



AN UPDATE ON YEAR 8



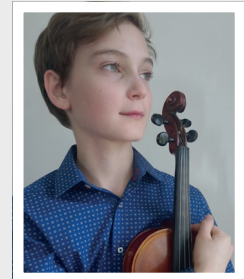
What an important and constructive term we have just had. It was fantastic to see the maturity shown by all students in the choosing of their GCSE options. Conversations overheard and questions being asked by students has demonstrated the thought they have put into this process, which this will pay off in the long run. With the seemingly hard part out of the way, the focus is now on us to ensure as many students as possible get their top four choices. It is also just as important that students continue to show the same determination in all lessons, regardless of it being one of their GCSE choices or not, something I am confident all will do.

Assessment and performance

More information on how students are performing will be available to view on FROG at the beginning of the summer term. This will include information on their attitude to learning, homework and results from their most recent summative assessments. Parents and carers will receive a more detailed communication regarding reports within the first couple of weeks. As you will be aware, the second parents' evening is scheduled for Thursday 2nd May. At this point you will be given a more detailed breakdown of the areas where your child has scored their marks and be given the opportunity to discuss specific strengths and weaknesses with class teachers. These meetings are invaluable in helping to see the bigger picture of how learning is progressing and identifying any potential barriers. There will also be an opportunity to attend the workshops being organised based on the feedback from the last parents' evening.

Personal accomplishment

Our congratulations go to Patrick (*pictured right*), who competed at the Croydon Performing Arts Festival this weekend and won first place and a gold medal in the Strings Recital class for Grade 4-6. He played a difficult and long programme of 15 minutes, including the First and Second movement of Vivaldi's *Violin Concerto in A Minor* and two well-known pieces by Fritz Kreisler. The adjudicator was very impressed by his sensitive interpretation, the way he captured the character of the pieces and the beautifully controlled sound. We look forward to hearing Patrick perform in assembly in the near future.



Please keep us informed of any personal accomplishments you achieve in or out of school for your name to appear here in the future.

Mr Feenan (Head of Year 8) and Ms Wilson (Deputy Head of Year 8)





FOCUS ON ENGLISH

The Year 8 English curriculum so far has seen students explore Shakespeare's *Romeo and Juliet*, and, since Christmas, the poetry of William Blake.

Romeo and Juliet saw many of the students enjoy not only Shakespeare's timeless writing, but also the 20th Century film versions that have been made of it. Baz Luhrmann's film version especially has shown the students how relevant a story it remains: just like in Shakespeare's times, teenagers can still be moody, teenagers still go to parties, teenagers still act too hastily, teenagers' lives can be wrecked by violence, and teenagers' lives are marked by falling hopelessly in love.

As part of the English curriculum, students do not just learn about the texts and their themes, but also the authors' lives and the periods of history in which the books were written. *Romeo*

and Juliet borrows in some respects from Ancient Greece and Rome, and also is an English Renaissance text, both of which the students covered in English last year. Year 8 students have also delved into how women were treated in Shakespeare's time, and how religion and philosophy shape Shakespeare's ideas.

Romeo and Juliet by William Shakespeare



Since Christmas, Year 8 have studied the poetry of William Blake. Blake wrote in a unique style: he wrote brief, deceptively simple and very memorable poems, often focusing on the lives of children. The simplicity of the poetry has made the work very memorable for students, and teachers hope they have been accessible and enjoyable for all. Blake's poems highlight many of the social issues of his time, such as how children were exploited by employers, how the environment was spoiled by pollution and how people can have a difficult relationship with religion.



Again, a lot of background information has informed how the children have understood William Blake's poetry. The Industrial Revolution was a massive historical event running parallel with Blake's life, and the Enlightenment had a similar effect on artists and thinkers to the Renaissance a couple of centuries earlier. Year 8 have studied how both of these enormous upheavals had an effect on William Blake, and how his work reflected the times in which he lived.

Mr Narborough, KS3 English Co-ordinator

YOUTH ART EXHIBITION

The Youth Art Exhibition 2019 private view at Sutton Central Library's Europa Gallery was a great success this year, seeing record numbers in attendance to celebrate the artistic talents of Sutton's schools.

Greenshaw High School's stand looked particularly diverse and exciting, showing off 2D and 3D work from our Key Stage 5 art and design students, including James' beautiful nature-inspired lamp (which was a big hit!) and Daniyah's impressive realist painting of her auntie.

There were numerous positive comments about the artwork on display, and all the borough schools involved provided inspiring and impressive contributions. Mocktails were served at the private view, and the Mayor and councillors were there to award prizes. Overall, it was a wonderful celebration of talent and hard work from students and staff in Sutton and our congratulations go to all involved.

Miss Paisley, Head of Art and Technology





PRACTICAL MAGIC!

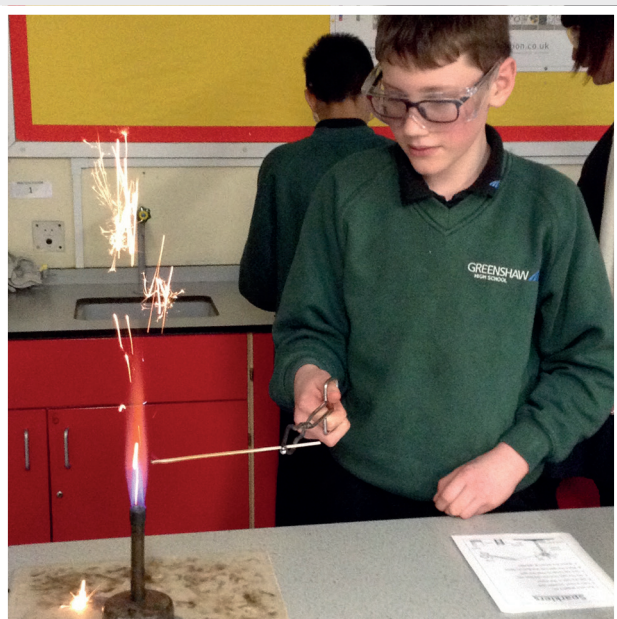
British Science Week 2019 (from 8th March to 17th March) is a national celebration of science, technology, engineering and maths. Year 7 and 8 students took part in a variety of exciting after school clubs in science throughout the week including:

- **Catalysts** – students investigated which food speeds up the breakdown of hydrogen peroxide the most: celery, boiled liver, uncooked liver, apple or potato. The products of this reaction produce significant volumes of foam when the most effective food is added to it!
- **Chicken dissection** – students dissected a chicken wing to identify the components including muscles, bones, tendons, ligaments, cartilage and bone marrow.
- **Fireworks** – students investigated the different chemicals that are used in fireworks to produce the bright colours, as well as making their own sparklers!

- **A crime scene investigation** – students carried out a series of different experiments including fibre analysis using microscopes, blood group identification, finger printing, shoe printing and ink analysis using chromatography, to determine which of the suspects had 'stolen' the science department's resident skeleton!
- **Making bath bombs** – students made brightly coloured and fragrant bath bombs to take home and put in their baths to make the water change colour and smell amazing!

It was a fantastic opportunity for students to experience experiments that are outside of the school's science curriculum and for them to develop their practical skills.

Miss Lyall, Science Teacher





PROMOTING MENTAL HEALTH AND WELLBEING AT GREENSHAW

Good mental health is the most important thing for all of the people in Greenshaw High School, both students and staff. While we do not control all the things that shape mental health beyond school, we will always consider the impact of the decisions we make on the wellbeing of staff and students.

In the curriculum we directly teach our students about their emotional health. We teach the *Healthy Minds Curriculum* through Years 7 to 10 that focuses on developing resilience, understanding social and emotional learning, healthy habits and mental illness.

We aim to teach students to understand and love each subject for its own sake. We do not see GCSEs and A levels as requirements to jump through examination hoops, but seek to make education an enjoyable and enriching experience.

In ensuring excellent behaviour, we have a consistent whole school approach with clear routines of behaviour, well communicated social norms and familiar routines to bring a sense of calm. The key emphasis in our approach to behaviour is to allow young people to self-regulate, so they develop the skills of capable adulthood.

In maintaining a significant non-teaching team dedicated to pastoral support we can put in place measures to support young people experiencing difficulties. This team of staff has a range of expertise covering areas including bereavement, anxiety and exam pressures and work closely alongside classroom staff.

If you have any concerns about the mental health of a young person at Greenshaw High School, then please contact his or her Head of Year or Deputy Head of Year. In addition, the page on Frog (*shown below*) has a list of helpful contacts. Some of these are local to Sutton, while others are nationwide, but all offer information and support.

Please click on the image below to visit the web page.





GREENSHAW STUDENTS CELEBRATE AT JACK PETCHEY AWARDS

A group of Greenshaw students joined more than 100 young people from across Sutton at the Jack Petchey Foundation Achievement Awards ceremony, held at Epsom Playhouse on Monday evening.

All of last year's award winners were presented with a gold medallion and certificate in front of their families, friends and local VIPs. Several local schools provided some brilliant musical entertainment for the evening. Chief Superintendent David Stringer, the Sutton borough commander, presented the awards.

He said: "We are so proud of our young people in Sutton. This evening was a great reminder why. Inspirational stories of achievement in all areas of school and community life. Congratulations to all of the award winners."

The Jack Petchey Achievement Award Scheme recognises outstanding young people aged 11 to 25. At Greenshaw, students are nominated by their peers for their achievements – which might be academic, sporting or work which they have done in the community. Each award winner received a certificate, pin badge and a book and chose how to spend a £250 grant to benefit the school.

Mr House presented Greenshaw's latest Jack Petchey Award winners with their badges and certificates on Friday 15th March:

Keeleigh - Year 11

Keeleigh volunteers at a local cub group every Thursday evening. During this time, she sets games and activities to help the group develop their skills. There are approximately 34 students in the group, three of which have special needs.

Erin - Year 12

Erin has been nominated for her involvement in three different charities. This month, Erin has competed in and won the national Stonewall competition for best LGBT+ poster, which has been sent out and used in over 200 schools nationally to raise awareness and support students in the LGBT+ community. Erin also helped publicise and organise the LGBT+ and Donkey Sanctuaries bake and doughnut sales at Greenshaw last term. As part of her work on the Greenshaw student council she has also initiated charity work for the Sutton Night Watch, which is a locally based charity supporting homeless people; which led to the sixth form to collect donations for the charity over the Christmas period.

Amba, Kelvicia, Mia and Emily - Year 13

These Year 13 students, without help from staff decided to organise a community quiz night for staff, students and families in aid of Crisis. It was well-run, well-written and lots of fun. In the midst of A level pressures they all excelled and were able to prioritise the needs of vulnerable people. A total of £179 was raised, enabling a number of homeless people to get support at Christmas.





CONSULTATION ON BUILDING PLANS FOR NEW SUTTON SCHOOLS

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Following its appointment by the Department of Education (DfE) as design and build contractor, Wates is developing and consulting on plans for the new secondary school and special school proposed for the disused all weather pitch and part of the southern end of the Sports Village at Rosehill Recreation Ground, ahead of submitting a planning application to Sutton Council in May.

Wates is seeking feedback on the initial proposals. You can view the plans and give your feedback [here](#).

The closing date for feedback on these initial plans is Friday 12th April 2019.

Feedback will be used by Wates to develop the plans further, ahead of the formal planning application being submitted to Sutton Council.

If planning permission is granted, the schools should be completed by September 2021; they will then be handed over to the Greenshaw Learning Trust.

You can find more information about the new schools on the Greenshaw Learning Trust website [here](#).

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LGBT+ HISTORY MONTH AT GREENSHAW

Earlier this year, a group of Greenshaw students created posters for Stonewall's national LGBTQ+ inclusivity poster competition. The aim was to create posters that fight against bullying of gay, lesbian, bisexual and transgender people. The students created beautiful posters, all of which were displayed in school for LGBTQ+ History Month.

It was very exciting to see so many creative posters. It was even more exciting to find out that Greenshaw's submission had won!

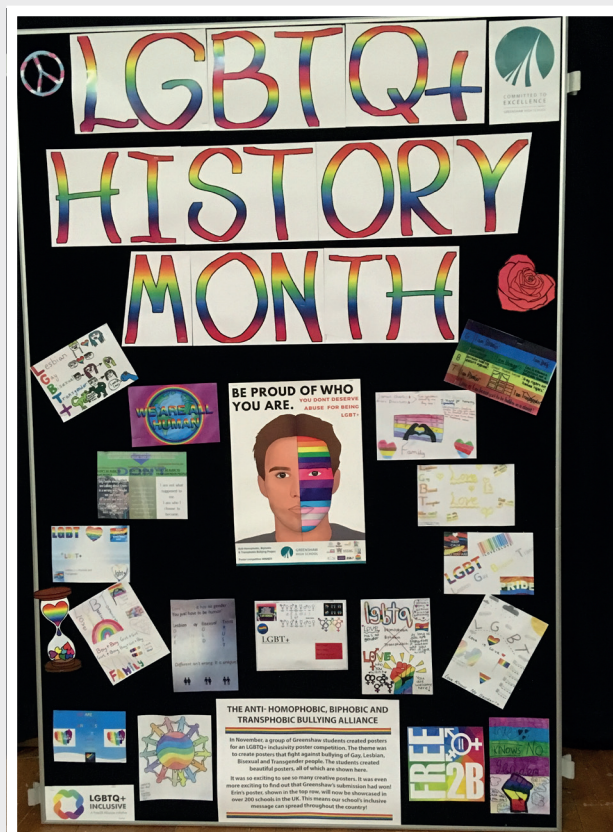
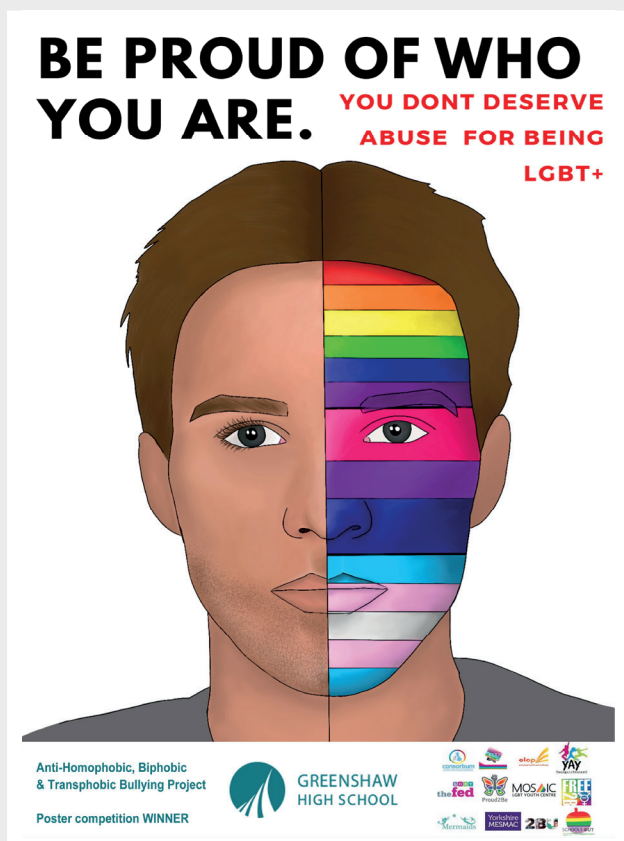
Erin's poster will now be showcased in over 200 schools

in the UK. This means our school's inclusive message can spread throughout the country.

Greenshaw also celebrated the LGBTQ+ History Month by showcasing all our students' posters in the main foyer area of the school. We also created a timeline of the LGBTQ+ History of Greenshaw, and celebrated the many steps we have taken as a school to move towards acceptance and inclusion.

Mia Travlos

On Behalf of the LGBTQ+ Group



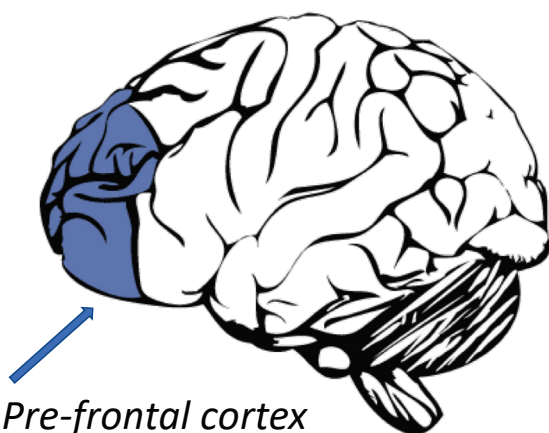


THE VIRTUE OF GOOD HABITS

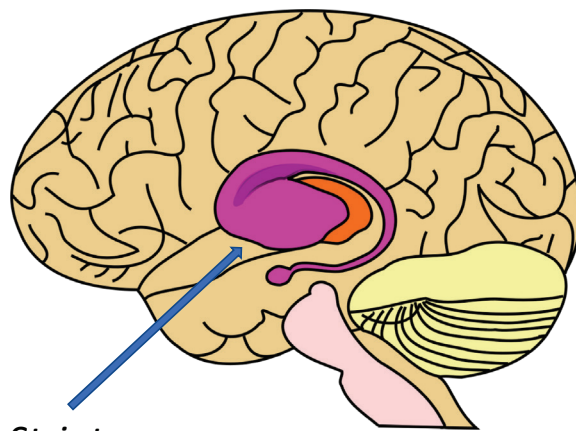
Mr House led a series of recent assemblies on the potential virtue of establishing habits. He explained how the brain likes habits, because it requires little thought, which in turn takes the minimum amount of energy. This explains why habitual behaviour becomes established, as it actually has an evolutionary benefit for human beings.

Mr House went on to explain that habits become 'hard wired' into our behaviour in many aspects of our lives: eating

patterns; responses to a parent's questions; or homework completion. The really positive thing is that the brain is 'plastic', which means that it can change, and therefore habits can change for the good. Recognising the habits we have subconsciously adopted, and knowing they can be changed (if negative) or developed further (if positive) is the most important aspect of human behaviour. *Pictured below is a slide from his assembly which depicts the areas responsible within the human brain.*



Pre-frontal cortex
Complex thought



Striatum
Habitual behaviours

KEY DATES – YEAR 8

End of spring term (3.05pm)	5th April	Start of summer term	23rd April
Positive mental health evening	7th May	May half term	27th May to 31st May
Greenshaw Awards Evening	9th May	End of summer term	23rd July

JOIN US ON TWITTER AND FACEBOOK!



You can find us on Twitter @greenshawhigh

Or find us on Facebook @GreenshawHigh





YEAR 8 CONTACT LIST

Head of Year: Mrs R Blackham (maternity leave)

Acting Head of Year: Mr M Feenan – mfeenan@greenshaw.co.uk

Deputy Head of Year 8: Ms J Wilson – jwilson@greenshaw.co.uk

8ABL – Miss A Brailsford – abrailsford@greenshaw.co.uk

8AGY – Dr A Grey-Areben – agrey-areben@greenshaw.co.uk

8CI – Miss C Izzard – cizzard@greenshaw.co.uk

8DRL – Mr D Rollins – drollins@greenshaw.co.uk

8MCH – Mr M Chanter – mchanter@greenshaw.co.uk

8MDC – Miss M Decret – mdecret@greenshaw.co.uk

8MSY – Mrs M Sayarh – msayarh@greenshaw.co.uk

8NWF – Miss N Wiffill – nwiffill@greenshaw.co.uk

8SRB – Mrs S Robb – srobb@greenshaw.co.uk

8ST – Mr S Trafford – strafford@greenshaw.co.uk

8THV – Mrs T Harvey – tharvey@greenshaw.co.uk

ACTIVITIES OUTSIDE SCHOOL

Child Genius

DO YOU KNOW AN EXTRAORDINARY CHILD?

EXPLORING THE EXCEPTIONAL LIVES OF GIFTED CHILDREN AND THEIR FAMILIES

We are looking for the nation's brightest children to compete for the title of **Child Genius**

If you know a child aged 8-12 years old who would like to take part, email child.genius@walltowall.co.uk call 020 7241 9225 or visit the **TAKE PART** page on our website www.walltowall.co.uk

CHILD GENIUS IS BACK

*Please be aware of age restrictions on social media
f www.facebook.com/childgeniusuk/ @childgeniusuk

EPSOM EWELL BOROUGH COUNCIL

Bourne Hall Museum Kids Club
bringing history alive

WE LOVE Kids in Museums

CATS CLUB ROBOT WORKSHOP

Wednesday 10 April, 10.30-12pm & 1pm-2.30pm. Craft, Art, Technology and Science spend a morning learning about robots, metals and recycling and make a fantastic robot from scrap. £8 each child -£1 sibling discount spaces are limited so please book ASAP

AN AUDIENCE WITH HENRY VIII

Saturday 13 April, 11am-12pm & 1.30pm-2.30pm. The king who was never meant to be. Thrust into the forefront following the death of his brother, King Henry VIII became one of the most iconic of England's monarchs. Enjoy an audience with the King and listen to his tales of court, politics, and his likes and loves. Discover the truth behind his six marriages and just how many people were executed in his reign. Learn about daily life in Tudor times. Discover what they wore and what they ate and decide if you would like to be invited to attend a banquet. Hear about their popular pastimes and how football was outlawed. Cost £5 per child 1 adult free per child both sessions are the same.

FLINT KNAPPING

Tuesday 16 April, 11am-12.30pm & 2pm-3.30pm. Learn to shape flints like the ancient Stone Age craftsmen and discover the lost art of making stone tools. As part of a small group under the tuition of master flint knapper, James Dille, enjoy the opportunity to make your own authentic Stone Age tool to take home. Learn some of the ancient survival skills needed to live in a hostile environment, where woolly mammoth and sabre toothed tigers roamed freely. There will be an opportunity to buy some replica tools so bring some pocket money if you wish. Children must wear trousers and closed shoes for protection during this activity, other safety equipment will be provided. Children must be 10 years old Cost per child £15, payable in advance. This includes the cost of materials to make the tool which will be yours to keep. For pre-payment please make cheques payable to E&EBC and either post or hand deliver them to Bourne Hall Museum. Places are limited to 15 children per session must be pre-booking

CAVE PAINTING

Thursday 18 April, 11am-12pm & 2pm-3pm. In the deep time of prehistory early men crawled down into the darkest caves and used light from primitive candles to paint pictures of themselves and the animals they hunted. They left behind a vivid record of their way of life and some clues of what they believed in. Discover how and why these paintings were created. Then by flickering light try to create your own cave painting in our very own 'caves'. Cost £5 per child. Two identical sessions will be run, please book to reserve your place; maximum 16 children.

THE 1919 EPSOM RIOT

Saturday 11th May, 1pm-2.30pm. The attack on Epsom Police Station and the death of Sergeant Thomas Green. Discover what happened in Epsom during WWII with its crowded Military Hospitals, camps and large numbers of Canadian soldiers in Woodcote Camp waiting to go home. See how events boiled over out of hand during an incident in a local pub, which led to the infamous riot of 1919, the attack on Epsom Police Station and the death of Sergeant Thomas Green.

Further information available from David Brooks,
Bourne Hall Museum, Spring Street, Ewell, Surrey, KT17 1UF.
Tel 020 8394 1734. Email dbrooks@epsom-ewell.gov.uk
www.epsomandewellhistoryexplorer.org.uk/BourneHallMuseumClub.html

