live show, featuring book presentations, author reflections, and award announcements as the winners expressed their gratitude. It was inspiring to view the authors' perspectives on empowering young people's minds. Earlier on, we entered an imaginative competition to re-design a book cover for one of the 2025 shortlisted books, which was a creative way to engage ourselves with the stories.

Overall, it was a fun and rewarding experience—we'd recommend younger years get involved if they get the chance!



# Industrial Cadets Gold Project

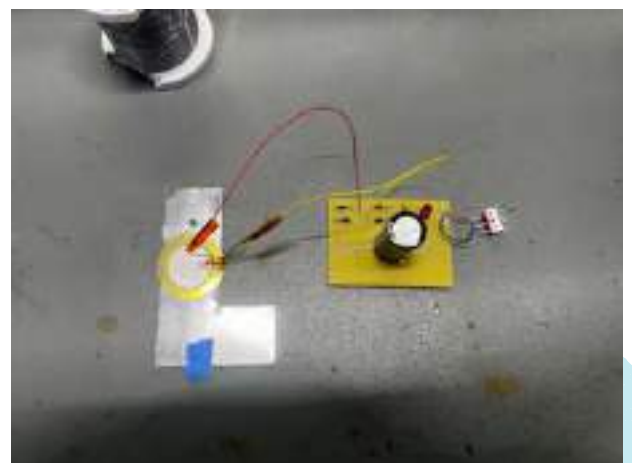
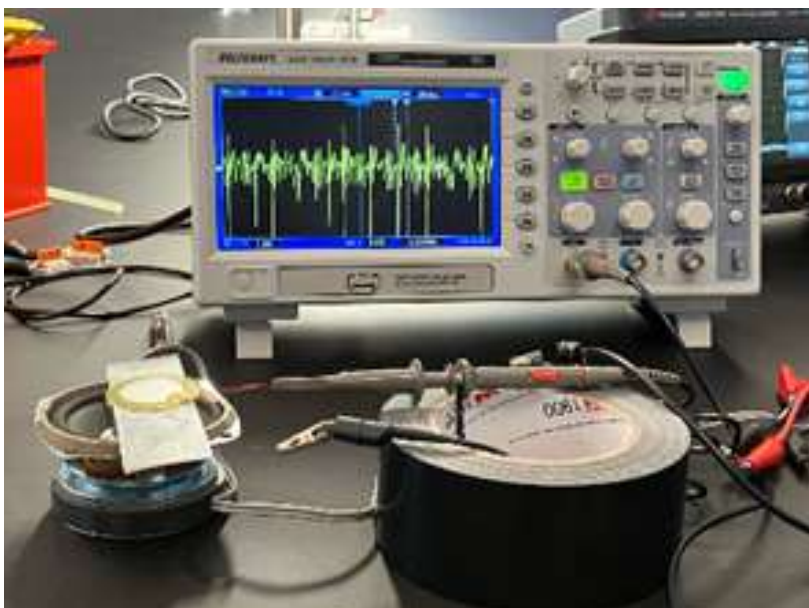
By Riya Mitra 12M and Ishita Mahesh 12S

Partnered with Collins Aerospace, our team of five (Riya, Ishita, Anvi, Vera, Anviti) embraced a thrilling opportunity to confront one of humanity's most critical challenges - climate change - through a sustainable, groundbreaking solution. As forest fires rage, hurricanes intensify, and sea levels rise, engineers are leading the charge to devise innovative countermeasures. Aligned with advancing Collins Aerospace's vision to revolutionise aerospace by transitioning from conventional jet engines to electric motors, we engineered a system to capture and minimise the wasted energy of these motors, paving the way for a greener, more efficient future in aviation.

We divided our 9-month long project into various phases: research, design, build and test. After weeks of research, we settled on developing a piezoelectric cantilever beam which would harness and re-purpose the wasted energy of the electric motors into electrical energy to power temperature sensors on-board aircraft.

In December, we were given the opportunity to build our prototype at the University of Birmingham engineering workshops, where we had access to equipment of the highest calibre (such as shaker tables and industrial guillotines), bringing our conceptual design to life and allowing us to refine its functionality and performance.

Following rigorous testing of our prototype, Collins Aerospace invited us to their Solihull facility, where we enhanced our Arduino programming and meticulously crafted our printed circuit board. The thrill of mastering soldering techniques and engaging in discussions with engineers about their fascinating roles left us inspired. We were utterly captivated by the revolutionary technologies being pioneered at Collins, from advanced propulsion systems to next-generation avionics, fuelling our passion for aerospace innovation.



As aspiring engineers, the Industrial Cadets Challenge was a golden opportunity for us to gain hands-on experience of pursuing a project from its conception to build. Not only did we learn vital skills, such as troubleshooting and CAD modelling, but we also gained invaluable qualities of teamwork and time-management. Therefore, we would strongly encourage any Y11s interested in the field of STEM to get involved with the IC Gold project next year.

The team with their trophy and their industry mentors from Collins Aerospace:



## **King Edward's School: 'Aspirations Day'**

**By Abihanoor Sajid in 9V and Shona Nankya in 9W**

Over the course of the 10th and 11th of July, we were given the opportunity to enjoy a glimpse of what university life looks like, along with many other pupils from schools across the King Edward VI Foundation. This event, also known as 'Aspirations Day' was hosted at King Edward's School in Edgbaston.

We really enjoyed the taster sessions of subjects that we could potentially pursue for A level. On the first day, we were treated to three sessions, and our subjects were allocated to us randomly. We thoroughly enjoyed these, which consisted of a range of subjects such as Economics, Physics, Languages, Psychology, Art, Politics and Maths. On the second day, we were able to pursue a subject of our choice, and experience university lectures in these subjects, such as the Creative Arts, Medicine, Law, Journalism, International Relations, Philosophy, Sports Sciences and Engineering. In addition to this, we had the chance to attend a workshop hosted by three Oxford University students – one of whom was an ex-Camphillian! On the second day, we heard a speech by an Admissions Officer from the University of Oxford. Lastly, students who stood out to the teachers of each session over the course of the two days, received a plaque in commemoration of their efforts. Congratulations to Mariam Mohammed in 9Y (who received two). Also, well done to Tanzel Mohammed in 9Z (who also received one).

Overall, it was an amazing opportunity to socialise and learn about potential subjects that we could study in the future, allowing us to broaden our horizons in preparation for whatever we may choose to do in the future. Thank you very much for this wonderful opportunity!

# Year 12 Biologists' PCR event at Thinktank

Ms. H Nguyen

Year 12 students recently visited Birmingham Thinktank museum for an exciting, hands-on PCR workshop that will support their Year 13 studies on gene technologies. The day challenged students to think like microbiologists, as they investigated how a virus had entered a hospital ward - through a nurse, patient, food or water.

Using PCR (Polymerase Chain Reaction), students amplified DNA samples to detect the presence of viral DNA. In the afternoon, they applied gel electrophoresis techniques to compare their amplified samples with a known viral DNA sample, helping them determine the source of the outbreak. This immersive experience brought to life techniques that are often abstract in the classroom and typically not encountered until undergraduate or further study.

Students also gained valuable experience using micropipettes - an essential skill for any aspiring scientist. Beyond the lab, they had the opportunity to explore the museum's multiple floors of STEM exhibits, including displays on animals, evolution, robotics, architecture, and engineering - all with the museum largely to themselves!

This trip not only deepened their understanding of molecular biology but also sparked curiosity and excitement about the real-world applications of science.



## Schools' Analyst Competition Article

Lamis Ahmed, Amina Farhan and Zara Meer

The Schools' Analyst Competition for Year 12 took place over the two first weeks of June, in two 2-hour sessions. The aim was to take on the role of analytical chemists assisting the Department of Housing to evaluate the suitability of an old industrial area for building new houses. We were provided with samples taken from the soils and waste heaps for analysis, using methods including titrations, flame tests, and TLC (thin layer chromatography) to analyse them. We were left to work largely independent, which gave us flexibility with the order we carried out our experiments, but it also meant that we had to manage any issues that arose on our own.

Despite somehow messing up both of the large TLC plates provided to us, we managed to obtain accurate R<sub>f</sub> values, by using three smaller TLC plates. And perhaps we can attribute our largely concordant titre values with the burette that remained drop wise permanently – yes this took an excessively long time. Using the data we collected from our practical work, we successfully calculated answers and analysed the different components of our samples. Ultimately, the experience was a fun insight into what being a professional chemist might entail and tested our creativity in unexpected ways. We're very happy (and surprised!) to have come first within the school. Thank you so much to Ms Zsar for organising this, and Ms Hamblett for supervising us!

# Latin Literature Conference

by Jennea Legarta 12W, Rahila Hussain 12L and XazQ Sandhu 12M

On 3<sup>rd</sup> July, the A Level Latin group attended the Texts and Topics Conference at KES, focused on the literature we study.

Our first session was on the relationship between Virgil and Augustus and whether the Aeneid was intentionally Augustan propaganda or manipulated and appropriated by the Augustan regime. Dr Elena Theodorakopoulos (Senior Lecturer in Classics at the University of Birmingham) discussed three different anecdotes which each described a different aspect of the relationship between Virgil and his patron. We examined the context, dates and undertones of the quotations or events to reach the conclusion that Virgil most likely was not writing this under the influence of Augustus. However, the beauty of classical literature is that all interpretations of texts have a certain level of validity to them and there is no “right” way to understand the intentions of the author, especially considering that Virgil’s original intention was not to have the Aeneid published because it was unfinished at the time of his death.

We also explored our prose set text by considering how Tacitus characterises Agrippina in the Annals: as a *saeva noverca* (cruel stepmother); *femina dux* (female leader) and a social and moral transgressor. All the literature sessions helped immensely with our understanding of the texts we are studying at A Level as well as Classical literature in general. It was an engaging and fascinating day with lots of nuanced thought-provoking arguments to consider.

**[TW: next paragraph will include mentions of death/dead bodies and brief descriptions of punishment]**

We attended an interesting session about bog bodies (preserved bodies found in peat bogs) and how archaeologists try to unpick their origins. While many of these bog bodies may have seemed to be forms of brutal punishment, their examinations show that these people were not conscious for most of the injuries their bodies had suffered - therefore, the question of whether these bog bodies were a result of punishment or rather a form of sacrifice arose. One example was a body named ‘Windeby I’ (initially called ‘Windeby Girl’), who was thought to be a 14-year-old girl punished for adultery, as the state the body was found in was alike to one of Tacitus’ ancient descriptions of adultery punishments (half-shaven head, blindfolded and bound). However, this was disproven due to further technological advancements, and ‘Windeby Girl’ is actually a boy!

To conclude our day at KES, the Classical Association invited the author, Emily Hauser, to speak to us about her book “Mythica”. She went into detail about the research she did to write her book as well as her intentions to focus on the real stories of women in the Ancient World. Hauser establishes her motive with the book by cleverly echoing the beginning of the Odyssey, “Sing to me, Muse, of a man” in her first line, “Sing to me, Muse, of a woman” which I thought was very impactful. What I found to be truly impressive was the level of research went in such as tracing the displacement of women in the Aegean Era and Bronze Age by looking at ancient archaeological finds like palace housekeeping records.

Overall, the trip was incredibly insightful: we all enjoyed being able to learn beyond what we learn in school, as well as deepening our understanding of the literature we actively analyse as part of our A Level studies!

# Greek Books

Ms Simmons

The Latin department were thrilled to have a donation of Greek books from a Camp Hill Girls' alumna. These books had been previously in use as set texts at Camp Hill when Ancient Greek was on the school timetable, but after it stopped being taught in lesson-time had been gifted to students who were continuing their classical studies at university.

It was lovely to have these returned to their original home! Although Ancient Greek club has committed attendees, we don't yet know enough of the language to read Greek texts in the original. Therefore, the books are currently in use as decorations in room 12, adding a dark academia vibe to our sunny and plant-filled windowsill.

An alumnus is a male former student. Because it is a Latin noun, it changes its ending to match the gender of the person it is referring to.

When a girl (feminine singular) leaves Camp Hill she becomes an alumna. If you wanted to refer to more than one previous student of Camp Hill Girls you would need to use the feminine plural form alumnae.

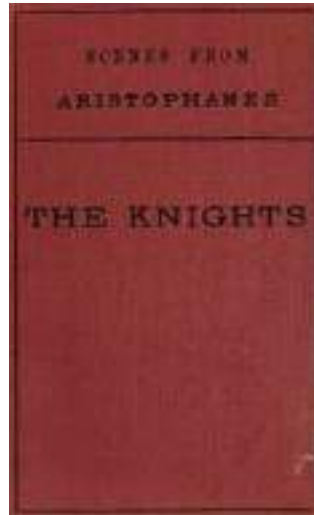
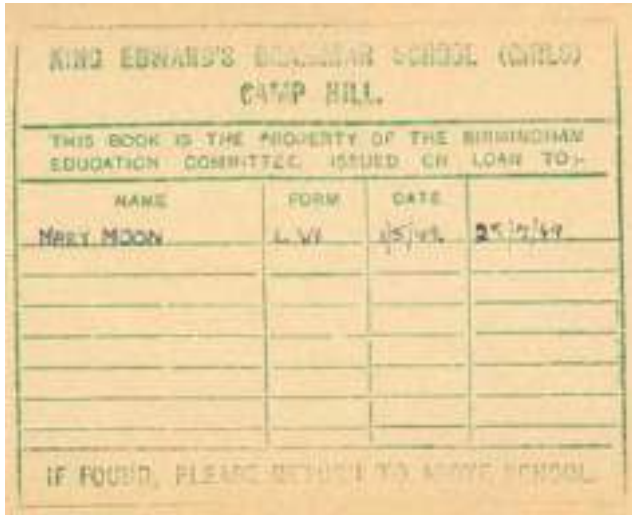


*The fenestra gloriae (window of glory) in Room 12, which shows the destinations of previous A Level Latinists, decorated with plants and the Greek books.*

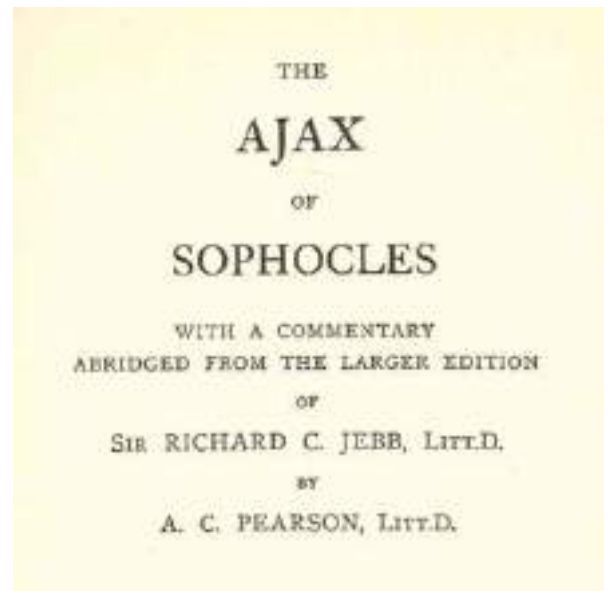
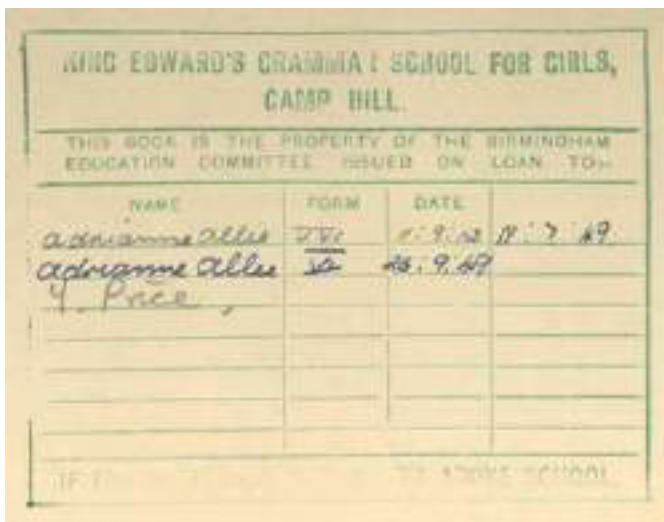
Before rehoming them on the windowsill, I had a good look through them all, wondering if any annotations from previous students had survived and having a quick read of texts I haven't read in the original Greek since I was an undergraduate. I was delighted to find out how old some of these are and read the names of the former Camp Hill students to whom they were once lent. There is something magical about seeing the names of previous students from so many years ago when you still teach or learn in that same school, as if the institution stands as a guardian of those many many students who have studied within its walls.

The two oldest books I found had been loaned to students in 1949! You probably could not think of two more contrasting Classical Greek texts than these two...

Mary Moon in the LVI (Lower Sixth / year 12) was studying Aristophanes' Knights in 1949, a comic play set in fifth century BCE Athens which is an attack on the pro-war populist Cleon. Using theatre to express concerns about pro-war populist politicians? Ancient Athens has rather a lot in common with the modern world...



Adrienne Allie, in the UVI (Upper Sixth / year 13), was studying the tragic play Ajax by Sophocles, which explores the reaction of Ajax when Odysseus is awarded the armour of Achilles instead of him.



If you would like to look more closely at the books in room 12, please ask your Latin teacher!

If you are interested in learning Ancient Greek, then come along to Greek club on Tuesdays at 1pm in room 12.

# Year 7 Poetry: Ballads

Miss Coady

This term, students in Year 7 have been studying various types of poetry (including Petrarchan/Shakespearean sonnets, ballads, villanelles and many other forms). We have encouraged students to draft and create their own poems, and we have thoroughly enjoyed sharing so many imaginative pieces of work. One of the popular forms we studied was the ballad. Ballads are a popular narrative song passed down orally. In the English tradition, it usually follows a form of rhymed quatrains, alternating four-stress and three-stress lines. Folk (or traditional) ballads are anonymous and recount tragic, comic, or heroic stories with emphasis on a central dramatic event. We studied Alfred Tennyson's 'The Lady Of Shalott,' which tells the haunting tale of a beautiful and talented woman, who is trapped in a tower on an island. Rebelling against the magic spell placed upon her, she sets herself free by floating down to Camelot in the hopes of meeting Sir Lancelot.....

PART III 'She left the web, she left the loom, She made three paces through the room, She saw the water-lily bloom, She saw the helmet and the plume, She looked down to Camelot. Out flew the web and floated wide; The mirror cracked from side to side; "The curse is come upon me," cried The Lady of Shalott.' 'The Lady of Shalott' by Alfred Tennyson (1833)



# The Glass Box

She danced inside a crystal cell,  
With petals strewn beneath her feet.  
The world beyond her knew her well  
A pretty song, a cage so sweet.

Her laughter chimed like morning bells,  
She smiled through every passer's stare.  
They praised her grace, her fairy spells  
And called her joy beyond compare.

A garden bloomed around her frame,  
With roses red and lilies gold.  
And none who saw her spoke of shame  
Just marvelled at the dream she sold.

Yet every night she tapped the pane,  
And watched the wind caress the trees.  
Her breath would fog the glass in vain  
A ghost of words no one could seize.

She dreamt of mud between her toes,  
Of thunder's growl and rainfall's kiss.  
While locked in light, she longed for woe  
For truth beneath the shine of bliss.

One morning dawned in sullen grey,  
The flowers bowed, the sparrows fled.  
A crack was born where shadows lay,  
And silence fell like words unsaid.

The crystal box began to cry,  
Its perfect sheen now scored with lines.  
The watchers gasped, "She'll surely die!"  
But she stood still between the signs.

She did not flinch, nor plea, nor flee  
Just gazed beyond the final wall.  
And when it broke, she stepped out free,  
No longer light, no longer small.

Her dress was torn, her footstep raw,  
Her fingers bled from glass and thorn.  
Yet in her eyes, a fiercer law  
Not meek, not lost, but newly born.

They begged her back with honeyed speech,  
With comforts, crowns, and softened light.  
But she had learned what prisons teach  
That safety dulls the sharp of sight.

Now children whisper of the day  
The glass girl walked into the wild.  
And wonder why she strayed away  
From everything that once beguiled.

For beauty lures, and ease deceives,  
When freedom lies beyond belief.  
Beware the charm the cage achieves  
The sweetest smile may mask the grief.

By Raghavy Dinesh (7Z)

# Crossing Lethe

By Hibah Nasir

I submitted my creative writing piece to the QMUL competition, called 'Crossing Lethe'. 'Crossing Lethe' is about grief, linked to the theme of water. It explores ideas about whether it is better to choose to forget good memories in order to stop feeling grief. The name and the theme is based on the river of Lethe (the river of forgetfulness) which flows through the Underworld. The dead, who drink from it, are said to forget their past lives.

It is set in a desert, with lots of references to Greek mythology. I entered the creative writing section and received an honourable mention:

Review of 'Crossing Lethe': 'An intensely rich, searching piece, with unique and effective turns of phrase. A glimpse, if only fleeting, of the kind of heartbreak that leaves a permanent mark.'

## Crossing Lethe

*It was enjoyable at first, the sun's heat gently kissing his cheeks, curling around his face. The light was bewitching. The longer he lay there, it stung like saltwater in a cut, draining him dry, sucking the marrow from his bones. He licked his cracked lips, hoping to soothe the ache but it only worsened- sandpaper against sandpaper. The light clawed at him. Even with his eyes closed, he saw her, glistening in the sun's after image. Its embrace was torture but it had a glimpse of promise, if it meant she might return.*

*His eyes flickered open.*

*The floaters in his vision seemed familiar, despite the blur. As much as he blinked, her silhouette remained permanently branded into his skull.*

*"You never drink enough water," she used to laugh, her voice like ripples brushing a still pond. He'd still roll his eyes though.*

*He'd never take it for granted again, now that his throat was constricting, like the walls of a collapsed tomb, suffocating him. He had been wandering for days and a dull ache resonated within his bones or maybe deeper still - where she used to be. He didn't know which. Each breath scraped like a blade on stone.*

*His mind went to her. She used up bags of sugar in her tea, where he preferred his coffee strong and black. Even after she was gone, he still filled the kettle, every morning without fail, forgetting...*

*His hands slipped through the sand as he tried to sit up, grains clinging to his hands like shards of glass. He slipped. The horizon reeled, a cruel trick of thirst, grief or both. He hit the ground. The air escaped him. He didn't fight it.*

*He had nothing left for him here, not when her absence was a parasite that gnawed at him, drowning every part of him. He would let the sand bury him, if the confines of his grave wouldn't stop him from searching for her.*

*Her face flashed in front of him, brighter than memory should ever allow. He smiled. The sight lingered: like when they swam at the cove, the setting sun scattering across the sea. She was brighter still, a homage to all the beauty of the ocean. He prayed Lethe would leave him untouched- that her face would never dissolve in that silent river, that he would always remember the feeling of running his fingers through her soft hair, that he would never forget those gorgeous eyes full of warmth, full of love... He dug his hands further into the sand, wishing he was at the beaches back home.*

*He stared into space. A breath. A scent. Jasmine and salt.*

## The Tragedy of Orpheus and Eurydice

Sara Adeeb 12L

Over the summer term, we've been looking at many different mythological stories in Classics Soc, with one of them being Orpheus and Eurydice, a tale of two tragic lovers. We also made some recreations of the events in Play-Doh!

One fateful day, Eurydice was fatally bitten by a viper. Using the power of his music and the gods' protection, Orpheus charmed his way into the Underworld to try and bring Eurydice back. He played a song so heartbreaking in front of Hades and Persephone that even the god of the dead himself was moved.

Hades let him take his wife with him, but under one condition: he couldn't turn to look at her. While it seemed easy at first, Orpheus grew increasingly more paranoid. He turned around when they were just about to exit the Underworld, sending Eurydice back forever.

Orpheus tried to go back, but no mortal can enter the Underworld more than once while alive. According to most sources, he played a song to call for his death, so that he could reunite with Eurydice. He was either torn apart by beasts, the Maenads (female followers of Dionysus) or struck by Zeus's lightning. After doing so, he lived happily ever after with her in the Underworld.

The story of Orpheus and Eurydice can be interpreted as a powerful allegory for grief, where desperation drives someone to break the cycle of life and death to bring a loved one back. However, that same desperation can also lead to doubt; to need the reassurance of knowing that your loved one is there. That's why Orpheus turned around. There's an excellent musical based on this myth called *Hadestown*. If you ever get the chance to, I highly recommend listening to the soundtrack or watching a performance of it!



# Ovid on Stage

Poppy Rollins, 12W

On April 11th, Stage2 put on a performance of 'Tales from Ovid' which was a collection of myths from Ovid's 'Metamorphoses'. A handful of Latin students from both year 12 and 13 went to the Crescent Theatre to watch the show.

The performance was split into two parts, with the first group covering myths such as Arachne and Echo, whilst the second group showcased the myth of Philomela and Tereus (as well as the judgement of Midas). Both performances featured acting and singing, where the actors sang in Latin (however it was too quick for us to translate properly). The show was incredible, with one of the most memorable parts being when fabric came down from each corner of the theatre and the actors tied the pieces to the back of Arachne to symbolise her becoming a spider.

The interpretations of the key characters in the myths were also interesting to watch- especially with the gods, such as Apollo and Dionysus. Dionysus was especially intriguing, as he was presented as very silly and mischievous, which was more representative of his role as a god of festivity and madness- rather than the god of vegetation or fertility. The costumes were also well thought out with Dionysus, for example, having ivy incorporated into his outfit – ivy is very closely related and sacred to him. I also found the use of nymphs (as the narrators) to be an intriguing choice, as they are not commonly seen as such, but usually attendants to goddesses. This perhaps suggests the idea that the stories in the play are being told to the gods.

Beyond the more light-hearted aspects of the play, the actors also handled more heavy themes very well (such as within the myth of Philomela and Tereus). The representation of the story was handled very appropriately but also still conveyed the magnitude and seriousness of what takes place.

Overall, seeing Ovid's poetry come to life was a unique experience and a new way to consume his literature that helped shape the way I read his poetry now.



# First Tech Challenge Robotics Competition National Finals

By Aimen, Anviti and Vera

Following our exciting qualifiers round, where we won the main Inspire award, the team jumped into action to prepare for the nationals. As well as regularly updating our growing Instagram platform, we reach out to a fellow West Midlands team from Robocode (a tech learning centre for children), who let us use their facilities during the holidays to work on our robot.

We also organised a Sixth Form bake sale, raising over £300 for our robotics journey. A 'GoFundMe' campaign was also launched, which drew generous support from family, friends, and the wider community. With these funds, we purchased a high-quality linear lift kit from the U.S, narrowly avoiding the new tariffs that were introduced by the Trump administration shortly after. Fortunately, the kit arrived smoothly and was assembled in time for the nationals, enhancing our bot's performance. We proudly decided to stick with our original claw design, which remained a crowd pleaser during the nationals, impressing judges and opponents alike, for its precision and creativity.



After the final weeks of intense building, deconstructing and rebuilding again during any free moment we had (including coming in on our days off), it was finally time to release our robot into the wild. The journey to the Copper Box Arena in London's Olympic Park was filled with excitement, and upon arrival we quickly set off to socialise with our foes, and exchange peace offerings of clip-on bows, stickers and bracelets we made on the train.

The first day was a time for last-minute alterations, speed coding and chatting with like-minded people from schools across the UK, as well as staring in awe at the bustling, colourfully lit stadium that was to be our battleground. We were called to present our robot and efforts this season to the judges, who admired our innovative claw clip and social media stardom, and spent the rest of the day scampering around looking for spare parts to help to fix our control hub. After being lost, it was found broken (and futile to fix). However, it finally decided to work again. We didn't question it!

Due to a last-minute hotel cancellation, we headed into day 2 sleep-deprived but adrenaline-driven on a 6.28am train from New Street station – arriving just in time for the start of the competition. Head-to-head against 63 other teams, our robot took part in a tournament of 2v2 games, where we battled to score the most points for our alliance side. Each round was tense, but through our determination and frantic rebuilding in the spare time we had, our robot became stronger each time. At the end, we achieved our goal of extending our lift fully to score into the higher basket, although due to an unfortunate disconnected motor we could not prove our might in the final match.

In the midst of all the action, Aimen, as a Youth Ambassador for the event, had the chance to interview teams on video, and find out more about their stories. There were a huge range of people that came to the competition – some were interested in robotics for a long time, and used champs to hone their skills, others were only just realising how much they loved not only building, but connecting with the community they found there. Among them were the team Ultraviolet: a girls' school team just like us that won the championships last year, and went to Greece to compete internationally! They stressed the importance of getting girls like us into robotics and STEM subjects, and encouraging young women to take up FTC. Their journey was truly inspiring, and they proved that despite all the barriers they faced, it was possible to succeed with determination (and a lot of motors).



During our time there we were amazed by the exceptional designs of many seasoned teams, giving us an overflow of ideas and improvements to work on in the next season. Upstairs on display we also got a glimpse at the future of robotics – from getting to control the Boston Dynamics robot dog (which was actually really cute until it extended to full size and we realised how powerful and terrifying they were) to seeing robotic surgery in action using the huge Da Vinci machine, which, despite its size, could actually operate on something as small as a pea with incredible precision. It's safe to say we left London yearning for a long nap, but feeling very inspired by the mind-blowing work of other teams and the future of robotics, and motivated to become a better and stronger Team Girliebots!

Special thanks to Mr Bettison and Ms O'Brien for organising the trip and supervising us on our journey to robotics greatness.

If you're interested in building, programming, or just want to have fun, become a girliebot and join us for the next FTC season! For more info on what we do head over to our instagram page @teamgirliebots\_chg and our gofundme page <https://gofundme/54591608>

# Year 12 Students Take on the Cambridge Chemistry Challenge

## Mr Clements

On a sweltering Thursday afternoon in June, 45 of our keen Year 12 chemists put their brains to the test by taking part in the prestigious Cambridge Chemistry Challenge. This national competition, run by the University of Cambridge, is designed to stretch our talented Sixth Form students with questions that go well beyond the A Level syllabus. It's known for being tough (which I'm sure Year 12 will attest to) and offers a taste of university-style thinking and problem-solving.

Undeterred by the heat, our students tackled the paper with determination and curiosity, with 4 students picking up gold awards. The full list of winners are below. Well done to all the Year 12s who took part!

### **Gold Awards:**

Anvi Shendye  
Riya Mitra  
Iyla-Rose Hussain  
Millie Poon

### **Silver Awards:**

Birle Tenekeci  
Ivanka Chu  
Ishita Mahesh  
Alishba Kamil  
Nicoleta Rusu  
Anviti Venkateshwaran  
Emily Sharma  
Sanskriti Singh  
Sophie Yang

### **Copper Awards:**

Lamis Ahmed  
Michelle Ganzorig  
Haneen Boumenjel  
Kavya Maganty  
Faaria Qazi  
Safurah Awan  
Anna Sum  
Bhumika Talwar  
Deeksha Sharma  
Hafsah Iqbal



# Selly Oak Supported Internship 2025

## Ms Maginnis

We have been so honoured to continue to host Selly Oak Interns as part of our Supported Internship. This year we had Kyle and Harry here with us. They have been an absolute delight to work with in both our site and kitchen teams. From their culinary skills, to their organisation skills and continually being a joy every day in work!

At the end of July we hosted a celebration event for them where, alongside the staff they have worked with, their Job Coach, family members and Senior Leaders at both schools, they presented the skills they've learnt in their Internships and highlights from their year. They shared how much they have enjoyed their year here and will miss us - we will very much miss them too!



We are delighted to say that they are both going onto exciting new ventures in their plans for College. We wish them both the very best for the future and are looking forward to welcoming our new interns, Zain and David who are joining us in September.

# Wellbeing Bingo

Here are some fun activities from the Wellbeing Prefects that you can get up to this summer. Let us know if you get a row, column or manage to complete the whole grid!

Work towards a goal, e.g. train for a 5K

Make a playlist to hype you up for the summer

Take a phone sabbatical, maybe even get the family involved

Bake some treats

Online courses (there are loads of free ones)

Tidy your wardrobe and make a charity bag

Read a book in a foreign language

Movie marathon with friends

Have a long shower

Embroider a pair of jeans/design a tote bag

Catch up with your friends

Go cycling

*Sleep*

Go exploring and see where it takes you - make sure to stay safe

Practice an instrument

Play a board game with your family

Learn to crochet

Get a summer job

Go to a theme park

Find an object as your pet. For more info [19mayin318@chg.kevibham.org](mailto:19mayin318@chg.kevibham.org)

Take a photo every day and make a mini movie

Learn to cook a dish you haven't heard of before




Find a really good book




Make bracelets with your friends

Have a picnic in the sun

# House Points

END OF SCHOOL YEAR

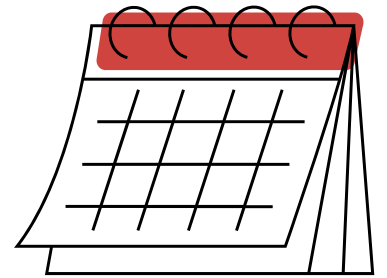
	House	Points
	Cartland	14403
	Lichfield	14003
	Meriden	14563

	House	Points
	Priory	14108
	Stratford	14793
	Warwick	15176



**Dates for Your Diary**

**September**



**INSET**



**INSET**



**Year 7 & 12 Only**



**All Students Return**

Please refer to the parent calendar for further events