



CHANNING

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Introduction

FROM THE HEADMISTRESS

Welcome to another bumper issue of the Channing School Magazine. Expertly edited by Wendy Devine, this publication reflects the myriad of activities and experiences that take place in our busy and productive school. I am delighted by the breadth and depth of the opportunities on offer for our students and the enthusiasm with which they throw themselves into each and every one of them.

Whether it be treading the boards in 'Chicago' or 'Annie: The Broadway Musical' or embracing the challenges of keeping our fish alive and thriving in Marine Biology Club, there is genuinely something for everyone to engage with. And, of course, there is much to admire in the classroom as well, with the joy of teaching and learning evident on every academic subject page.

I am immensely proud of the Channing spirit and community which we hold so dear and the efforts of both staff, pupils and parents that go into the developing and strengthening of both. As I said in my Founders' Day speech, I offer my tremendous thanks to everyone on the staff: our cleaners and estates, catering and administrative staff; technicians, teaching assistants and teachers of a myriad of ages and subjects.

My greatest thanks must go to our fantastic pupils who have been responsible for much of what you will see and read in the magazine. Their hard work, resilience and good humour have made this an incredible year and I hope that they will see themselves and their friends here and enjoy reminiscing over a year well spent.

With warmest wishes

Lindsey Hughes
Headmistress

Founders' Day

HEADMISTRESS' ADDRESS

It is an honour and a privilege to stand in front of the gathered school community today to celebrate the 139th year of the existence of Channing School. I love Founders' Day, which exemplifies that spirit and community that we hold so dear. The school looks amazing, and during the course of the morning it has been wonderful to see and hear the work that has gone on this year. I'd like to start with tremendous thanks for everyone on the staff: our cleaners and estates, catering and administrative staff, technicians, teaching assistants and teachers of a myriad of ages and subjects. We are a mighty team – thank you!

Among us today we have our current pupils, staff and parents, of course – but we also have alumnae, such as Katie Gosling, who is here on behalf of the Rosslyn Hill Unitarian Chapel in Hampstead, and of course alumnae who are now Channing parents too. We have former staff, including not one but two of my predecessors as Headmistress. I am ever so slightly nervous about giving this speech in front of Mrs Radice and Mrs Elliott – but I also know that they have stood here in their time and are silently cheering me on. We have former parents, former Governors, friends of the school from the local community and even some of our new staff who have not yet joined us. This gathering of generations is part of what makes our community special and it gives me such pride to lead this wonderful school.

We stand today at the end of the year and the start of the summer, with Founders' Day as a time for reflection and renewal. It has been a year brimming with challenges and triumphs, and moments of profound learning. We witnessed the blossoming of new ideas, the cut and thrust of intellectual debate and the quiet satisfaction of a problem solved. This year I deliberately chose three readings for our service which reflect the power of education, in all its forms. We heard William Ellery Channing in our first reading tell us that education is “the power of every kind”, and I couldn't agree more. I love those words:

“power to adopt good ends firmly, and to pursue them efficiently;

power to govern ourselves, and to influence others;

power to gain and to spread happiness.”

It fills me with joy that our namesake, writing 190 years ago, appreciated the importance of happiness in education, which we still highlight as the key to success. In fact what I find every year, as I search for the right readings for this occasion, is that despite having no idea that he would be giving his name to a London school for

girls, 40-odd years after his death, he had plenty to say that remains entirely relevant to the world we live in and the community we endeavour to be in 2024.

In that extract Channing also said that “education should labour to inspire a profound love of truth” and this sentiment resonates deeply with me. In this past year, we have faced significant challenges as a school community: pupils, parents and staff. I am enormously proud that in the face of those challenges we have honed our capacity for tolerance and understanding. We have navigated diverse perspectives, celebrated individual differences and fostered a spirit of inclusivity that binds us together as a school family.

Certainly this year we have been using our “power to adopt good ends firmly”. In this spirit we have underlined our ethos of service and social responsibility. At the start of the year we declared a climate emergency at Channing and the Eco Reps and Sustainability Officers are role models in their organisation, enthusiasm and effectiveness. We have also embedded and developed our partnership work in the local community, in support of our commitment to social impact. Whether it was volunteering with reading at local schools, running clubs here at Channing, or engaging with the community through HNCP lunches and Communitéas, you, our students, have demonstrated your desire to make a positive impact on the world around you. Some of you may not fully understand the scale of what we are doing and we thought you would enjoy seeing at first hand what our partnership work really means:

It seems fitting at this point to name this year's recipient of the Rosslyn Hill Chapel Award. This is given each year on Founders' Day to a student that:

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

I am delighted to say that this year the award will be shared between three students for their outstanding commitment to our Communitéas: they are Ruby Caller, Ella Darbari and Leila Levinson.

We have also had an exciting year academically, in which our classrooms buzzed with intellectual curiosity. I found Channing's musings on science in his talk on ‘The Present Age’, written just a year before his death,

fascinating. "Science has burst all bounds and is aiming to comprehend the universe," he writes. Through his tone and language you can gauge his level of excitement about what the study of science can do, although it's clear he doesn't entirely approve of all of it! However he was definitely admiring of the bravery of these pioneers, affirming that "difficulties only provoke it to new efforts". That's certainly true at Channing where our scientists have spent the year taking on new challenges to unravel the mysteries of the universe.

Likewise, as you all know, we have focused on reading for pleasure this year, and I was thrilled to find Channing's thoughts about this: "Reading is but an instrument; education is to teach its best use", and on the value of poetry, "to carry the mind beyond and above the beaten, dusty, weary walks of ordinary life". While I know that reading something other than prescribed texts might feel like a waste of time when we could be working (or spending time on our phones), Channing exhorts us to remember that literature takes us to new places and offers us new perspectives, which is more important than ever in a world that is increasingly keen to live in its own self-affirming echo chamber.

A true education extends far beyond the acquisition of knowledge and skills. It is about cultivating well-rounded individuals, prepared to not only give their best academically, but also to navigate the complexities of the world that awaits them. Here at Channing, we are preparing you for precisely this future. Our curriculum is designed to not only impart knowledge but also to cultivate critical thinking, collaboration and



Katie Gosling from the Rosslyn Hill Unitarian Chapel handed out the Chapel's annual award to three Channing pupils



Head Girls Eve and Aimee

communication skills. We encourage you to question, to debate and to think creatively. We equip you with the tools to become lifelong, fearless learners, adaptable to the unforeseen turns that life may take. In my view, this is particularly important because we are educating girls; educating you to become young women and the female leaders and role models of the future.

This year is the 150th anniversary of the Girls' Schools Association, the GSA, and it is the perfect time to honour and acknowledge the vital historical and future role girls' schools play in creating a fairer world for all. To commemorate the anniversary, the GSA asked girls, alumnae and leaders in girls' schools to contribute their thoughts on the importance of female education for an anthology entitled *Triumph Like a Girl*, taken from the title of a poem by 24th Poet Laureate of the United States, Ada Limón. Reading the anthology is extraordinarily moving and a reminder that the voice of women is powerful.

That's important because sadly the world is not yet co-ed and equal for women. While much has improved, we still suffer gender-related inequalities in all aspects of life: health care and maternity, pay and promotion, representation both politically and professionally. When Channing says "power to govern ourselves, and to influence others" this is what I hope for: that the education you receive here, the values instilled in you,

will ensure that you go on to make the world a better place, not only for yourselves but for your daughters and the generations of girls and young women who will come after them too.

Two weeks ago I went to a reunion for my own old school for the first time since I left in 1991. As many of you know, my own experience of an all-girls' education was not always a happy one and I have made it my mission as a school leader to ensure that you hear the messages that no-one told me when I was at school. At the event the current Principal, who was a pupil in the year above me when I was there, read this extraordinary poem, *Legacy* by Rupī Kaur.

i stand
on the sacrifices
of a million women before me
thinking
what can i do
to make this mountain taller
so the women after me
can see farther





This is what I want for you, that you should not be daunted to climb that mountain, and that your ambition once there should be to think only about how to improve it. Growing up in, and heading into the wider world from, a school like Channing gives you the power to do that: we equip you with the tools to be capable, strong and resilient women, who have no reason to compromise yourselves or your dreams for the future.

Just in the last fortnight I have encountered two examples of why this matters so much. Firstly, during Enrichment Week, Year 10 were lucky enough to hear Laura Bates, the inspirational founder of the Everyday Sexism Project, talk about her new young adult novel. For more than a decade Bates has offered women the chance to document their experience of everyday sexism and misogyny through her website and used their collective experience as a rallying cry for change. I heard her speak at a school leaders' conference a few years ago, at which 90% of the attendees were men. Leaving the hall at the end of her session, I walked out behind two of them discussing what they had just heard. "Oooh, I feel really told off", said one to the other. "Yes", agreed his friend, "she's a proper ranty feminist". And there, in three words, her entire professional career – and her vital message – were dismissed.

The second example of why we need that change is exemplified in one woman who was in London last weekend and who I know is very close to many of your hearts: Taylor Swift. At the 2019 Billboard Women In Music award show, Swift was recognised as 'Woman



of the Decade' and gave a remarkable, utterly scathing speech about her experience as a successful woman in the music industry: essentially, she said, whatever you do people will have a problem with it. "I became a mirror for my detractors," she said. "I would keep accommodating, over-correcting, in an effort to appease my critics."

At the recent Glastonbury festival, you might be shocked to know that, prior to this year, they've managed exactly four female headline acts on the main stage in total this century. It's always been a battle for female artists to get the representation they deserve. Time and again, popular culture made for a predominantly female audience is dismissed or underestimated. Taylor Swift unapologetically



Mrs Hughes was joined by two former Channing Headmistresses, Mrs Radice (left) and Mrs Elliott (right)

creates a space for girls and women and it's notable that the symbol of the Eras tour is friendship bracelets.

As Caitlin Moran, another ranty feminist who I admire immensely, put it in an article in The Times this week, "the primary grumble [of those who dislike Taylor Swift] seems to be: does she need to be this big? Does she need to make this much money? ... Couldn't she just be a nice lady and let Billie Eilish and Charli XCX have their No 1 albums too? ... In short, isn't she being a bit selfish conducting her career entirely for herself? ... There is a deep irony that, without scandal or dirt, with no calamity or collapse, just a \$1 billion tour that has left women and girls in five continents ecstatic, the only thing left to beat Swift with is her success."

While these attitudes persist there is still plenty of work to be done, and it's work we embrace wholeheartedly to ensure that you will leave Channing ready to express yourself, stand up for your rights and beliefs and persuade others of your position.

There is no doubt that the world you will inherit is a complex one, filled with both immense potential and significant hurdles. Global interconnectedness, technological advancements and ever-evolving social landscapes will continue to shape the world in which you live and work. I have spent a lot of time with the Senior Leadership Team and the Governors over the past few months thinking about just that. I am very excited that in January 2025, on the 140th anniversary of the founding of the school, we will publish our new 10-year strategy, a vision for Channing 2035. It is quite deliberate that we have been this ambitious, looking forward to what we want for the Channing School that will turn 150 in that year.

The classes of 2035, 2036 and 2037 are already in the school, in Reception, Year 1 and Year 2. We have found it exhilarating, challenging and, at times, deliberately uncomfortable, to think about what the world may look like and what the students of the future might need from us and their education. During the course of the



EACH OF US IS MEANT TO HAVE A CHARACTER ALL OUR OWN, TO BE WHAT NO OTHER CAN EXACTLY BE AND TO DO WHAT NO OTHER CAN EXACTLY DO.

autumn term there will be opportunities for you to hear more about our thinking and the tools we believe the Channing students of the next decade need to navigate the complexities of the future.

We know that there are certain things that remain constant. We remain committed to Channing's maxim that "Each of us is meant to have a character all our own, to be what no other can exactly be and to do what no other can exactly do." To achieve this the value of a strong work ethic, the importance of clear communication and the ability to think critically will never diminish. These are the cornerstones of success, no matter what path you choose.

At this point I want to thank and say farewell to those staff who will be leaving us at the end of this academic year. Mr Thomas has been with us in the Maths department for less than a year but he has certainly enlivened our existence and we wish him the very best in his next adventure. In the Junior School we bid farewell to two of our former teachers, Miss Walker and Miss Bharucha, who returned home to New Zealand and India respectively after two happy years at Channing. Thank you for all you have contributed to the life of the school in your short time with us.

Our Senior School counsellor, Abisola, leaves us after three years in post to develop her professional practice beyond school. I know that hundreds of girls owe her a debt of gratitude for her time and patience in helping them navigate the difficult times in their lives with her trademark deep compassion and skill. I know that she will be equally missed by her colleagues, who value her calm and thoughtful company.

Likewise Miss Leighton has had an impact on hundreds of Senior School girls through her LAMDA teaching since she joined the school in 2016. An actor herself, her teaching always enhanced the confidence and performances of Year 8 and Year 9 as they prepared for their exams. Having relocated out of London during her maternity leave, she has made the decision to focus on family life for now. Both Abisola and Amy go with our very best wishes for the future.

We say goodbye also to Mrs McEwen, who has been a teaching assistant in the Junior School since 2015: she will be sorely missed by girls and staff alike. Ever resourceful, always caring and thoughtful, and with a warm sense of humour much enjoyed by her colleagues, we are sorry that your time with us has come to an end. However we wish you every happiness in the future and hope you will keep in touch.

Frau Stöckmann has been teaching German at Channing for an extraordinary 28 years. Instilling a love of the language and culture in generations of Channing girls, she is a warm and generous colleague who is much loved in return. She is utterly deserving of a long and happy retirement in the company of her family and friends. We thank you for your commitment and hard work over a long and successful career: you go with our love and best wishes.

You might think that at 28 years' service, Frau Stöckmann would be the last person I mentioned today. However Miss Watts is retiring as a visiting piano teacher after 41 years of teaching at Channing, having joined us in September 1983. It is a quite phenomenal achievement to work in a school for that length of time. I cannot begin to thank her enough for the extraordinary impact she has had on the lives of countless pianists and the wider life of the music department in that time.

As we turn the page on another academic year, I am filled with immense pride for the accomplishments of our remarkable school community. As Channing put it in our first reading, "The intellect was created ... to be active for the acquisition of Truth". I think we accomplish that. We know that the world needs individuals who can understand and connect with others, who can build bridges instead of walls. A Channing education teaches you the power of empathy and compassion.

At the school event I mentioned earlier, the Principal declared that there's no point in just telling someone to be confident. Rather, she said, confidence is bravery. Confidence comes from each incremental moment of taking a risk, of trying something new, of being 10% braver and succeeding. We provide you with a platform to do just that, to explore your talents, develop your passions and discover who you are. That is the power of a girls' education, a Channing education. The future belongs to those who are bold enough to dream and capable enough to turn those dreams into reality. And I have no doubt that each and every one of you possesses the power to shape the world in profound ways. We look forward to watching you do it.





SENIOR & SIXTH FORM

Beyond

THE CLASSROOM

Careers

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



Interview Skills Evening



Higher Education Fair

Channing students have again this year been presented with a wide-ranging array of careers and higher education opportunities, under my auspices. I was the Director of Progression Guidance at a large sixth form college and I see careers and higher education as the two sides of the same 'progression' coin. I am looking forward to integrating the two elements, whilst retaining the distinctive events in the Channing calendar and adding new ones.

A new development at Channing, introduced initially last year by Ms Kung to Year 13s and extended down to Year 10 this year has been the destination platform 'Unifrog'. Students can explore different pathways, get up-to-date careers, university and apprenticeship information, draft their CVs and personal statements and record their various activities all in the same place. Teachers can see the different options students are considering and provide the best advice and feedback.

The focus in the autumn term is always supporting Year 13 students in making their applications to UK and overseas universities, and for Art foundation and other courses or gap-year activities. Much time and effort goes into crafting personal statements, teacher references and narrowing down the list of university course choices to just five. Mrs Hughes discusses each student's application with her before it is submitted. Channing students have received offers from a wide variety of universities. Our highest number of offers has been from the University of Manchester, with Bristol, Leeds, and Nottingham all proving very popular. Four students have offers from Cambridge and two from Oxford.

In January the Interview Skills event for years 12 and 13 included two keynote speakers and some assessment centre activities, as most employers use these methods first to select the candidates they will interview face to face. The Year 11 student careers leaders assessed the performance of sixth form students in the group exercise very accurately!

During February all Year groups enjoyed another 'Careers in Sport' week, with years 7, 8 and 10 thinking about how skills developed in sport like teamwork, motor coordination and communication translate to the workplace and other year groups hearing from sports lawyers, coaches and sports marketers. In March Year 12s, joined by those at St Aloysius' College, participated



Springboard Day University Speaker

in 'Springboard to the Future' day when they started their research about universities and courses and heard talks from university academics and student ambassadors. Occasional careers speakers included an economist, an ophthalmic surgeon and a shoe designer and maker.

The Careers Convention in June is always a highlight. More than 30 speakers this year covered a number of potential careers from composing to naval architecture. After a keynote address, in the afternoon we welcomed more parents and visitors to a careers fair and networking event. Visits to workplaces are promoted and prized, but work insight can come from school-based activities too. Some Year 10s during Enrichment Week went offsite, accompanying their parents to work or visiting in a group AtkinsRéalis, Google, Ally Health and Deutsche Bank. Others joined the Foreign & Commonwealth Development Office for a virtual visit from school and yet more students worked in teams to design a piece of inclusive tech which we have submitted in the Samsung 'Solve for tomorrow' competition.

Other careers-related activities throughout the year included Year 9 completing Morrisby Aspirations assessments, Year 10 completing their Morrisby Profiles and Year 12 having 1:1 careers discussions with a qualified careers adviser. Years 11 and 12 are currently organising their summer holiday work experience. Year 11 and 12

Student Careers Leaders Olivia, Catherine, Alice, Ashani, Sereny, Charlotte and Tara were really helpful and the new recruits in Year 10 Anna, Zoe, Amara, Sasha, Daisy, Erika and Ella are proving equally effective. Sincere thanks also to Ms Marcu, Careers Coordinator and Mrs Bell, Higher Education and Partnerships Coordinator, for their unfailing support.

A career is one's living, learning and working, so every Channing student has already started her career. We cannot prepare young people for the working part of their career unless they have some idea of what work involves. For this we need kind volunteers to host visits and placements, come to fairs and events and give talks. We would like to thank every colleague, parent, alumna and friend of Channing who has contributed to enriching the Careers Programme and ensuring Channing girls have these opportunities – your support is greatly appreciated.

Nicola Wilberforce,
Head of Careers and Higher Education

Duke of Edinburgh's Award

The Duke of Edinburgh's Award is intended to introduce worthwhile leisure activities and voluntary service, as a challenge to the individual to discover the satisfaction of achievement and as a guide for those people and organisations who would like to encourage the development of their younger fellow citizens.

The Award is organised into four sections:

Volunteering – participants give practical service to individuals and to the community; for example, mentoring younger pupils, assisting at a charity shop or helping to maintain footpaths in the countryside.

Skill – participants follow and make progress in a skill of their choice; for example, playing an instrument, learning a new language or attending a cooking class.

Sport – participants follow and make progress in a sport of their choice; for example keep-fit, swimming or martial arts.

Each section should be attended once a week for an hour and should total between three and 18 months, depending on which Award is followed.

Expeditions – participants must undertake one practice and one assessed expedition of walking and camping. Y9 Bronze expeditions took place in The Chilterns and The New Forest in June. Y10 Silver expeditions took place in Box Hill at the start of the summer term and the South Downs straight after Founders' Day. Y12 Gold expeditions took place in Yorkshire in October half term for the practice and the assessment, in Brecon at the end of the summer term.

Residential – for the Gold Award, participants must also undertake a Residential. This involves spending 5 days and 4 nights away from home on a shared residential activity with people you have never met before.

Channing School is its own Operating Authority and offers the Award at all 3 levels, Bronze, Silver and Gold. The Bronze level starts in the Autumn term in Year 9, Silver in the Autumn term in Year 10 and the Gold in the Autumn term in Year 12.

Mrs Smith and Miss Gibbins look after Bronze, Ms Goodall and Mr Daurat run Silver, and Mr Hill and Ms Yun lead Gold, with Ms Yun managing the DoE Award at Channing.

TRAINING AND ASSESSED EXPEDITIONS

Preparation for the Bronze Duke of Edinburgh's Award (DofE) starts in January, introduced to Year 9 students through dedicated lessons. It is an opportunity to promote personal growth, teamwork, and resilience. The curriculum includes map reading, compass skills, plotting and planning a route, how to put up a tent, and much more. All of these skills will help year 9 students to complete their expedition. All students in Year 9 received comprehensive First Aid Training, delivered by professional instructors. The course aims to give students the skills to deal with most emergency situations they might face during the expeditions. These experiences not only cultivate essential life skills, but also foster a sense of achievement and independence. By participating in the Bronze DofE Award, students are encouraged to step out of their comfort zones, develop new interests, and make a positive impact on their community.

The two Bronze DofE Expeditions (Training and Assessed) took place during Enrichment Week, from the 18th to the 20th of June.

BRONZE AWARD



Are We Out Of The Woods Yet on Twmpa, Brecon



BRONZE DOFE TRAINING WALK EXPEDITION: CHILTERN HILLS - 18 JUNE 2024

This consisted of a day trip to the Chilterns. Accompanied by a member of staff (instructed not to help!), the groups headed off on a 'Training Walk' to practise their map reading and navigation skills.

Here is an account of the day from Lettie Montagu-Abrashi from the group, *Already Lost*:

For the DofE training walk trip, we went to the Chiltern Hills. We had a great (though slightly muddy) time and it was helpful to have some experience before the assessed expedition. Our group was called 'Already Lost' and that very much applied during the walk – as we took a few wrong turns along the way and ended up very confused. Eventually, we got back on track, and ended up being first to the finish despite the setbacks. We sped as fast as we could towards the end, as – due to a minor inconvenience – our group fell behind time. The 'minor inconvenience' was the entire area that connected to our path being muddy and bogged. The only way out was through it, and so off we went. Internal tears were shed but we made it in the end, although most of the swamp had relocated into our once-clean shoes. Looking back, it was very funny, but at the time I definitely did not enjoy this part. Even though we got home with litres of muddy water sloshing in our shoes, and tired aching feet – we had a great time as a team and the experience helped us a lot during the assessed trip. Who would have known through all of that we got back first! It was such a fun experience!



99 Problem & A Ditch Ain't One Of Them
on The Begwyns, Brecon



Are We Out Of The Woods Yet very excited as Harry Potter and the Deathly Hallows was filmed at nearby Malham Cove

BRONZE DOFE ASSESSED EXPEDITION: NEW FOREST – 19-20 JUNE 2024

The Assessed expedition took part in the beautiful New Forest. Over the course of two days, the students had to walk a minimum of 24 km, camp for one night, and prepare four meals for themselves. All of this marked a major milestone for many of the students.

As expected, many students found the first day challenging, but all of the groups improved in leaps and bounds by the second day. As a result all 109 students passed the expedition element of their Bronze Duke of Edinburgh's Award. We are very proud of their efforts and their fantastic achievements and hope they are too.

Here is an account of Day 2 on the Assessed Expedition from Isla M from the group, The 5 Musketeers:

After a long first day of walking and a disturbed seven hours of sleep, we crafted our gourmet instant porridge on day two. We felt slightly lethargic, but overall enthusiastic. Together, we walked along roads and shaded paths to our picnic spot. It was getting hotter and we made the mistake of eating in the sun, so shortly after lunch one of our team members felt sick due to the heat. Unfortunately, at this point we were lost in an open field and together we had to calmly and slowly navigate to a road. DofE has taught us that when things don't go to plan you have to work together to find a solution.



PE ACTIVITY DAY: NEW FOREST – 21 JUNE 2024

After two days of walking in the New Forest for their Bronze Duke of Edinburgh's Award, Year 9s took part in two outdoor activities as part of their PE activity day. The activities included: low ropes, high ropes, pioneering and raft building. These activities gave the Year 9s an opportunity to develop their teamwork and organisation skills and have fun.

Here is an account of the PE Activity Day by Georgina V:

The high and low ropes consisted of exactly what you would expect; walking on high and low ropes. The raft building was building a raft with planks, barrels and ropes and seeing if it was functional by putting it on the lake and competing with other teams by sailing to the other side. The pioneering was us being set the task of building a catapult with wooden planks and a long, thick piece of elasticated rope. It was a busy trip that ended with an eventful day, and we were very ready for the bus ride home!



SILVER AWARD

SILVER TRAINING DAY MARCH 2024

Our journey began on a bright cold Saturday in March when nearly a year after completing their Bronze award we put the Y10 skills to the test again and they did not disappoint. It was a brilliant day when students impressed us with their enthusiastic participation in cooking, navigating Waterlow Park, and putting up tents.

Their concentration and focus on route planning was exceptional as they mapped out their three day practice expedition completing it in record time!

We knew we had a special group of students on our hands after observing the cooperation and teamwork right from the start.

PRACTICE EXPEDITION APRIL 2024

In April these skills were really put to the test in Boxhill and there was a little reality check with the realisation that navigation in the field was more challenging than traversing the familiar landscape of Waterlow Park. They stepped up to the challenge and became more proficient each day. They coped valiantly with some extremely cold nights but the sunshine and absence of rain were a blessing. They finished more confident and ready for the quick turn around to plan and complete the assessed expedition.

The grand finale of our Silver cohort – the Assessed Expedition, straight after Founders Day.

The weather was perfect as we arrived in Shoreham-by-sea, a sunny, cloud speckled sky with a coastal breeze for day one. It was evident that lessons learned on the practice had been used to improve the way groups had planned for the Assessed.

Students were well prepared having smoothed out any teething problems from April. Pollen was high, impeding some, but determination to finish got the upper hand and adversities were overcome. Now seasoned hikers, menus were adventurous and hearty, haute cuisine alfresco- with only a few smoking Trangias spotted!

Being at one with nature at Wolstonbury Dreaming, Chantry Farm on night two, had never been so picturesque. The rustic charm of the eco-amenities persuaded even those most dependent on creature comforts that another way of living could be ok for a short time! Beki the owner complimented Channing pupils repeatedly on their exemplary adaptable attitude and consideration and awareness of others. We too were extremely proud of their fantastic teamwork, mutual support, determination and enthusiasm which enabled them to successfully complete this three day physical mental challenge with smiles on their faces. With thanks as always to the hard work of staff and ex-Channing students without whom this would not have been possible.





Y10 Silver DoE pupil list

Ruby C	Bea A	Flora G	Sofia B-J
Soraya C	Carlotta B P	Daisy L	Alexa M
Lillia H	Aria B	Amara P	Sophie S
Yuli O	Imogen C	Diya B	Kiki T
Bella A	Kaia T	Ester K	Margot R
Sylvia B	Chloe C	Martha R	Amelie R
Lucia K	Clara E	Nadia Z	Zinnia W
Gretel M	Ava N	Siena B	Christina C
Alice M	Bailey R	Ella F	Dinah G
Lucy O	Emily S	Sasha M	Darcy G
Elika D	Rosa B	Annabelle S	Emilie L
Martha G	Stevie B	Lila S	
Hermione H	Rachel C	Saara T	
Alexa L-B	Zoe F	Jessica T	

GOLD AWARD



Training started immediately on Thursdays at lunch in the first week of term in September with groups being formed and the Yorkshire practice routes being mapped out straight away for the expedition in October 2023. Upgrading to a gas Trangia meant real cooking could take place and a glow in the dark compass meant we had to practise walking in the moonlight! Lessons were learnt from the practice trip and were soon noted in preparation for the assessed trip to Brecon in July. On reflection, some realised: they were stronger and more resilient than they had thought, mind over matter can win, they enjoyed uphill rather than downhill and they loved Wales and appreciated the UK countryside with the Gold DoE Award – thank you Channing.

Gold DoE Student list

Madeleine B	Liviana F	Ava P	Charlotte S
Maya C	Sophie M	Zoe Q	Lana S
Catrin C	Tara M	Saskia R	Scarlett S
Lotte C	Erica M	Aimee R	Poppy W

Extended Learning

Our Extended Learning programme has been expanded this year. The Sixth Form and Years 10-11 have the opportunity to gain a qualification that involves developing research and essay-writing skills on a topic of their choice, as well as extending their presentation skills. Year 8 students attended these presentations this year, while Year 9 have been working on research and oracy projects and Year 7 have their own bespoke Ellery programme.

THE EXTENDED PROJECT QUALIFICATION

The Extended Project Qualification (EPQ) is a fantastic opportunity for Sixth Form pupils to devise, plan and carry out an independent research project – either a 5,000-word essay or an artefact and accompanying 2,000-word report. EPQ has been running successfully at Channing for several years but this year saw some exciting changes: for the first time, Year 12 pupils started the EPQ course in September and the whole cohort completed the first term of weekly research and project management lessons. In the spring term pupils were given the option of continuing with EPQ or doing a Channing Project (a presentation in front of their teachers and peers).

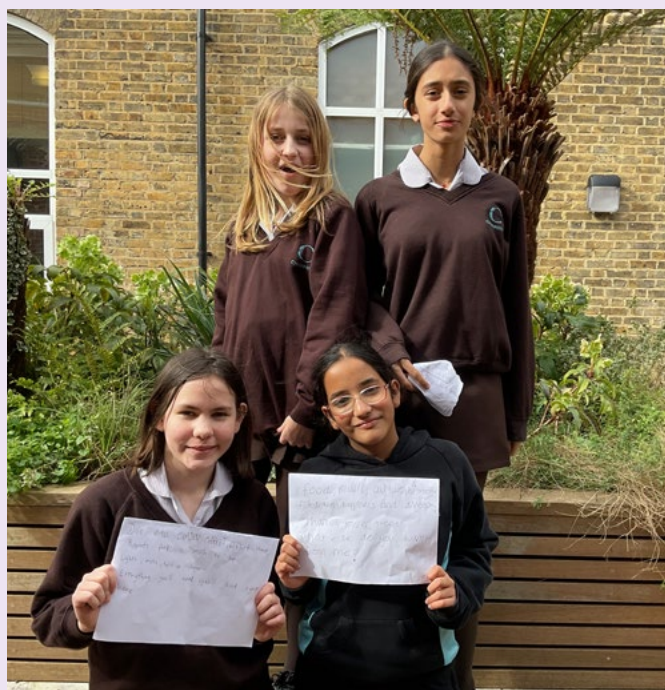
By May half term, 22 students in Years 12 and 13 had completed projects, including doing a presentation and Q&A on their work.

The Year 12 titles could not have been more varied. A number of students chose arts-related topics, for example metamodern cinema and literature, queer art, music-related fandoms, fashion, sport documentaries and advertising. There were also projects on Politics and Economics, for example corruption in South African politics, anarchism in 21st-century UK society, inheritance tax, morality within economic markets and the cost of interruptions on women in the labour market. And there were numerous topics on Psychology or Biology, for example on alcohol use disorder, coeliac disease and the prevalence of suicide in Japan. Geography-related topics included determining responsibility for achieving net zero and analysing the impact of the skiing industry on climate change, as well as analysing the significance of coastal positioning to a country's economic success. This year we also had two artefact projects – a quilt inspired by the Gee's Bend quiltmakers and a drawing of a Japanese yokai.

The Year 13 projects consisted of essays on the regulation of AI by UK intellectual property law, US anti-narcotic assistance in Bolivia and tailoring architectural design to meet the needs of individuals with ASD.



Using enzymes to make fruit juice



Students explored London's heritage

Supervisors played a crucial role in the new programme. Six teachers – Mrs Bhamra-Burgess, Mr Daw, Ms McGovern, Ms Rao, Mr Starr and Ms Walker – delivered the skills lessons and then mentored students through the (at times) daunting process of completing a project. I am extremely grateful to all the teachers who supervised projects this year for their fantastic support of students.

Reflecting on their projects, pupils made the following comments:

Over time I established a good way of how to evaluate whether a source is credible, such as checking if it was peer reviewed and researching into the author's background to check their credibility

I used footnotes, which I found quite complicated, but it has become a skill that I'm so grateful to have learnt early on in my A levels, as I can now apply this to my Geography and History coursework.

I believe that the skills EPQ teaches you, the preparation it gives you for university, and of course the fascinating things you will learn, are invaluable.

Isobel Ramsden

HPQ

For Project Qualification 2, Year 10 students selected a question to research over the summer holidays. They got to grips with the rigours of academic research and project management in order to prepare a 2,000 word essay during Year 11 under the expert guidance of staff who volunteered to supervise them.

Congratulations to the 13 students who completed their essay on a wide range of topics ranging from the Second Law of Thermodynamics (Catherine) to whether Stalin was successful in creating the ideal Soviet state in Czechoslovakia (Amy). Their excellent presentations were attended by Year 8 students (for the first time), peers and teachers including Mrs Hughes, and they included impactful research and communication methods. For example, Sereny's on the positive impact of dance on Parkinson's disease included interviews and a demo, and Natasha's on the benefits of sharks.

A CORNUCOPIA OF OPPORTUNITIES

Younger students were spoilt for choice: Year 9 students participated either in Teentech or the CREST award (a nationally recognised scheme for student-led STEM project work), with some intrepid students writing an essay for the John Locke Junior Competition. Alternatively, students participated in extend!, researching a topic of their choice to make a one minute video about it to enhance their analytical and oracy skills.

Forty-three students in Year 7 enjoyed four weeks of Extended Learning in the Ellery Programme where three STEM, three MFL and two Humanities options were offered: MicroBit programming, Maths Alien Invasion, Advanced Practical Skills, French rocks, Flamenco, Discover German, Archaeology, and discovering London's Heritage. Students presented what they learnt at a Year 7 Assembly.

A huge thank you to all staff who make these opportunities possible for our students who can look forward to exciting extended learning in 2024-5.

Eleni Pavlopoulos,
Head of MFL

Partnerships

Channing students this year have continued to engage positively with the community and local schools. The Education + programme has grown over the course of the year and has embraced more schools and even more activities as well as clubs. A firm belief in cultural capital and academic enrichment continues to be the bedrock of the Education + programme, in partnership with HNCP, St. Aloysius' College and Brookfield Primary School.

Once again, we have been fortunate in being able to utilise the facilities at St. Aloysius – particularly their Design and Technology specialist rooms and Food Technology room. This year we were also able to take advantage of the Food Technology room at La Sainte Union School, where we held one-off baking sessions where students from Channing Senior School worked alongside La Sainte Union students to cook some well-loved favourites such as apple crumble – guided by Channing catering staff.

A number of new clubs were introduced this year: Gaming club, for example, where students recreated some favourite games from the past whilst developing their coding skills. Reading club at the Highgate Literary and Scientific Institute (HLSI), Breakfast club volunteering at Highgate Primary, as well as gardening club saw Channing School collaborate with other institutions such as HLSI, Harington as well as William Ellis School. Mrs Williams, Young Enterprise (YE) coordinator, also instigated a joint YE company between Channing and St. Aloysius' College students where there is a focus on building entrepreneurial skills as well as essential skills such as collaboration, communication and public speaking.

Continuing on from previous years, Channing colleagues have once again been involved in a growing number of activities that have helped to enrich the lives of many students and local residents. Channing student volunteers continued their support of the extremely popular HNCP Communita held monthly at Channing Senior School. The Communitas are held in association with HNCP, and see local residents invited to Channing for afternoon tea, some company and help with their digital devices.

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

Jennifer Kung,
Director of Social Impact



Channing and St Aloysius' College enjoy cooking



The Channing partnership with St Aloysius' College has gone from strength to strength

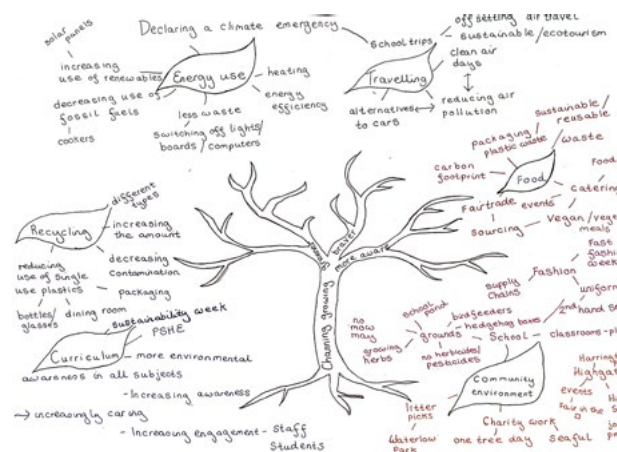
Sustainability

This has been an extremely exciting year for sustainability at Channing.

GREEN FLAG

We started the year in September with Channing being awarded the Eco Schools Green Flag award with distinction. Our feedback from their committee was extremely encouraging and also gave us good ideas of how to keep improving. Here is a short quote:

"It's wonderful that you have appointed such a representative Eco-Committee, this shows your school's excellent commitment to both the programme and the eco-cause. We love your democratic and fair approach to appointing Eco-Committee members. It's great to see that other pupils played a part in the process. It was also wonderful to see that they were supported by no less than six members of staff and that key members of the SLT were deeply involved."



CLIMATE EMERGENCY

In October a Climate Emergency was declared by the Sixth Form Sustainability Officers Lola Majurey and Grace McBain together with the Eco Rep team. This announcement followed many months of discussion and planning triggered by the Eco Reps watching COP27 on the news and desperately wanting to be part of the solution. The process involved the Eco Reps hosting discussions, first in form times, then with Mrs Hughes and Miss Hamalis. The pupils then presented their case to the School Governors with the aplomb you would expect. Every step of the way the Eco Reps have been thrilled to receive thorough support and commitment from across the school community about this important issue.

By declaring a climate emergency at Channing the school is recognising that climate change is a serious threat to the world and commits us to act quickly to mitigate some of the consequences which we are already seeing. We are announcing that, in our small part of North London, we want to make a difference. Students and staff have heeded calls to action from the likes of Sir David Attenborough: "We're at a tipping point... If we have not taken dramatic action within the next decade, we could face irreversible damage to the natural world and the collapse of our societies. We're running out of time, but there's still hope" and UN Secretary-General Antonio Guterres "Now we know what must be done... by everybody, everywhere, every single day, doing everything we possibly can."



SPRING SEEDS

In the Spring Term the Eco Reps took part in the RSPB schools bird count in the quieter grounds of the junior school and went to visit Gillespie Park Nature Reserve to learn about different wildlife-promoting strategies that have been piloted there. Here is what 2 of our year 10 eco reps Siana and Alexa had to say about it.

“On the 22nd of March, Channing’s eco reps had the wonderful opportunity to participate in a visit to Gillespie Park, located in Islington. We spent the day learning about conservation by partaking in activities such as nature walks and learning about the history and importance of the site, and how climate change and human activities have impacted the nature of the park. As well as this, we listened to a fascinating talk from one of the leaders of the site, educating us more on the pressing issue of climate change that affects our daily lives and the ways in which we can mitigate this matter. Finally, after exploring the site, we used binoculars to investigate the biodiversity of the bird population in the surrounding area. Many thanks to the staff who made this trip possible; it was a very enjoyable trip!”

The eco reps also worked very hard to produce packets of wildflower seeds for all pupils in Years 7-11 to take home and plant during the Easter holidays!

The summer term saw a change of Sustainability Officers from Lola and Grace to Olivia and Bella. They have been looking at the priorities for the coming year, following the publication of the School’s carbon footprint by an independent auditor.

With the help of the school gardener four biodiverse mini nature areas have been established. Around the pond (which has newts) the sixth formers have been planting wildflowers, making a bug hotel and toad hibernators.

Here is what we will be focusing on in September by our Sustainability Officers Bella and Olivia.

“Our Carbon footprint”

There are three types of emissions that contribute to Channing’s carbon footprint: direct, coming from sources controlled by Channing such as boilers, emissions produced in Channing such as electricity and indirect emissions coming from suppliers. 5% of Channing’s emissions come from direct emissions, compared to 14% from emissions produced in Channing and 81% from indirect emissions. Therefore, it is most important to reduce the carbon footprint that Channing ensures its suppliers are more sustainable. Channing has been recommended by many methods as to how it can reduce its emissions, particularly indirect ones. such as by working with suppliers that have a greater commitment to sustainable practices, collaborating with sustainable suppliers who prioritise creating lower environmental



impacts, and incorporating more sustainable and locally sourced products into our food menu.

What is Channing planning on doing to reduce its environmental impacts?

A lot of sustainability action runs behind the scenes of our school. Olivia and I, with the help from the Eco Reps, have come up with a range of focuses for the next year.

Firstly, we are planning more charity events and guest speakers aimed at raising awareness and funds for environmental causes such as Just One Tree and WWF. These events will not only support sustainability projects but also engage our school community in meaningful activities that promote environmental values. We have already had one bake sale this term in which we were able to raise over £250!

A key aspect of sustainability at Channing is working with wildlife and the environment around us. As part of this focus, we are planning to build more bird boxes and bug hotels to create safe habitats for local wildlife. Additionally, we aim to develop our green spaces by planting more flowers. We have already started this initiative by planting new sunflowers before the half term, and we look forward to seeing them grow and brighten our school.

Energy consumption and reducing our carbon footprint is a major focus at Channing. To address this, we are exploring the installation of additional solar panels to harness renewable energy. We will also be placing posters around the school to remind everyone to turn off lights and electronics when not in use, promoting a culture of energy conservation. All of the future plans highlighted above combined with sustainable motives integrated into our PSHE lessons will hopefully encourage students to think with a more environmentally conscious mindset.

This is only a brief summary of what the Eco reps and the wider school plan to do over the next year and these focuses are just the beginning of a wider journey to make Channing more sustainable.”

Bella C and Olivia P
Year 12

SUSTAINABILITY WEEK

In November we held our second Sustainability Week, with a range of special events. Guest speakers included Conor O'Keefe from the Natural History Museum, who challenged students about the climate crisis, and Peter Hume, the Marine Ecologist from Scotland, who exposed the illegal dumping of fish in Scottish seas last summer which made international news. We again had a local sustainable arts and crafts teacher who ran a Christmas workshop. We had a walk to school day and a second-hand clothes stall, with all the money going to Just One Tree.

Every Form also received their own snake plant. Snake plants filter indoor air, help to remove toxic pollutants and are easy to care for.



Teaching & Learning

This year in the Senior School we have continued to use research based-evidence to inform our Teaching and Learning practices. For students this means we have been focusing on building a culture of fearless, effective study embedded in our curriculum and pastoral support. For teachers across the Senior and Junior school, we have developed our Principles of Great Teaching at Channing, Lesson Evaluation Toolkit. The aim is to promote consistently excellent, ambitious and inspirational teaching across the school. The toolkit is an agreed, shared understanding of what high-quality teaching really is and what it looks like in our classrooms using a shared language. Our Lesson Evaluation Toolkit is a distillation of the best research and what our staff know about the best teaching and learning at Channing.

Andrew Boardman,
Assistant Head (Teaching & Learning)

Young Enterprise

September 2023 saw the launch of our two new Young Enterprise companies as usual but this year we were able to have a joint team with our partnership school, St Aloysius' College.

This initiative was suggested by Young Enterprise to encourage state schools who had not previously had the capacity to participate in the Company Programme to benefit from the experience it gives our future business leaders and entrepreneurs. We were delighted when five brave boys took up the invitation, and Shahir, Adam, Jayden, Kevin and Solomon joined Niamh, Charlotte C, Sophie D, Kitty H, Sophia T and Taci to form Tealightful and the journey began. Our all Channing team, All About The Bow, comprising Bella C, Livi, Georgie, Eva H-B, Chloe, Eve, Maisy, Iona, Ava P, Bella P, Emily S and Bella W were about to give Tealightful a run for their money.

With much discussion and shares purchased and company articles signed, both teams got up and running in time for the Junior School Christmas Fair: All About The Bow knew they were on to a winner with a cleverly targeted product, hair bows, having spotted the recent trend and realising this would be attractive to young girls. "Don't go without a bow" was heard loud and clear by all on their way home. Tealightful's candles in a tea-cup all sold out, thanks to the new found selling skills of the team, and the St Aloysius' kitchens were once again full of wax and laughter as they re-stocked, ready for the Spring trade fairs already booked.

All About The Bow, encouraged by their first day of selling, organised themselves a stall at the St Judes Christmas Market. Here they reaped the benefit of having the most affordable product in the room and started to swell their profit line.

Spitalfields Market YE Trade Fair in February was the first chance for both teams to see the other products being produced by other schools and to experience how hard it is to sell to the passing public but both stalls looked inviting. There was positive feedback from both customers and the guest judges and some sales were made. Credit goes to Shahir from Tealightful, who did not let anyone walk past without inviting them to browse their abundant stock! If you need a salesman, he comes highly recommended.





Realising that our forthcoming stalls at Brent Cross Shopping Centre was just after Mothering Sunday, Tealightful took the initiative to book a stand at Archway Market in early March and had a very successful day. It had now become competitive between the two teams, both eager to make the most company profit for their shareholders.

At Brent Cross Shopping Centre on 16 March, we had a long day competing with a few other schools for both sales and prizes. We were not disappointed. The teams had a very productive day selling their teacup candles and hair bows. Both teams won awards on the day from the Brent Cross judges. Tealightful won the "Best Trade stand" prize for their eye-catching stall and All About The Bow won "Best Customer Service" for their excellent approach to the many and varied customers who visited their stall.

Meanwhile, All About The Bow took every opportunity to sell at both the Junior School and Senior School. Who is there left who does not have a bow?

After the first awards at Brent Cross Shopping Centre, both teams started to prepare their company report and four-minute presentations for the Company Programme competitions rounds, starting in April.

The inspiring view of The Shard from the Wells Fargo offices for the first showcase round gave a great backdrop for both teams to tell their journey so far, and they impressed the audience and the judges. Sweeping the board we came home with awards. Tealightful won the "Marketing Award" and "Best Company, Runners up". All About The Bow won "Best Presentation" and the coveted "Best Company". Both teams gained "Finalist" awards for getting their team to this stage and progressed on to the North London and Central regional finals in May at Samsung Kings Cross.

This was to be their last round. Unsurprisingly, All About The Bow was rightly awarded the Marketing award. Who has not seen their social media presence or heard of them now?

The last official selling opportunities fell during the Year 12 exam period. The Fair in the Square was ably run by Solomon, Adam and Shahir, with Georgie and then Ava P's entire family also helping out. At the Junior School Chanfest the next day, Bella P and Chloe and I had our last attempt to find any under-11s who had not already bought a bow! Success!

As I write this, we are preparing to close the bank account, share out the profits and wind up the businesses. The journey has been different for every one of the 24 students and they have learned a lot and gained some invaluable experience of business. It has been my pleasure to be their guide but none of this would have been possible without our two business advisors, ex-Channing Dad, Julian Gibbins and Anna Chuicharoen from Town Square, both of whom have given up many hours to encourage and advise the teams along the way. And of course to all of the staff who have helped out with rotas and you who have undoubtedly purchased both hair-bows and tea-cup candles, as have I.

Rachel Williams,
Young Enterprise Centre Lead



Senior SCHOOL

Art

SIXTH FORM ART TRIP

On Tuesday 18 June, as part of the cultural trips of Year 12 Enrichment week, a group of A level art students embarked on a journey, visiting a number of galleries in Central London. We started with the White Cube, to admire the striking work of Danica Lundy, followed by a short trip to see the works of Euan Uglow and his geometric figurative paintings. We finished with a visit to Christie's galleries, to admire the infamous, fabulous work of fashion designer, Vivienne Westwood, displayed at the gallery as a part of her personal collection. Overall, it was a very insightful trip that will be useful for the development of our personal investigations.

YOUNG ART

YOUNG ART is an exhibition at the Royal College of Art for school students aged 4-18 raising funds for Cancer Research UK.

It is a wonderful opportunity for aspiring artists to have their work judged by well-known professional artists and exhibited at the prestigious Royal College of Art and, at the same time, raise money for Cancer Research UK.

YOUNG ART is run by volunteers and the overheads are kept to a minimum by our loyal supporters and sponsors, ensuring that almost all the money raised goes to research into the genetic causes of childhood cancers through Cancer Research UK.

YOUNG ART is a wonderful opportunity for children who enjoy art to help other children who are suffering from cancer and whose futures are not quite so assured.

Now in its 34th year, YOUNG ART has raised over £1,000,000 for research into the genetic causes of cancer in children.

This year's theme is "OUR LIVING WORLD".

Congratulations to the following successful Channing students and especially to prize winners Adele R and Isabella N.

Commended Ella L Year 8

Commended Drawing Annika S Year 8

Commended Drawing Zoe L Year 9

Drawing Isabella M Year 9

First Isabella N Year 9

Commended Tacita T Year 11

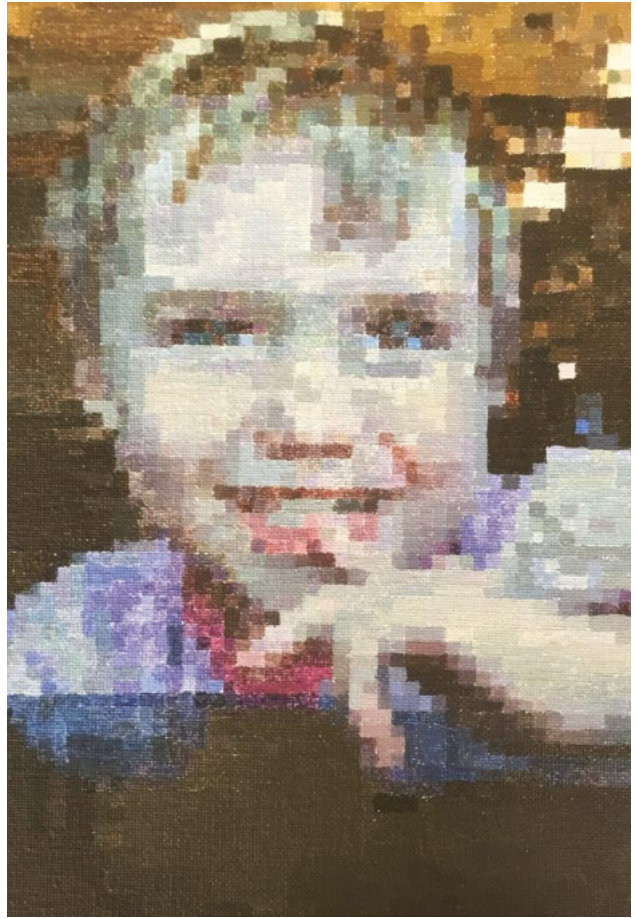
Highly Commended Sylvie L Year 12

Third Adele R Year 12

Charlotte C Year 12

**Andrew Haworth,
Head of Art**





Classics

From a fascinating maritime archaeology workshop to A Love for Classics Competition to a trip to the British Museum, it has been another busy year in the Classics department!

In November, we were delighted to welcome Dr Katerina Valentza from the University of Helsinki, who gave an inspiring talk entitled 'Sea of Classics'. We were joined by students from Henrietta Barnett School, and Dr Valentza introduced students to the field of maritime archaeology and the interdisciplinary nature of Classics. Students produced a response to ancient sources on seafaring and used them to create an acrostic poem, a storyboard and a beautiful illustration of a pirate ship coming to life. This was a unique opportunity for students to learn about a new discipline from an expert in the field and broaden their understanding of Classics.

Later that month, students from Channing, St Aloysius, La SWAP, Henrietta Barnett and Francis Holland School attended our annual Classics Symposium, which focused on Love and Relationships in the ancient world. We were privileged to hear thought-provoking talks from Dr Elizabeth Gloyn (Royal Holloway) on Seneca and the Roman family and Dr Albert Bates (Cambridge) on the role of octopuses in ancient art. We finished the evening with a delicious Italian dinner in the Dining Room.

The Classics department continues to enjoy links with partner schools. Ms McNamara and Ms Kennedy led the teaching of 'Minimus' to students from Brookfield Primary School and Fairseat, with Sixth Formers, Gigi Baxter and Celestine Brennan, enthusiastically teaching the Year 6s mythological stories. Mrs Elliot and Ms Walker continued the successful Latin Club for students from Acland Burghley, Parliament Hill and St Aloysius, with a curriculum of exciting activities ranging from Latin



Bingo to use of Virtual Reality headsets to see ancient sites, temples and sculptures.

In December we said a very fond farewell to Sarah Elliot, Head of Classics at Channing for the past decade. She led the department with energy and creativity, introducing wonderful new ideas, trips and teaching innovations. She is much missed at Channing, but enjoying her new role as Assistant Head for Teaching & Learning at Streatham and Clapham School.

Starting the new year with an exciting link to their A Level course, in January Year 12 and 13 Classical Civilisation students visited Warwick University for their annual Ancient Drama Festival. After the bawdy humour of Aristophanes in 2023, this year students were transported to the mournful palace of Xerxes following his defeat at the Battle of Salamis. Students watched Aeschylus' Persians, the earliest surviving Athenian tragedy and our only historical play. The afternoon performance was complemented by a series of lectures, including on 'Fear and the Feminine' by Dr Xavier Burton and 'Persians in Performance' by Dr Emmanuela Bakola. Our Channing students engaged in meaningful discussion about the play and demonstrated their curiosity by asking the director questions about





staging decisions during the Q&A. The day was an excellent opportunity for our students to appreciate the performative nature of Athenian drama and achieve catharsis.

Continuing the theme of Greek theatre, February saw Channing students attend UCL's production of Euripides' *Bacchae*. Students listened to an interesting pre-show talk by Dr David Bullen (Royal Holloway) on Staging the Maenads and their Gods, and they were thrilled to see the exciting tragedy brought to life before their eyes.

Classics Society has been thriving this year, with discussions led by students, teachers and guests. In March, we welcomed back Channing alumna Melissa Redman, currently studying Archaeology at Durham University. She spoke passionately on the topic of archaeology's biggest forgery, the Piltdown Man, which deceived archaeologists for 40 years and seemed to confirm the theory of linear evolution. I am sure she inspired our students to think more critically about their source material and to consider a future in archaeology.

This year we held the first Classics Society Book Club. Students read a classical-themed book each term: Natalie Haynes' *Stone Blind*, Margaret Atwood's *Penelopiad* and Ursula Le Guin's *Lavinia*. It was refreshing for students to consider the lives of such famous mythological women through a different lens, and they engaged in stimulating discussions about each figure.

In the spring term, Latinist and Hellenist Erika D (I0DK) won the Key Stage 4 category of Bloomsbury Publishing's 'A Love For Classics' competition with her poem 'A Love for Classics'. The judges loved Erika's creativity and enthusiasm. In particular, they commented: "Love for Classics shines through and demonstrates engagement with all the aspects of the subject." We are very proud of Erika's success.



In May, the Classics department took Year 8 to the British Museum to develop their understanding of Roman history. Students built on their study of the Roman invasion of Britain and discovered many ancient artefacts illustrating how Roman life evolved in Britain and across Europe during the Roman Empire. They also had the chance to delve into Greek culture, seeing the much-debated Parthenon marbles up close and learning about the different features of the temple and the myths behind the sculptures.

The academic year ended with an enjoyable, sunny day out for Year 7 in Verulamium (Roman St Albans). Students explored the Roman theatre (the only surviving Roman theatre in Britain), and the hypocaust, a precursor to our modern day central heating. After lunch, they visited the museum. A highlight of the day was the artefact-handling session, where students dressed up as members of Roman and British society at the time to understand better the social hierarchy. They then had the opportunity to examine real objects excavated at Verulamium, such as oil lamps and perfume bottles.

We are looking forward to many more exciting trips and events next year.

Zoë Bannatyne,
Head of Classics

Computing

There have been plenty of activities that have taken place both inside and outside of the confines of the syllabus. Last year pupils from Year 9 participated in the Bebras UK challenge and scored well above the national average. This year pupils from Years 7, 8 and 9 participated in the challenge with equally impressive results.

The challenge is an international competition involving students in over 50 countries. Over 408,339 students took part this year which is an increase of 11% on last year! I am delighted to announce some splendid results and achievements.

Year 7 participated in the Junior Bebras Challenge with 117,486 students taking part nationwide, and a national average score of 91.1 points. Congratulations to all Channing pupils who averaged 101 points - significantly above the national average. 25 Channing students were awarded certificates of merit and 25 were awarded certificates of distinction. The following pupils were awarded distinction and gold certificates:

7CWi

Emilia M
Saumya S

7LR

Liliana B
Amandine C-Y
Layla P

7JG

Anya A
Rafaella C
Ellie M
Thea T
Mayssa Al H
Thea I 7JG (best in school)

7KN

Louise B
Adela H-M
Ava K
Isabel M
Audrey N

7RL

Ruby R
Amelia Z

Years 8 and 9 participated in the Intermediate Challenge with some 209,746 students taking part nationwide, and a national average score of 64 points. Congratulations to all Channing pupils who averaged 75 points - again, significantly above the national average. 55 Channing students were awarded certificates of merit and 58 were awarded certificates of distinction. Well done to the following students who were awarded distinction and gold certificates.

8AK

Riana A
Sofia Neves D
Eve P
Sloane R
Mariia S
Olivia W

8HEi

Mia A
Iyla R

8LV

Emma L

8LW

Saskia B

8MH

Roxy F
Tamara P
Elizabeth S-B
Nancy S

9CS

Serrana B
Imogen B
Eleanor C
Ella C
Taryn S
Izzy C (best in school)

9GH

Caye B-F
Torri D-V
Genevieve E

Emma F

Olivia O

9GHa

Ellie S
Georgie M

9SBe

Sofia C
Edith J

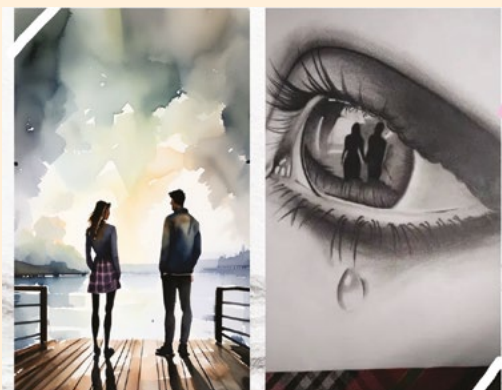
Isla M

9VS

Nia H
Elfie W

HENNEY COMPETITION 2024

The Henney Prize for computer graphics is an award open to all girls in Year 7, who produce a piece of computer art using a graphics drawing application. There were some impressive entries demonstrating creativity and the ability to use the graphics tools effectively, with Violet D 7LR, Myla M 7LR, and Lara B 7JG highly commended. The overall winner was Holly K 7JG.



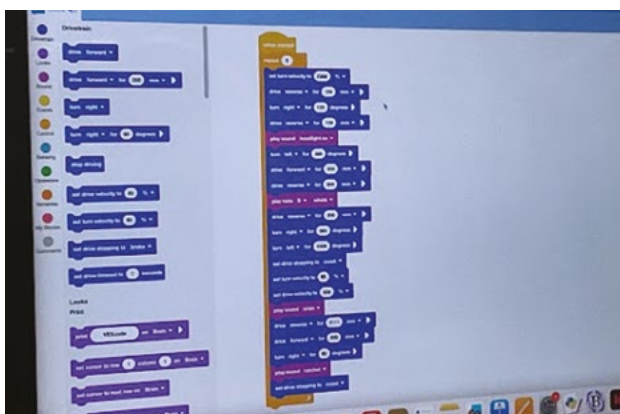
Holly K

ROBOTICS & CODING CLUB

Ms Sequira and I ran an exciting robotics and coding club where students built and programmed the VEX IQ robots to make the robots carry bricks through an assault course. This year students in the club created mobile device apps using app lab. The app development software helped students develop their design skills as well as the programming skills to make the app interactive. Pupils downloaded their apps to their iPads and Mobile devices so that they could play them at their leisure.

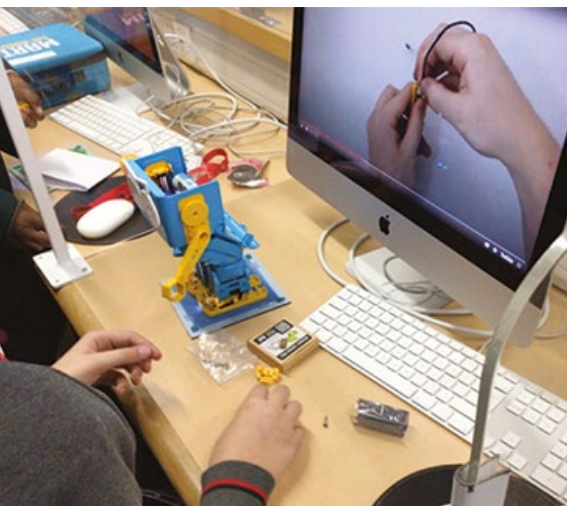


Students from St Aloysius' joined the Channing students to attend the STEM robotics club. Students were tasked with building and programming robots using the VEX robotics kits.



Aayu and Brayden are the first group to complete their robot build. They have been testing the functionality of the claw by grabbing and moving bricks from one side of the room to the other. This is in preparation for when they compete with the other groups to see who can move the most amount of bricks in a given time.

Isaac and Sophia were the next group to finish building their robot. The robot was engineered to run really smoothly and Isaac managed to break the loading record by lifting 4 bricks onto the robot's back and then transporting them to their destination. Sofia and Anoushka have been downloading code to their robot's brain to move around an obstacle course. Meanwhile, Aayu created a multiplication app using App Lab, which has a design mode and a Javascript coding mode.



MARTY ROBOTS

Pupils from Year 7 created a self-walking robot. To create their robot, first they understood how light can be used in nature to change the growth of plants. Next they learnt the ways in which the light sensor works and how it can be added to the robot. Finally they coded the robot to adjust its walking based on the readings from the sensor. The image shows the pupils trying to attach a light sensor on the Marty Robot's head.

They also used the colour sensors to make Marty the Robot move in different directions. Using this knowledge, the group planned and created their own football ground for the Robots. Next the pupils formed two teams and started coding the robots to play a football match. Next the rules of the game were decided. It was a race to create the code for their football team of Marty Robots. For bonus points the Marty did a cheer in different languages to celebrate the goal.

MODEL NETWORK RAIL SYSTEMS

In the spring term pupils built model network rail systems. They had to apply computational thinking skills, working scientifically using Maths to make sure their trains did not collide into each other and followed the specific route. The Year 13 pupils had the opportunity to apply all their computer network knowledge and create their own model network. The workshops were expertly led by Allen Tsui who is a Digital Schoolhouse Leader. At the end of the day, there was a competition to get the chocolates out of the tunnel and bring the wagon to the finish point. Congratulations to Tabitha J in Year 12 and Alice R in Year 11, who won the competition.



COMPUTER SCIENCE: MICRO BITS

Year 7 used their programming skills to create games such as a maze game and rock, scissors, paper. The pupils also made electronic badges. They also programmed the microbits with sensors to measure water pollution. One week they worked on how to measure temperature. They first tested their programming by comparing readings with their body temperature. Another week they tested light and pH levels in water.





THE NATIONAL MUSEUM OF COMPUTING AT BLETCHLEY PARK

On Friday 15 March, we went to the National Museum of Computing at Bletchley Park, and did lots of fun activities involving the history of computing and its connection to WWII.

Our first task was to visit each room to answer questions about the exhibits. We visited the Colossus exhibition and learnt how it was used to solve coded messages and encryptions at speed, as it enabled people to work out the Lorenz wheel setting and decipher more messages.

Later on, we were given a tour of the museum in more detail, and we were shown the oldest working calculator and how it works. It was massive, and so was the first computer (The Colossus) which they said took 14 years to rebuild after it was destroyed after the end of WW2. It was so cool to see that it was the foundation of the technology we have today.

We also coded a snake game using vintage computers, which was fun but also difficult as the room was filled with whirring and whining sounds that they generated. Despite this we had so much fun coding and playing the game. Incidentally, the BBC Master computers we used were the first computers Mr Holmes taught Channing students to use in 1989!

Lastly, we played lots of vintage video games like Super Mario, Pacman and Flappy birds, which was a super fun way to end the day, and I loved playing on the pinball machine.

Overall, it was a very fun trip and I really enjoyed it.

Yeva M, Year 9



NEW SCIENTIST LIVE FESTIVAL

Yr 10 Computer Science pupils attended the New Scientist Live Festival where the pupils had the opportunity to speak with scientists, attend lectures and experience the wonders of science. From learning about wildlife, understanding how robots could make farms more biodiverse, hospitals of the future, supercomputers, focussing the human brain, riding the virtual roller coaster to visiting the pop-up planetarium, there was so much to do...

Here's what the pupils had to say after the event:

"New Scientist Live was bustling with curiosity, energy and excitement. There was a race to see who could recreate a 'Gabba' molecule the fastest. There was also a thermal camera, where I saw heat travelling from my hands to my t-shirt through a myriad of colours. The trip as a whole provided me an insight into the future of science and the prospects and opportunities that I have access to. It inspired me to use my imagination and not be afraid to create."

"We watched as someone put a piece of equipment on his head, which lit up when he would think of certain things. We also stood in front of a thermal camera and saw how heat could transfer. Lastly, we saw robot dogs that were controlled by somebody sitting on the side. It was very impressive and I can't begin to imagine how they were put together. Overall, I enjoyed my time there, and found it valuable to see the many different possibilities for jobs in the future that can stem from science. Before going, I didn't see myself doing a job that was really related to science, however, now I have seen that jobs can mix the creativity that I would look for in a job, with science, that might be a career I'd want to pursue."

"I learnt about a robot that was programmed to pick strawberries only when they're ripe and without squishing them, the types and odours of plants that cause cows to burp methane, the nuclear reactions that take place in stars, the chemical stimulant found in coffee and tea. We also attended a lecture on the future of emerging technologies, and ideas for careers in the future in computer science and STEM."

"The new science event computing trip was inspiring. There were many different stalls with many different topics with many different experiences. Nothing was the same. I smelt the moon, space and the milky way. I held a stick insect. I ate toffee flavoured cricket. I studied the movements of my brain waves trying to meditate to make a ball float and concentrate to make a barrel explode. I was given many flyers for opportunities to explore my interest closer to the future. This was all a good insight on what possibilities my future had."

"Amongst other things, I learned about a new system of collecting broken satellites from space via a magnet or a giant claw. I saw how my brain affected my taste. All in all, I had a great time learning about new technology and how big a part STEM actually plays in my day to day life."

Martin Holmes, Head of Computing



Drama

Summarising the year from a Drama and Theatre Studies perspective, I return to one word time and time again: ambition.

This year has been defined by our ambition as a department – evident not only from our choice and scale of productions, but notably something very present with our Year 13 students, who have shown incredible hunger and passion during their A Level study. Our largest cohort to date, they have produced some of the most memorable and pertinent theatre making I have witnessed in my teaching career. This ranged from their surreal interpretation of Caryl Churchill's 'Vinegar Tom' a tale of witch trials and mistreatment of women, in which they used Kneehigh Theatre Company's puppetry, song and dance to weave the twisted tales of persecution and pressure to conform. Then there were their devised pieces of verbatim theatre, which delved into contrasting issues of prison reform and the contraceptive pill. Inspired by The Paper Birds Company, they used projection, recorded sound, props and interviews and real-life testimony to develop the original scripts. These are real, spiky issues, which are both personal and political. These Year 13 students have thrown themselves into everything, involvement in National Youth Theatre, applications to study drama at university, volunteering to work on short films with Channing alumnae – they have a thirst to make, see and engage with as many performance opportunities as is possible. The photos selected represent just a slither of the incredible work they have produced. We will sorely miss our superstar class of 2024 and I know we will be seeing them again – on a stage or screen near you!

Channing productions this year represented another huge feat of ambition – from the staff and students alike. The buzz of the school musical 'Chicago' has been reverberating since November and I could not be more proud of what we achieved. Our first immersive theatre production, complete with a speakeasy jazz club prior to the show itself, really did take a village to create what can only be described as our biggest achievement to date. It is hard to choose between the stand-out performances; Sophia S's 'Billy Flynn' was smooth as silk and charming to boot; Ruby D's Amos Hart tugged at our heart strings; The Merry Murderess gang (Esther D, Sereny S, Yelyzaveta Y, Molly S, Georgie G); wowed us with their ruthless sass and killer dance moves; and Mama Morton (Bea D) showed us how to "pepper her ragoul!" in the Cook County Jail. The supreme duo of Eliza C (Roxie Hart) and Evie M



Alice in Wonderland - Ks3 production



"Vinegar Tom" by Caryl Churchill





“Clink” - devised piece

(Velma Kelly) brought the classic rivalry for fame to life with unforgettable vocal and acting ability. Photos of the production will feature on the School Theatre Awards website and lighting company White Light – a testament to the epic look and feel of this once-in-a-lifetime show.

Miss Vince’s Key Stage 3 production of ‘Alice in Wonderland’ also broke new ground with the use of projection and video mapping, UV lighting and reflective set and costuming and a visit from the School Theatre Awards critics, who provided a glowing review of the up-and-coming talent in Channing. Miss Vince says of the story: “Alice’s curiosity ultimately leads her on a journey of self-discovery and growth, both literally and figuratively. Wonderland teaches us to believe in impossible things, to be curiouser and curiouser and to accept the magnificence of being different.” Wise words in a world where it can feel scary to stand out or speak

up – particularly as a teenager. As always, the show was ably guided by our resident design team Jess and Simon Maliphant Gray, whose collective dedication and imagination knows no bounds. Our mission to put Channing on the map for our professional level theatrical productions marches on!

Year 11 and 10 devised a range of political theatre pieces, whose subject matter ranged from Oxycontin addiction, online fraud, plastic surgery and how overcoming mental illness can require superhero-like strength. In this process, we see young people’s voices come through their theatre making and as they research their chosen topic, they start to feel strongly about how to engage their audiences. They learned the impact of Bertolt Brecht’s and The Paper Birds’ approach to making noise about what matters and engaging the audience with a range of non naturalistic techniques and creative storytelling, rooted in research. This is a unique privilege and something that parents and teachers can use to better understand the pupils’ passions, fears and questions about the world around them. It is always surprising and always sparks conversation.



"Miss Conception" - devised piece



Chicago – the Channing School Musical

Honourable mention should also go to our trip to the National Theatre to see 'The Effect' Lucy Prebble's examination of love and mental health in the clinical capsule of a drug trial where we were asked – is love a drug or a social construct? Students adored this reworking of the 2012 script, with the superb Paapa Essiedu and Taylor Russell presenting the most beautiful and flawed love story, directed with energy and attention to detail by Jaime Lloyd. Possibly on record as our most popular theatre visit to date!

The school year feels like a long time but, simultaneously, when we reflect on what has passed, it seems to have whizzed by in a blink of an eye. Despite the mammoth accomplishments of this year, I have a feeling that we're just getting started...

Jessica Hill,
Head of Drama and Theatre



Lamda

The LAMDA course helps students 'find their voice' and 'find their feet'. As they learn to interpret and perform chosen scenes they develop creative and communication skills while improving their resilience and ability to meet deadlines.

The sixty-four Year 8 and Year 9 students embraced the course's challenges and opportunities as shown in their Course Evaluation comments. Many students said their favourite parts of the course were 'Performing in front of an audience and meeting new people'. Other elements enjoyed were: 'choosing my own characters and pieces to work on', 'Gradually learning more about my character and going into depth', 'thinking of how to make the scenes my own by adding physical and vocal choices', 'working in harmony with my scene partner', 'Performing the pieces to each other in class – giving and getting feedback', 'how my pieces changed over time and improved in each lesson with the help of the teachers'. 'Being able to express the feelings of other characters', 'I really enjoyed making friends through LAMDA', plus 'seeing other people's amazing performances and learning from them'. 'The showcase was soooo fun', and some 'will miss the warm-ups'. The students are proud of how: 'my skills have improved throughout the course and I have become more involved in class', 'I am now able to perform with more confidence and skill', 'I am now louder, clearer and I exaggerate my movements.', 'I developed my skills of analysing scripts and working on them based on my theory answers', 'I improved in my ability to revise', 'The duologue went and working with someone else to create something fun', 'the satisfaction of seeing the change from the beginning to the end.' and 'Although it was hard, it was fun and I completed the course'. An increase in confidence is what most students value about the course: 'Being able to speak in public and in front of an audience', 'crowd' or 'large group', 'which can help inside and outside of school'. They also value 'Social skills and I felt balancing both homework and LAMDA was very useful for time management.', 'Being able to stay calm in scary situations', 'being able to work in a team', 'Learning to understand characters' feelings and objectives', 'Learning how to roll with the punches and how to think on the spot' and 'learning how to express my emotions as a character through facial expressions, physicality and voice.' Some skills they will take away: 'Naturalness and calmness', 'Confident speaking', 'Learning how to control my nerves.', 'Diction, analysing scripts and projection of voice', 'Controlling my breathing', 'LAMDA has taught me to always be confident and go out there even if I'd be the only one. It has also shown me how to step in other people's shoes.' and 'LAMDA taught me life skills as well as drama skills, so basically everything.' Final feedback: 'It was really nice having something entertaining to do every Tuesday. 'LAMDA is SOOOO fun!!!!', 'I loved the experience!' and 'it is a brilliant course! Thank you Ms Penglase and Ms Gordon.'

Vivienne Penglase, LAMDA coordinator



Economics

As we approach the General Election, attention has turned to the state of the economy and what the different parties are promising the electorate in terms of government spending and taxation.

Our students have a head start in understanding all of this and one of the highlights this year was welcoming Paul Johnson, the Director of the Institute of Fiscal Studies. Hearing his presentation "Follow The Money" based on his bestselling book by the same name, he explained the past and present fiscal positions and changes in the level and composition of government spending percent of national income. He explored the significant growth in health care spending since the mid 1950s through to present day at the expense of defence spending. The session concluded with an explanation of the prospective abysmal period for living standards to look forward to! To hear from an expert in the field was a privilege and the enthusiasm from the big turnout from both Channing and St Aloysius students was palpable.

Another highlight this year has been our participation in the GAIN (Girls Are Investors) Investment Challenge – a nationwide competition that aims to provide young women and non-binary students in Years 10 to 13 with a unique insight into the world of investment management and the skills needed to analyse a company.

The two-month challenge was made up of weekly 1 hour sessions that taught students how to analyse the value of a stock, and whether they should buy or sell. Using the skills they learnt in the sessions, they had to produce a five minute stock pitch on if we would recommend the stock to be bought or sold. As part of the Challenge we were given a mentor who has experience in the industry of investment banking. This year we were very fortunate to be mentored by Daniella Woolf, a Channing alumna and Head Girl of Channing in 2003/2004 (and taught by Ms Newman when she was in Year 13). Daniella provided both our teams with lots of advice and helpful tips on how to create the best stock pitch, and how to identify whether they should buy or sell the stocks of our designated companies.

In support of the whole-school reading initiative, the Economics book club focused on *Misbehaving* by Richard H Thaler, which explores behaviour economics and more specifically how this interacts with day-to-day economic decisions consumers make. While reading the book, students gained an understanding of 'mental accounting' and how as irrational consumers we are inclined to make decisions in our shopping which may not maximise our utility.

The highlight of Economics Society this year was an enlightening session on influential women economists, exploring their prolific impact on society. This was useful



in gaining an understanding of the contributions of women to the subject that some students may not have been aware of prior to this session.

We are delighted to announce that Alisa K and Isabella W in Year 12 were both formally accepted on to the Goldman Sachs Pre-University Women's Event. The exclusive invitation was application based and was a one-day in-person event introducing students to a unique combination of experiential learning and university readiness.

As part of Enrichment Week, Year 12 joined Head of Maths, Mrs Wootton, to visit KPMG International Limited, a multinational professional services network, and one of the Big Four accounting organisations. Last year's visit inspired a number of students to consider a career in finance and change their university applications!

A huge congratulations to this year's joint winners of The Fraser & Russell Prize for Economics, Florence A and Amelie R. They have been a real asset to our subject along with our other departing economists. We are delighted to have a record number of students heading off to study Economics or an Economics related course at university. We wish all our Year 13 the very best for the future. They have been an absolute joy to teach and we are certain that they will make a real positive change in the world. We will miss them!

Finally, we waved Mr Matjilla off at the end of the autumn term as he headed off to Peru to travel and work in an international school. However, the pull of Channing proved too strong and we are delighted to welcome him back to lead the Department again in September.

**Gurvinder Bhamra Burgess and Jacqui Newman,
Economics teachers**

English

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

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

In addition, this year the English department has run some wonderful events to support the whole-school reading initiative. Gifts of newspaper-wrapped books were abundant at the Big Book Swap and our dining room has seen a pop up Book Exchange appear for pupils to enjoy. Congratulations to Leila A in Year 9 who won the 'Non-Fiction November' competition by interviewing family and friends on their favourite non-fiction and creating a poster to summarise her findings.

Our A Level English students have been stretching their analytical muscles in Literary Society, discussing an impressive variety of texts across the year. The *Scarlet Letter*, *Testament of Youth*, *Oranges Are Not the Only Fruit*, *Mrs Dalloway* and *Dracula* are just some of the books they have been 'sinking their teeth' into. They have also been reading books in groups to present to others, exploring key ideas, context and personal responses to the text – a great way to widen their reading of contemporary fiction and practise those all important analytical skills. Beyond our weekly library meetings, they also led two whole-school assemblies. In October, Year 13 shared some of their favourite poems to mark National Poetry Day and, in May, Year 12 spoke about the power of storytelling, exploring whether Shakespeare was the original punk and the ways in which storytelling has shaped modern advertising. Students were also privileged to attend a lecture delivered by Professor Suzanne Hobson from Queen Mary's University of London on the complex relationship between religion and secularism during the interwar period, as well as a lecture on 'Women Who Walk: The Recovery of the Flâneuse in Literature and Art' given by Dr Hayward.



Debating at Channing has gone from strength to strength

Year 11 saw world class poets John Agard, Simon Armitage, Daljit Nagra and Imtiaz Dharker perform live at the excellent 'Poetry Live!' event at the Dominion Theatre. The current Year 10 are looking forward to going to see a performance of the GCSE text '*An Inspector Calls*' at Alexandra Palace in early September 2024. In preparation for taking their GCSEs, they have been attending the new Skills Club workshops which have proved popular.

This year, debating at Channing has gone from strength to strength. The Senior Team took part in the prestigious ESU Mace competition and got through to the national heats held at Dulwich College. They proposed the motion, 'This house would legalise assisted suicide'. This was a hard-fought debate and Channing came second out of six schools competing. The Junior team have been honing their skills with our partnership school, St Aloysius' College. Every Friday, the pupils from Channing and St Aloysius' College meet to debate. The topics have been wide ranging this year: we discussed a range of motions, including 'This house would make a year of community service mandatory for all 16 year olds'. The pupils have fed back to us that they have really enjoyed the discussion, the opportunity to socialise with people from different schools and, of course, the sandwiches! The Juniors have also been working



Gifts of newspaper-wrapped books were abundant at the Big Book Swap



Year 11 saw world-class poets John Agard, Simon Armitage, Daljit Nagra and Imtiaz Dharker perform live at the excellent 'Poetry Live!' event at the Dominion Theatre

with our partnership Primary school, St Joseph's. The Channing Juniors have been teaching Year 6 and Year 7 how to debate, and finished the sessions by debating the motion, 'This house would ban zoos'. They made their parents and teachers incredibly proud in their show debate.

Our students have been busy getting to grips with the art of writing poetry and prose in our Junior Creative Writing Club. Pupils worked on generating original ideas for fiction, developing authentic characters and crafting engaging plots. Each week, students came together to discuss their work, providing each other with feedback and support. In the sessions focused on poetry, pupils

enjoyed creating poems from a diverse range of stimuli, from obsolete and dialect words, to anagrams of their names. Imagination, originality, humour and empathy characterised their poems, which were often both surprising and thought-provoking. Inspired by the work they produced in our weekly meetings, pupils entered a number of internal and external writing competitions, such as the GSA Haiku competition, in which Amelia Z was shortlisted, and the Foyle Young Poets Competition.

Our KS5 pupils have also been busy honing their skills as writers. They were treated to a workshop on journalism and went on to write some fascinating articles for the school magazine 'Skipping Out'. A huge congratulations goes to Mia A in Year 13 winning the Queens College Estelle Prize for her essay entitled "To be a poet in a destitute time means: to attend, singing, to the trace of the fugitive gods." (Martin HEIDEGGER, "What are Poets For?") How, and to what ends, does poetry create a space for, or experience of, the holy?

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

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

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

Geography

It has been an exciting year in the Geography Department and so much has gone on that I can not detail it all in this article. So I thought this year I would focus on our fieldwork provision and this year we are delighted to have offered fieldwork in all year groups for the first time.

YEAR 13 ROYAL GEOGRAPHICAL SOCIETY – GEOGRAPHY A LEVEL DAY

Year 13 went on a superb study day hosted at the Royal Geographical Society where they were able to review, revisit and revise some key parts of the A Level course. The students heard lectures on the topics of Changing Places, the Carbon Cycle, Natural Hazards and a final session on exam technique.

This year the Geography Department has also had some fantastic extra-curricular clubs. Many thanks to Mr Pelton for running the Prisoners of Geography Society and we have had a wonderful Senior Geography Society where the students produced the first Channing Geography journal and a bake sale raising money for Just One Tree.

My huge thanks to my colleagues in the Geography Department, Mr Boardman, Mr Pelton and Mrs Walker for their huge input and boundless enthusiasm and scholarship that they bring to Geography at Channing.

Sophie Blake, Head of Geography

YEAR 12 FLATFORD MILL

In April the Year 12 geographers went on a three-day trip to Flatford Mill. The aim of the trip was to prepare us for our independent investigation.

I enjoyed Day One the most as it was spent walking around the local town of Dedham. Here we used data collection methods to gather information about the sense of place and community in the town, in relation to the human-side of our course. Then in the evening, after being given the opportunity to explore the residency ourselves, my group spent time in the fields admiring the sunset and the different landscape to our local London. Day 2 was spent on the coast of Walton on the Naze where we used data collections new to us to collect coastal data. A very cold and windy day but great for seeing coastal landscapes management in action, helping us to relate to the physical geography side of our course. The last day began with lessons in the morning then a final quick day out to the town of Ipswich, similar to the first day but collecting data on a much larger scale.

We were given the freedom to walk around the town following the instructions Sam provided until finally meeting in the afternoon. Ending the day before embarking back to London, our teachers treated us to a refreshing ice cream as a treat!

Our trip to Flatford Mill was notably very useful for our school work as well as getting to know my classmates and teachers much better; in an environment different from the city-based classroom.

Amel O





YEAR 11 FIELD TRIP TO EPPING FOREST

In September Year 11 went to Epping Forest to investigate how river characteristics change with distance downstream on Loughton Brook. We were examining to see if Loughton Brook fits the Bradshaw model. The students collected the width, depth and velocity at different points in the river. Back at school we presented our data and analysed our results drawing conclusions and evaluating the study.

YEAR 10 FIELD TRIP TO THE OLYMPIC PARK

In November, the Year 10 geographers made their way to the Olympic Park to conduct our fieldwork section of Geography GCSE. We were investigating whether the urban regeneration project that took place in the area had improved the quality of life of the local population, and whether it had impacted the surrounding areas. In each of the areas, we conducted a quality of life survey, which looked at a range of different factors. We also asked members of the public on their views on the regeneration, and how it had changed the area, for better or worse. In addition to these, we also undertook a car number plate survey to allow us to view the difference in wealth between

the areas we investigated. Overall, this day allowed us to understand how to conduct research for a geographical inquiry, and encouraged us to use a variety of different methods of data collection, as well as evaluating how useful each method was. We enjoyed ourselves greatly and the day allowed us to gain important skills to complete the fieldwork section of the GCSE, as once we returned to school, we made a start working out how to best present the data that we had collected, another vital skill needed to progress in Geography.

Alexa L-B





YEAR 9 FIELD TRIP TO KINGS CROSS

On 18th April Year 9 travelled to Kings Cross on the underground to conduct a field study of the success of the regeneration of the area. We did this by taking surveys of three different spaces in Kings Cross and listening to a talk about the construction and planned usage for the space in the new Google building. We learnt how the Google office will give back to the community by having public use spaces and that its commercial profits will be used for the people. Some of the surveys we took looked at the regeneration from different stakeholders' perspectives. We found that the evidence for the success of the regeneration was that the area was busy, green, sustainable, clean and safe. Also our surveys showed that as a year group we thought Kings Cross was modern, spacious, attractive, in good condition, green, well maintained and had low levels of litter. Then back at school, we used the data we collected and made an ArcGIS story map on the success of the regeneration of Kings Cross.

Isabella M

YEAR 8 FIELD TRIP TO BATTERSEA POWER STATION

In March, Year 8 embarked on an educational adventure to Battersea Power Station (BPS). Prior to the trip, we diligently carried out risk assessments in our fieldwork booklets to ensure safety at all times. Our journey began with a tube ride along the Northern Line, from Archway to Embankment. From there, we hopped on the Thames Clipper/Uber Boat, cruising the Thames from Embankment Station to Battersea Power Station. Along the way, we noted down famous buildings and landmarks, adding to our excitement.

Upon arrival, we were tasked with recording various data throughout the trip. We utilised different methods, including a sustainability survey to evaluate BPS sustainability based on the Egan Wheel, a smell test to capture the different scents along the route, a decibel scale to measure noise levels, and a mood metre to log our feelings throughout the day. We

collected this data at various points within BPS, ensuring a comprehensive overview.

Our day began with a visit to Circus West Village and Electric Boulevard, where we explored the different shops. We then moved to the Power Station Park for lunch, enjoying the open space. Finally, we entered the power station, soaking in its rich history and concluded our visit with a trip up Lift 109, which offered breathtaking views of London's skyline. The highlight for many was encountering Gordon Ramsay, causing quite a stir among us Year 8 students. We wrapped up our adventure by taking the tube back to Archway. Back at school, we presented our collected data in our data presentation and analysis booklets.

After our trip, we were introduced to the CBM award. This year's brief tasked us with redeveloping Battersea Power Station as requested by the Mayor of London. In teams of three, we brainstormed innovative designs such as hotels, theme parks, eco-domes, and more, all incorporating the Egan Wheel's aspects: governance, transport, housing, economy, culture, environment, services, and equity. We then created detailed posters explaining our ideas and their alignment with the Egan Wheel principles.

The Winners of the 2024 CBM award are as follows:

Specially commended: Lucy

Third place: Zara, Maya and Shahar

Second place: Jasmine, Violet and Sophia

First place: Daisy, Nell and Maya

Violet L



YEAR 7 FIELD TRIP TO KEW GARDENS

In June, Year 7 visited the beautiful Kew Gardens and spent the day learning lots of new things! At Kew Gardens, we went to the Princess of Wales Conservatory, home to many interesting and crazy plants from all over the world and 10 different climate zones. We even smelled some too, including the most pungent of all The Titan Arum that had bloomed a few days before we went, which we learnt produces a smell that mimics the scent of rotting flesh.

On another note, we discovered more than 20 new species of trees (did you know there is an Oso Berry Tree!) and finished our morning with a very fascinating talk from a Kew staff member all about tropical rainforests and some of the cool plants you might find there, such as cacao, banana and bamboo plants, in the very wet and humid temperate house. Discovering the threats to and impacts on rainforests and fragile ecosystems as a result of the everyday things we eat and use was shocking, but talking about what we could do to help stop deforestation, maintain the rainforests and protect species was enlightening and relieving too.

After a quick stop for lunch, with a side of curious geese, we carried on to our next destination: the treetop walk! This was a 10-minute walk up some steps and across a bridge, enabling us to see Kew Gardens and the masses of trees and native plants from a bird's eye view!

Holly K



History

2024 was an exciting year for the History Department developmentally. In no particular order, the events of the year were as follows:



Leila and Camilla at the Last Post ceremony

HISTORY CLUBS AND SOCIETIES

At all levels of the school the Department ran clubs and activities. There was the ever popular History Girls, led by Mr Martini-Phillips in the Sixth Form. Ms Feeney and Ms McCahill led the keen and enthusiastic Year 7s and 8s in the Time Travellers Club, while Mr Raine led the Big Questions of History Club. This year featured two debates between the GCSE club and the Sixth Form club that saw the GCSE students win the first debate and the Sixth Formers the second.

TRIPS

Another exciting year was had in the department. Mr Raine led the battlefields tour of Belgium and France highlighted by visits to the Somme, Ypres and Vimy Ridge. Day trips included a trip to Hampton Court Palace on the coldest day of the year. Hampton Court Palace has 241 fireplaces and decorative chimneys and only one of them was in use. Additionally, the department has two major drips on the horizon. In November, Year 11 students will visit Berlin and Year 12 and 13 students will travel to America to learn about the pursuit of Civil Rights in the American South. There is an additional trip planned for the Year 10 students to Berlin in July 2025.



Camilla and Leila laid wreaths on behalf of Channing at the Menin Gate in Ypres.



Year 9 at Newfoundland Park



Year 9 at Thiepval

ACADEMICS

The Department continued working toward being at the forefront of teaching and learning at Channing. Students in Year 9 completed a research task called the HERstory Project. Students had the opportunity to look at the life of a woman from History who has not been given the full recognition she deserves. We added new lessons throughout the year 7-9.

Our Year 11 GCSE students were the first to sit the new IGCSE course with topics on Nazi Germany, the Cold War, Vietnam and medicine through time. Our A Level students took to the challenge of A Level exams with exemplary enthusiasm and determination and turned in coursework projects on Civil Rights that were excellent. We wish all of them the best in their results and in their future beyond Channing.

TALKS AND ASSEMBLIES

The History Department takes an active role in the life of Channing. This year we led assemblies on Black History Month, Remembrance Day and Holocaust Memorial Day. We were honoured to welcome the Holocaust Educational Trust for a series of workshops. We were honoured to have some wonderful speakers share their knowledge with the students. In December, Dr Lisa Pine joined us to speak of Life in Nazi Germany. Tracy Borman, Historian from Historic Royal Palaces introduced our new History award for Year 13s, which honours excellence in the Sixth Form. She will be delivering an annual lecture at Channing starting in September 2024. In April Dr Amanda Zhang from Birkbeck joined us to talk about the social upheaval of the Cultural Revolution in China.

Finally, I would like to reiterate a sentiment I often express. We are very fortunate at Channing to have such wonderful

students and staff. It is a pleasure to work with our students. Channing is a special place because the students make it so. I would like to thank the staff in the History Department. I am grateful for their endless dedication, professionalism and their support. We are delighted to welcome back Ms Kung and Ms Tomback from their respective absences and would like to thank Ms Feeney, Ms McCahill and Mr Lake for their hard work throughout the year. We are delighted to have Ms Feeney returning permanently in the autumn term. Of course, we would be rudderless without stalwarts such as Mrs Devine and Mr Martini-Phillips. What a team!

I wish everyone the best of luck in their exams, a restful summer and I cannot wait until 2024-2025 – already known as the ‘Year of the overseas trip!’

George Raine, Head of History

Library

This year the Library has worked with departments across the school to promote reading for pleasure and independent learning. The whole-school focus on reading has really galvanised this work and the library is positively buzzing on Monday mornings as pupils come to find a book to read for form-time reading.

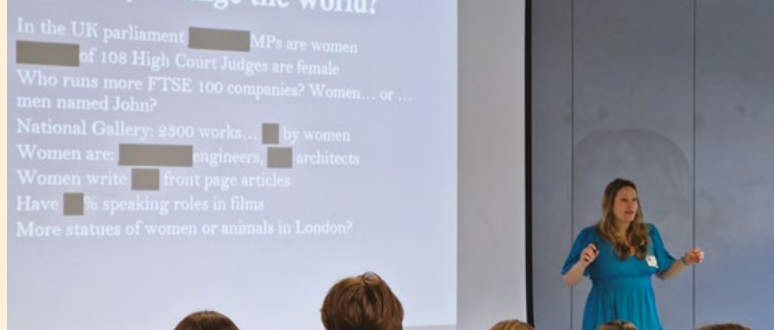
In Year 7 and 8 Book Club this year, we read some of the books shortlisted for the Trinity Schools Book Award (Rebel Skies by Ann Sei Lin, Arctic Star by Tom Palmer, Fish Boy by Chloe Daykin and The Girl From the Sea by Molly Knox Ostertag) and attended the award ceremony at Latymer Upper School in March. Congratulations to Ellie M for winning a prize for her poem inspired by Rebel Skies. We also did a range of crafts, games and quizzes to inspire book chat and discovery of new authors and genres.

The Amnesty Book Club for students in Years 9-10 continued this year, led by Ms Levontine. The group focused on fiction that dealt with topical human rights issues such as discrimination on the grounds of race, religion or gender, indigenous rights and the right to water. The pupils read books as diverse as 1984, George Orwell's classic dystopian novel on totalitarianism, and a beautiful but haunting verse novel The Door of No Return by Kwame Alexander set in the Asante Kingdom (now Ghana) in 1860 which focuses on the life of an 11-year old boy who is captured and trafficked during the transatlantic slave trade. As well as discussing the books, Ms Levontine encouraged the pupils to connect the topics raised by the books to wider contemporary issues around human rights, justice and current events.

This year pupils in Years 7-9 competed against other schools in the National Reading Champions Quiz for the first time. Two teams competed in the regional heat in February and Team A (Hannah C, Imogen B, Mariia S and Natalie L) came third out of 23 teams. The 75 questions tested their knowledge of children's books and literary culture in a fun and fast-moving online quiz.

The library also ran an in-house reading challenge for Years 7 to 9. Pupils were challenged to read and review as many books as possible from 14 novels chosen for their literary quality and appeal. Pupils earned house points for their participation – this year Goodwin were the victors - and prizes for those who read the most.

Pupils were also fortunate to hear from three award-winning authors. Teri Terry spoke to Year 9 about her thrillers exploring 'weird science' and dystopian futures. Ann Sei Lin led creative writing and origami workshops for pupils in Years 7 and 8 and spoke about her fantasy novel Rebel Skies inspired by Japanese papercraft. And Laura Bates, founder of the Everyday Sexism project, spoke to Year 10 about her new young-adult novel Sisters of Sword and Shadow, an Arthurian tale with feminist themes.



Laura Bates talk to Year 10



Year 7 & 8 Book Club craft session



Year 7 & 8 Book Club trip to the Trinity Schools Book Award ceremony

In March, we welcomed alumna Ros Mahony to talk about her father Richard Adams' classic novel Watership Down. Ros met pupils who had been reading Watership Down and gave a talk about how her father wrote the book, which began as stories told to Ros and her sister Juliet on long car journeys and was eventually published in 1972. The epic adventures of the rabbits Hazel, Fiver and co are still enjoyed by Channing pupils today and have most recently been turned into a Netflix series and graphic novel.

Nine pupils in Years 7-11 have volunteered as pupil librarians this year. They have helped out with shelving, displays, book reviews and more, developing transferable skills such as team-work and project management. And our first Year 12 Library Ambassadors, Sophie D and Livi F, designed a helpful survey for Sixth Form students on their use of the library. We are grateful to all the pupils who have given up their time to help in the library this year.

The library has also been extensively used by pupils undertaking independent research. Alongside books, pupils have used online resources such as JStor (database of academic articles and ebooks), Massolit video lectures and Gale research databases.

Isobel Ramsden, Librarian

Maths

This academic year we welcomed two new Maths teachers into the Maths Department this year. Ms Hadley (who has also taught Geophysics to Year 7 as part of their Independent Investigation), and Mr Thomas, who has relished the opportunity to work with our Further Mathematicians. Ms Cooper has also returned from maternity leave and has continued with her role as STEM coordinator. It has been a fun packed year for staff and students alike.

In September we were very pleased to organise the first overseas STEM trip to Copenhagen with Dr Spinks, Miss Williams and Mrs Williams. Here is a write-up from Ava P, Charlotte S, Maddie B and Natalia B in Year 12:

We arrived in Copenhagen at around lunchtime and headed straight out to see Copenhill, a green energy plant with a dry ski slope. We learnt about the process of designing the structure, allowing Copenhagen to become the greenest capital city in the world. Next, we went to the Danish Architecture Museum. The building was very interesting and interactive, with multiple slides to go down. We then checked in the hotel and got ready for dinner at the Hard Rock Cafe. The hotel had live music in the evening where many of us played cards until bedtime. Overall the day was fun and it was also great to see the beautiful city of Copenhagen in the warm sunshine.

Our second day was full of science and sight-seeing. We started off with a walk around the scenic Nyhavn before heading over to the Medical Museum. There, a local history student gave a talk on the history of healthcare and disease

in Denmark. The museum also had many exhibits, including preserved body parts which had been studied by medical students 200 years ago. After lunch at the waterfront restaurants of Nyhavn, we visited the Science Museum, Experimentarium. We explored uses of technology in our future and made time for some fun with bubbles and a laser harp! It was particularly funny to see Mrs Williams in a giant bubble! For dinner we ate traditional Danish cuisine and then went bowling.

We began our third day with a visit to the 'Optoceutics' office, where a talk was delivered by a PHD student from DTU in Copenhagen, who conducts research there. This helped us to understand more about computational neurology and Amelie even got her brain scanned! We then visited Tycho Brahe's planetarium where we learnt more about astronomy and watched a planet show in the auditorium. Some students also made their own stars. We were then given an hour to explore Copenhagen and find a spot to eat lunch. The surroundings were beautiful and the food was delicious. We then visited the Round Tower from which we could see fantastic 360o views of Copenhagen. After this we went to Rosenborg Castle where





Mrs Williams in a giant bubble at 'Experientarium' an interactive Science Museum in Copenhagen

we saw the royal crown jewels. After a long day of walking round the city, we spent the evening in Camping Kødbyen where we ate burgers and played crazy golf!

On our final day, we packed up our suitcases and headed off on a boat tour of Copenhagen. We saw unique views of the city along with some amazing architecture. Once we had disembarked, we walked over to the lego store and gazed in wonder at the thousands of Lego sets. We were then given an hour of free time to spend the remainder of our Danish kroner and enjoy a tasty lunch. After this, we walked along the waterfront to see The Little Mermaid Statue, taking in the stunning building designs on the way. This statue is inspired by the story of the same name which was written by the Danish storyteller, Hans Christian Anderson and is said to protect sailors at sea. Following this, we visited Kastellet Park and then took the metro back to the hotel, although not without a scarily overpriced coffee break!

Maths Competitions continue with our students solving complex problems in record time! We were most proud of winning the Hans Woyda competition against Claremont school (Team was: Tessie M, Scarlett D, Haruka M and Zaina D). The Team Maths competitions are finally returning after Covid and our Sixth Form team had a lovely afternoon at Tottenham London Academy of Excellence. We were the only team competing from a girls' school and the team were wearing pyjamas as it was pyjama day for charity at Channing! We certainly stood out and our Maths was excellent too! Channing was in the top half of this challenging competition. The team was: Rebecca B (Captain), Tessie M, Alisa K and Natalia B.



Charlotte and Natalia in the Danish Architecture Centre

All of our students compete in the UKMT Mathematical Challenges and we get an increasing number of gold, silver and bronze certificates. Here are the highlights of the certificates achieved:

- Senior Mathematical Challenge: Best in Year 13: Grace S
- Best in Year 12: Scarlett D
- Best in Year 11: Haruka M (and Best in School)
- Follow-on rounds: Haruka M (Senior Kangaroo)
- Intermediate Mathematical Challenge: Best in Year 11: Liv B
- Best in Year 10: Yutao W (and Best in School)
- Best in Year 9: Annata M
- Follow-on rounds: Yutao W (Pink Kangaroo)
- Junior Mathematical Challenge: Best in Year 8: Annika S (and Best in School)
- Best in Year 7: Lara G
- Follow-on rounds: Saumya S, Lara G, Angie R, Milla C, Annika S. These students did the challenging tests immediately after their school exams on the hottest day of the year!

The infamous 'Puzzle of the Week' is ever popular! Miss Williams' Year 8 class have been the winners this year (see below) with Miss Hadley's Year 8 and Mrs Wootton's/Miss Hadley's in pursuit every term! Well done to individual winners of this term: Holly K and Mayssa A-H in Year 7 – congratulations to them!

It was the second whole-school STEM week last term where the Maths, Science and Computer Science Departments came together to have an array of puzzles, talks, competitions and of course for Year 7 and 8 to complete their STEM passports. Maths had Sophie Maclean (Mathmo and presenter) come in to do workshops on Pascal's Triangle, Colouring in Maths and Careers in Maths. Year 7 made square bubbles. Sixth formers attended a lecture on Quantum Mechanics delivered by Mr Thomas: They learnt about using complex numbers in Physics which was a mind-blowing thought! They



Maths students and Mrs Wootton at the Tottenham London Academy of Excellence





Year 12 with Mr Bowman at KPMG



Year 8 on Founders' Day

also found out about Quarks, energy levels and the Hydrogen Wave Function – all at lunchtime! Year 9 had the pleasure of the amazing Bletchley Park/National Museum of Computing, all expertly organised by Mr Holmes, Mr Daurat and Ms Yun. All forms completed a form puzzle competition and had daily Maths and Science jokes! Ms Cooper who masterminded the whole week needed a rest after such a busy week!

Recently in Enrichment Week we did a joint trip with Economics to KPMG in Canary Wharf. We are very grateful to parents: Karim Haji, Naveen Sharma and Mino Vania, who took time out of their busy days to speak to our students about careers in finance, telling the students about private equity, ESG and problem solving with tax. They found out the impact of the upcoming General Election on private equity and other financial matters! The students are very grateful for this annual opportunity.

We would like to thank our Sixth Formers who have tirelessly helped our younger students this year. Scarlett D and Gigi B have been our Maths Leaders and have arranged Sixth Form help at our ever popular Maths Drop-In, every Thursday at 4pm, alongside all the Maths teachers. Sixth Formers have also mentored younger students with their Mathematics and expertly-run Problem solving clubs with local primary schools, notably Brookfields and St Joseph's schools.

Founders' Day this year was Olympic themed for the Maths Department. We are already busy planning events for next year. The second overseas STEM trip to CERN, Switzerland is happening in September and the Christmas STEM lecture is Maths focused this year, we have great pleasure in announcing the Maths presenter and author Simon Singh. My favourite book of his is Fermat's Last Theorem – come and see him in December at Channing!

Helen Wootton, Head of Maths



Our students have achieved exceptional success across French, German and/or Spanish in 2024.

Hannah R won the Schools Laureate Prize (KS4) in the national Stephen Spender competition for her translation from the original German of Hansel and Gretel and her own creative response. In the international Poesiae recitation competition, Leila A won the Year 9 competition for Spanish with Lorca's Mariposa, the Year 10 competition was won by Ellie W in French and Winnie D in German (Heine's Die Lorelei) and Opal H triumphed in Year 11 with her superb rendition of Brecht. Siana C was commended by Queen's College, Oxford for her translation from French and Daisy A was highly commended, also by Oxford University, for her flash fiction in French.

YEAR 10 FRENCH TRIP TO THE BRITISH FILM INSTITUTE IMAX

On 21 February, the Year 10 GCSE French students went to the British Film Institute IMAX for a Study Day on identity and culture in French cinema. They spent the day analysing a series of short French films as well as the film 'Tomboy', exploring themes such as stereotyping, gender identity and mental health. Guided by the French presenter, they completed French language activities as well as studying the different themes. As microphones were passed around the audience, pupils were given chances to openly contribute to the discussion after watching each film. Daisy A said: 'The analysis of the films allowed us to improve our understanding of key ideas and opened our minds to the world of French cinema.' and 'Watching the film in French, we were able to broaden our knowledge on a concept that isn't regularly explored in the GCSE syllabus. As the study of film is an integral part of A Level French studies, the trip to the BFI IMAX meant we gained an insight into what it may be like to study languages at a higher level.'

DEUTSCH (KLEIN ABER FEIN!)

Years 12 and 8 enjoyed trips to the British Film Institute to learn how to analyse film, an important part of any language A Level course, and watched a full-length feature film (Goodbye, Lenin and Berlin '36) in German. User review: 'very fun, and I would definitely do it again



The Europe Day Tonguetwister Challenge

FRANÇAIS: 6TH FORM FRENCH DEBATING COMPETITION

- Western governments should ban the exploitation of any new oil, gas or coal deposits.
- There should be complete freedom of expression in music.
- France should let through all migrants wishing to go to England.

These are the three motions which Leili A, Alice E, Sophie K and Rosie P debated fervently in French on Tuesday 23 January in the regional French debating competition at St Paul's Girls' School. They were judged on the clarity and quality of their arguments, their conviction, fluency, quality of their language and team work. The Year 13s prepared thoroughly both sides of each motion as they were only told on the night whether they would be debating for or against. Their sophisticated arguments, passion, level of language and clarity were most impressive.



FRENCH ROCKS - ELLERY PROGRAMME - YEAR 7

In the *French rocks* Ellery programme, Thomasina, Beth, Holly, Milly and Naomi had great fun with Madame Romero-Wiltshire creating their own pop music video for a competition run by the Institut français. They have written a song about the weather in French and put their singing skills to the test as well as their creativity for the music video!



YEAR 9 GERMAN TRIP TO AACHEN

Guten Tag! Over the half term a Year 9 German group went on a school trip to Aachen in order to help improve both language skills and understanding of German culture. This trip included trips to museums, such as Beethoven's house and one exploring German history, such as the Berlin Wall, visiting German penpals at the Couven Gymnasium, to try to talk in an unfamiliar language and trying to understand each other, both forming bonds and friendships and with some making new friends. Other activities involved going to a point called the Dreiländereck where the Netherlands, Belgium and Germany's borders meet, going to a Lindt chocolate factory and having an expert cooking lesson, cooking traditional German foods, of course. We were also privileged to have time to explore the wonderful town, buying a Secret Valentine (similar to a Secret Santa gift) for another student, anonymously, which were given at the Valentine's party. Not only this, but we tried traditional Berliner (German doughnuts) in one of our short morning lessons, with other activities including karaoke and watching movies. Overall, it was an extremely rewarding trip and great fun to go on. We wish it was longer!



The students enjoyed a wonderful cookery lesson in German bei Minki! @epasorguk



Year 9 Germanists are perfecting their language skills and their hip hop dance moves in Aachen



*The Year 9 German trip to Aachen was rounded off by a visit to the Couven Gymnasium where our Germanists prepared bi-lingual cultural presentations with their counterparts. Vielen Dank!
#girlsenjoyingsuccess*



*Year 9 Germanists and their penpals from the Couven Gymnasium (a Europa Schule) visited the Haus der Geschichte and Beethoven's birthplace in Bonn, West Germany's former capital - a cultural cornucopia.
@epasorguk*



EUROPE DAY SUSTAINABLE FASHION SHOW – IN GERMAN

This year, Channing collaborated with Gymnasium am Neandertal near Düsseldorf and St Alban's High School for Girls on the "Planet Partners" project, focussing on the topic of sustainability. Year 9 German learners investigated "sustainable clothing" to bring awareness on how important it is to act sustainably in everyday life and also at school.

After developing a collaborative padlet with information about Channing, models, speakers and audience took their roles. Even the votes were cast in German.



MAYA UND VEGAN AUF DEUTSCH!

German Fun Club is a weekly after school club hosted by the German Department (this year with our Language Assistant, Syster, from Schleswig-Holstein) assisted by Year 8 students for our Junior School students and children from St Joseph's Catholic Primary School. The club made a video for the Goethe Institut's sustainable cooking competition which won 1st prize - a visit from famous vegan food blogger Maya of Fit Green Mind (4 million followers on Insta) and a muffin workshop. So lecker!



SPANISH

YEAR 10 TRIP TO MALAGA

This trip was catered especially for our current Year 10 students. Students attended Spanish lessons every morning and in the afternoon they enjoyed this unique city filled with an enticing mixture of historical, architectural and cultural attractions.

YEAR 12 TRIP TO THE BRITISH FILM INSTITUTE

Year 12 students explored the prevalent themes and style of the Spanish director Pedro Almodóvar studied in their A-Level course.

They all participated in the Q&A sessions and discussed character archetypes, visual style, influences, casting and intertextuality.

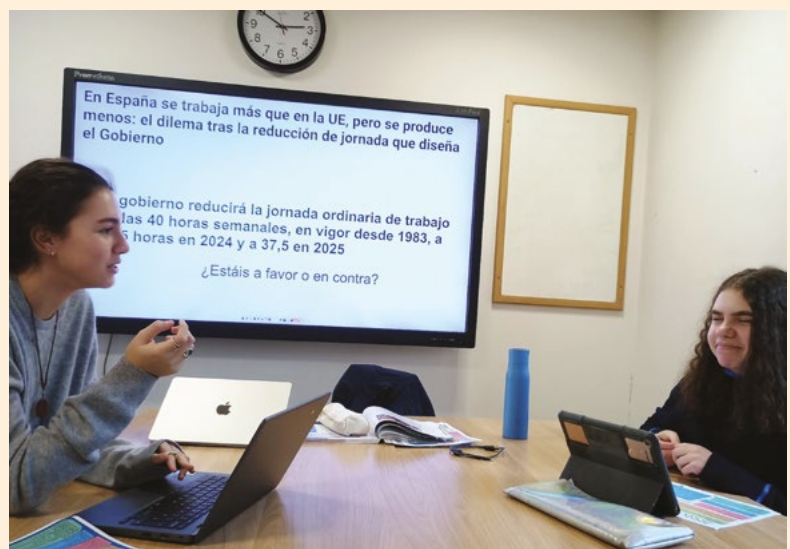


GCSE AND A LEVEL TRIP TO GRANADA

Our A Level students as well as Yr 11 and 10 really enjoyed their authentic experience hosted by Spanish families in Granada. They really made the most of their stay discovering many of the highlights of Spanish culture in this picturesque city. Alice E writes: 'The Alhambra was absolutely incredible and Granada was a really interesting place to be in terms of culture and history. And Lexi and I absolutely loved our host Maria, as it was always a joy to get back home and talk to her at dinner. Immersing ourselves for the week was definitely a turning point for my spoken Spanish.'

SPANISH A LEVEL DEBATE - ON REDUCING SPAIN'S WEEKLY WORKING HOURS

Annabel B and Kitty G took part in a (heated) debate involving whether Spain should reduce its working hours from 40 to 37. This debate was really great and it was very interesting for them to learn more about Spain's economy and the different aspects of their work life in comparison to the rest of the European Union (EU). Annabel argued for this motion stating that if the hours were reduced, companies would be more in need of extra workers, which would open more job opportunities for people and so decrease the rate of unemployment. Kitty then had the task of countering Annabel's argument by explaining the injustice that is if companies had to pay their employees the same level of salary even with a reduction to their hours. Furthermore, Kitty had other solutions to Spain's problem that did not involve reducing the working day. This debate was really great and very interesting learning more about Spain's economy and the different aspects of their work life in comparison to the rest of the EU.



FLAMENCO – ELLERY PROGRAMME

In the Flamenco workshop run by Mrs Hernández, students learned about the different aspects of flamenco and its complexity. They also learned how to dance a Sevillana.

YEAR 8 MFL TRIPS - SUMMER 2024



Music

This has been a very busy year, as usual, of great music making! Most Fridays we had large and enthusiastic audiences for our series of Music at Lunchtime recitals that have seen an incredible array of talent across the entire school community.

Every Friday these are reviewed by our Y12 Music A level group in the Word from The Head and a link to a recording on Soundcloud. Do go to the Channing Soundcloud to listen to all our concerts and see the depth and range of musical styles performed. All our major concerts are videoed and are available on the Channing website to watch! One of the huge highlights of the year was the incredible production of Chicago, with the immersive experience starting with Founders' Hall being turned into a speakeasy mirroring the set in the Arundel Centre. Do read the full report of this fabulous show in the Drama report. Our first formal concert of the year, the Year 11 Concert, is always special and this year's GCSE music group did not disappoint. Amy P opened the concert with a serenely beautiful performance of two movements from Bach's first Partita for unaccompanied cello. Mei-Xing Le-C followed with one of Mendelssopohn's 'Song without Words' – the Venetian Gondola's Song. Mei-Xing really captured the lyrical nature of this piece on the piano. Sereney continued with the soothing sound of Beethoven's Sonatina for double bass, superbly captured by Eve C. Hana D then upped the tempo with a sparkling rendition of Seitz's Concerto for Viola. Mabel H then gave a musical performance of Gaubert's playful flute piece – 'Madrigal'. Megan K gave us shades of Japan with her beautifully poised performance on the piano of Lavender Field by Karen Tanaka. Then from Japan to Russia for Lottie S's lively and stylistic playing on the violin of the traditional Russian folk song, 'Black eyes'. Whilst the weather outside was distinctly summery, Ava M reminded us that it was October with her musical interpretation of Rebikov's 'Autumn Leaves' delicately played on the piano. Tanvee S's violin playing sparkled with her exciting rendition of Perlman's 'Israeli Concerto'. Richard Rodney Bennett's gorgeous piano piece 'Rosemary's Waltz' displayed Maika P-Y's excellent pianistic skills in this stylish performance. Anouska O-N's performance of the main theme from 'Star Wars' by John Williams was an arresting

and polished performance on the trumpet. Kezia C's communication of Milhaud's 'Modéré' from Scaramouche was sublime, the silky tone of her saxophone playing was simply stunning. Elizabeth S also stunned with her Mazurka from 3 Characteristic Pieces by Elgar. This playful piece was played with extraordinary virtuosity on the violin. Maya H-B was our final soloist, singing 'On my own' from Schönberg's 'Les Miserables'. This was a really stylistic performance and full of pathos. The evening rounded off with the whole group singing 'Breaking Free' from High School Musical ably accompanied on the piano by Elizabeth S. This was a rousing and exciting finale to a wonderful showcase of this talented group of musicians.

Over half-term 50 students travelled to Seville on the Channing Music trip, exploring the city and practising repertoire which we later performed in concerts. Every morning after a delicious buffet breakfast we travelled via coach to our rehearsal spot where we would do around 3-4 hours of rehearsals every day, as well as getting to go to a lovely café nearby. We hadn't seen the music before the trip but enjoyed sight reading our new pieces, which included a Seville inspired Flamenco composed by Ms Zanardo and a traditional Sevillian song which we sang in Spanish. After three days of rehearsals we finally had our two concerts in nearby venues which we really enjoyed performing in, despite the rush! Aside from rehearsing, one of the highlights of the trip was getting to see Seville Cathedral as we were able to explore the history behind the architecture. We were all fascinated to learn that the cathedral was built in the place of a Mosque! Additionally we also got to walk across the 'Setas' – a stunning wooden sculpture inspired by the shape of mushrooms and explore the beautiful Gardens of Alcázar. After exploring the city we were able to go swimming in the rooftop pool of our hotel. We really enjoyed being able to try a range of Spanish cuisine (the tapas on the third night was a favourite!) and having an opportunity to practise our Spanish speaking skills. We had a brilliant week and it was a really fun experience to have taken part in. On our return we gave a concert in the Arundel Centre for all of the Channing parents.

Autumn Concert





Music Theatre Eve



Music Theatre Eve



Choral Concert



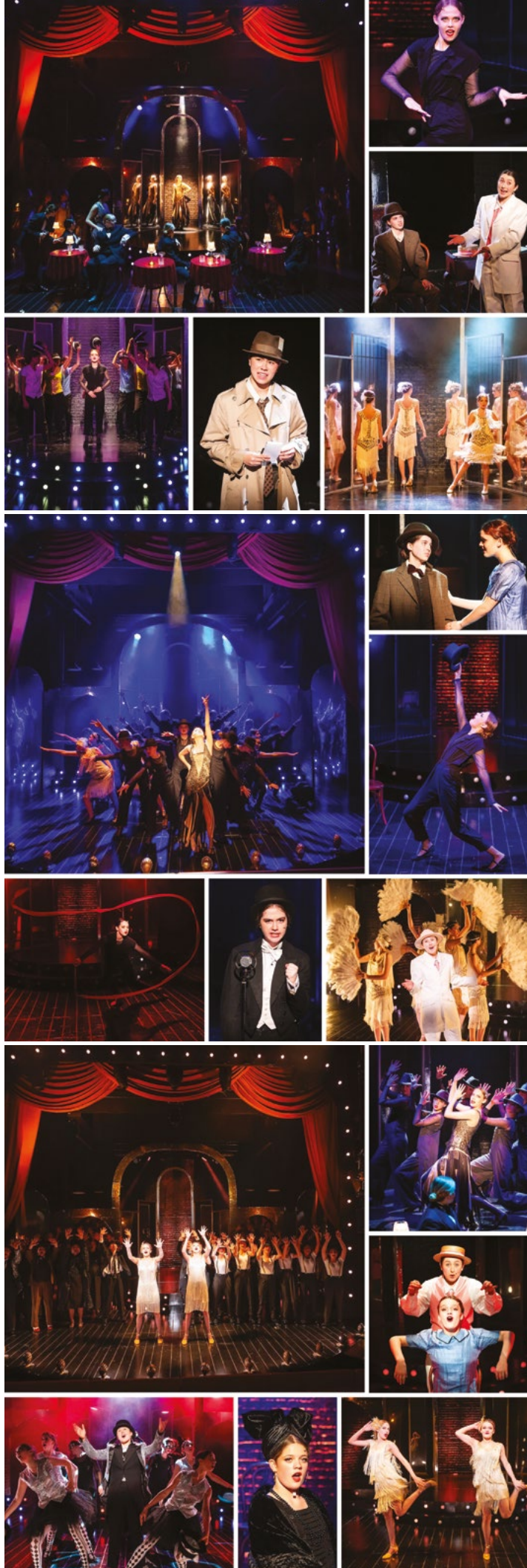
This year's Music trip to the beautiful Spanish city of Sevilla was a tremendous success

'Also sprach Zarathustra' – that famous stirring fanfare by Strauss opened our Autumn Concert on 16 November and set the tone for an amazing evening of music from our large ensembles and choirs. Queen were on stage next posing as the Concert Orchestra in an exciting medley of songs from that inimitable group ably led as usual by Miss Leisha Zanardo. Conabor Choir revealed their halloween (ok, maybe a little late) suite in 'The Bat' and 'Someone came knocking' ably accompanied by our newest addition to the music staff - Mr Fearghus Fallon. Another new member of the music team – Miss Emily Newman-Pond then led Cremona Strings in a rendition of a Vivaldi Concerto for Strings. Cantemus Chorus, gearing up for Chicago, gave us two little jazz standards of an astronomical nature with 'Fly me to the moon' and 'How high the moon' – directed by our head of vocal studies, Miss Jenny Bacon. Mr Patrick Dodds then led the Brass Ensemble back on the stage for 'In dreams' from the film 'The Lord of the Rings'. 'Mamma mia!' - and following the brass, what a performance of it from the Brunner Show Choir led from the piano by Miss Leisha Zanardo. Next the spotlight was on Y10 students Anna R-B as she played the trumpet for Torelli's Trumpet Concerto accompanied by the Senior Strings directed by our Head of Strings, Miss Laura Dodds. We then had a little Seville 'corner' with some of the pieces we learned whilst away at half-term. Firstly 'Flamenco' and 'Suave Respiro' played by the Seville Ensemble and written for the tour by Miss Leisha Zanardo. Then two a capella items directed by Miss Jenny Bacon – 'Simple gifts' and 'El Vito'. The Symphony Orchestra closed the evening with a movement from Rimsky – Korsakov's 'Scheherazade' and Verdi's Grand March from 'Aida'. It was a delight to have a full house and an incredibly appreciative audience acknowledging the superb performances that our students had given. It was fully deserved! Our Carol Concert was able to go ahead this year after last year's cancellation due to bad weather, and what a wonderful event that was with some quite contemporary songs mixed with many traditional carols. Do watch the video on the website.

In January it was the turn of our very large Year 10 Music GCSE group to give their concert with all performing on the Arundel Centre's stage in a memorable night of music making. Twenty-eight students gave superb performances starting with a fizzing Allegro by Bach on the violin from Jessica L, a lively Gigue played on the guitar from Nadia, and some pianistic wizardry in Tabitha W's Mozart sonata. Our first vocalist of the evening was superb, with a famous aria by Mozart sung by Bela R. Yutao sparkled at the piano with Mendelssohn's 'Agitation' and then followed a real sense of serenity with Tal M's interpretation of Satie's famous 'Gymnopedie'. This continued with the sublime 'Swan' from Carnival of the Animals played on the cello by Flora G and then another ethereal string piece with Alexa L-B's Vocalise by Rachmaninoff played on the violin. Then we were into music theatre mode starting with Juliet B's beautiful rendition of 'I dreamed a dream', Bella's animated and superbly communicated 'Nothing' from Chorus Line. Ester gave us some film music with an excerpt from 'Lord of the Rings' on the Trumpet, before Bella A took to the piano with an exciting version of 'Take 5'. Allegra's 'Johnny

B.Goodé' was electric on her electric guitar and contrasted with the gentle tranquillity created by Beatrice's 'See-Saw' played on that magnificent instrument – the Harp. Eleanor really created much excitement with the aptly named trombone party piece – 'The Acrobat'. Then a delightful duet from Aladdin sung by Delilah B and Emily S in their impressive delivery of 'A whole new world'. Then more Music Theatre with Stevie B's 'Home' and Estelle B's 'Reflection' both beautifully sung with great characterisation from Stevie. Winnie wowed with the delightful 'Trolley Song' and Amara P really captured the mood with 'My name is Tallulah'. We then returned to instruments with Martha R playing guitar and singing 'Mirror' - her own composition – what a revelation! Anna R-B really upped the tempo and created some brass fireworks in her sparkling performance of 'Tico Tico'. Ellie W really communicated in her rendition of 'Ordinary Fool' – our second piece from Bugsy Malone. Emily G then took to the piano in her characterful performance of 'La Chevaleresque' and then Amber J really set those keys on fire with one of Shostakovich's 'Fantastic Dances'. Chloe was quite unforgettable playing guitar and singing 'Mr Forgettable' - superb! After a long evening of waiting Maya C got her chance to sing 'Burn' from Hamilton and this really smouldered as it built up to the climax of the song – what a performance! We had a really appreciative and supportive audience that night, but if you weren't able to get there - then do watch the video.

We had a record number of pupils taking Music Theatre examinations that year in February and so a number of them were given the opportunity to sing one of their songs in a 'Music Theatre Evening'. In the run up to the exams the Music School was absolutely buzzing with so many famous Broadway and West End showstoppers! Millie W was first on stage with a glorious opening performance of 'Many a New Day' from Oklahoma. Alaia P then continued the Rodgers and Hammerstein corner with a delightful rendition of 'My Favourite Things' from our favourite musical! Eliana continued with the beautifully sung title song, 'The Sound of Music'. 'Chitty Chitty Bang Bang' was next and Izzy C delighted with the lovely 'Hushabye Mountain' from that musical. Iris F-C then gave a sublime interpretation of 'Over the Rainbow' before Grace O'S gave a poised and poignant rendition of 'Castle on a Cloud' from Les Misérables. 'Mamma Mia' featured next in a touching performance given by Sylvia B of 'Slipping through my fingers'. Clearly a star in the making, Issy P wowed with her interpretation and staging of 'Quiet' from Matilda. Agi T's heartfelt 'Matchmaker' from 'Fiddler on the roof' was delightful and Maya B gave her all in





Jazz Evening



Founders Day

a fabulous rendition and staging of 'I feel pretty' from West Side Story. 'I want to sing in opera' is a wonderfully comic song, the spirit of which was captured superbly by Leahnora de T-L before we moved on to the very emotionally portrayed and superbly acted 'The movie in my mind' from 'Miss Saigon' sung by Scarlett D. This paired beautifully with Georgie G's touching performance of 'What I did for love' from 'A Chorus line'. Bella K positively smouldered with her bewitching interpretation of 'Smoke gets in my eyes' from 'Roberta'. We returned briefly to 'Les Misérables' for Anna R-B's poignant portrayal of the classic 'Empty chairs at empty tables'. Chloe L's representation of 'In his eyes' was very convincing and prepossessing. Stevie B's performance of 'Pulled' from 'The Addams family' matched the previous 'Jekyll and Hyde' song and Stevie was most impressive. The evening closed with a joyful number from 'Hairspray' - 'I can hear the bells' sung with great confidence and excellent staging by Alice M. Well done to all our candidates that

took their examinations as the results were stellar with huge numbers of Distinctions!

In March we had our annual Choral and Orchestral concert in St Joseph's. Some 150 students performed a varied repertoire of music to a full St Joseph's church and what a night it was. The Symphony Orchestra opened the evening with the most demanding work they have ever performed – the 1st movement of Sibelius' 2nd Symphony. The musicianship and technical prowess they showed during this performance of such an iconic piece of music was something else! The Chamber Choir followed with two delightful pieces, firstly acapella with Sarah Quartel's 'Songbird' and then with an orchestral accompaniment to Cecilia McDowell's - 'Would like to meet'. This is a real cheeky little number that absolutely delighted the audience! Then back to Bach (CPE the son of JS that is) with the sublime slow movement from his flute concerto in D minor



MatL Live Lounge



MatL Wicked

beautifully played by Emily B (Y13) with the Senior Strings who followed this with the gorgeous Prelude for String Orchestra by Finzi. Then followed a moving performance given by Ruby D (Y13) of 'Still Hurting' accompanied by a string quartet comprising, Natalia B, Elizabeth S, Zoe Q and Yutao W. Then came the main event of the evening - 'A little Jazz Mass' by Bob Chilcott. This utterly delightful setting of the ordinary of the mass in a jazz style was accompanied by orchestra and drum kit and wow did the combined choirs of Cantemus Chorus and Conabor Choir really impress! The combined forces of choir and orchestra then gave a warming rendition of Christina Perri's 'Jar of Hearts'. The night's finale was a sparkling and dazzling performance of Robert Sheldon's 'Danzas Cubanas' — a fabulously exciting end to this musical extravaganza.

On the last night of last term we had the 16th annual Jazz Evening led by our fabulous jazz musician in residence Mr Theo Travis. He was joined by our own Mr Alan Brown on drums, Miss Andrea Vicary on piano and Mr Alex Keen on

bass. The quartet started the evening with two well-known jazz standards, 'All of me' and 'Autumn leaves'. During the evening we were treated to a number of superb vocal solos from, Evie M, Leili A, Ruby D, Martha R, Georgie G and Beatrice McN, who was accompanied on piano by Amber J. Chacapella also performed with their excellent arrangement of Summertime which they repeated at Mark Reading the following morning. The Saxophone Ensemble of Natalia B, Cristina C and Aimee R sparkled with their rendition of 'Night and Day' and Mr Dodds' Brass Ensemble gave a spirited performance of the well known 'St Thomas'. The final act was the school Jazz Band led by Mr Travis playing a set that closed with Herbie Hancock's 'Chameleon'. The whole night was a brilliant showcase of our talented jazz musicians who were inspired by playing with our four jazz pros. What a night!

At the beginning of the summer term we had our annual Sixth Form Concert. This is always a special evening in the music calendar as it is an opportunity for our leaving



Sixth Form Concert

Year 13 musicians to give a final solo performance on the Arundel Centre stage. It also provides an opportunity for our Year 12 A level students to perform for their end of year examination, so we started the evening with Eliza C singing 'What baking can do' accompanying herself on the piano; far from being half baked Eliza sang with great feeling and expression as did Georgie G in her excellent rendition of 'Pulled'. Hannah D certainly 'brought it on' with her excellent and stylish performance of 'One perfect moment'. Evie M's 'Warwick Avenue' was superb, displaying amazing vocal control and again a stylish delivery. Natalia B showed her great technical prowess on the violin in a beautiful and delicate performance of Ravel's 'Pièce en forme de Habanera'. There was so much poise and delicacy also in Katherine S's playing of Alkin's 'Les regrets de la nonette' on the piano, followed by Katherine R's beautiful tone on the bassoon in Milde's Romanze. It was a joy to have Mr M accompany his daughter Tessie M on the double bass in this excellent performance of Eccle's Largo from his Sonata in G minor. Eliza really captured the dreamy impressionistic mood of Caplet's Reverie on the flute and Yanna then sparkled with an exciting rendition of C C White's Levee Dance on the violin. Our next performer first played her piece at Channing in her scholarship audition whilst in Year 6, so Emily B played the famous Sicilienne by Fauré with great maturity! Leili A gave a mesmerising performance of that classic 'Losing my mind' with real characterful singing. Sophie S and Imani M-R gave a lovely duet performance of Leonard Cohen's 'Hallelujah' followed by Anushka D's astonishingly brilliant performance of 'Astonishing' from 'Little Women'. The evening closed with Ruby D's final solo performance at Channing and again one that she sang as a young Year 7 – 'Don't cry for me Argentina' – as we would expect a stunning and emotional performance. Our leaving Year 13s have given us so many wonderful performances as soloists and in ensembles over the years and we will miss them - but tonight was a wonderful 'goodbye' concert and a real celebration of their musical achievements. We celebrated Founders' Day with a Music Theatre-themed service with the Symphony Orchestra playing a selection from Les Miserables and the Cantemus Chorus singing a selection from the Carole King musical. Then in the last week of term we had the Summer Concert in the Arundel Centre which



Matilda

was a real extravaganza involving Jazz Band, Live lounge, Senior Strings, Concert Orchestra, three choirs and many many more - about 150 students from Years 7, 8, 9, 10 and 12 performing that night!

Sadly as the year ends we have to say goodbye to one of our Visiting Music Teachers who has been teaching piano here at Channing for more than 40 years. Jane Watts is retiring and has been an amazing teacher, scholarship adjudicator, accompanist, organ teacher here at Channing as well as outside of school accompanying for the Bach Choir; a senior ABRSM examiner and internationally known recitalist. We will really miss Jane and wish her well in her retirement!

**Peter Boxall,
Director of Music**

Politics

One of the advantages of being the Editor of the School magazine is that I can leave writing my copy until the deadline is looming, which is doubly advantageous because I am also Head of Politics, and with a General Election due to take place the day before we broke up for the summer vacation, I certainly wanted to wait until the last minute.

When Rishi Sunak called a snap election for 4 July, lesser mortals would have given a huge sigh and cursed him for not waiting a week later, by which time Channing teachers and students would be dozing on their sun loungers on some far-off sunny beach. Not a chance! The news was met with excitement all round, particularly by Mrs Hughes, who sent us off with a mission to run a mock election involving both staff and students. My wonderful colleagues, Mrs Garrill and Mr Martini-Phillips, never to let a challenge get in their way, set about getting the Year 12 Politics students to work, and so we started planning our activities. But what about the fact they all had universities to visit? Personal statements to write? Exams to follow up? Even – the horror – homework? Nothing stood in the way of this impressive group of students. They sorted themselves into political parties, ensuring that it was done randomly,

so no one felt pressured into presenting a view they didn't agree with. They filmed short party political broadcasts that were shown to the students, which were both polished and very funny. Campaigning was then suspended to allow for Founders' Day to take place, after which we then held a superb mock election debate in front of a packed Arundel Centre. Ably chaired by Politics Leaders Ella G and Emilie B, the candidates presented their main policy aims before taking questions from the audience. I was so impressed with the range of points that were asked by both students and teachers, including views on net zero, foreign investment and, of course, the thorny issue of VAT on private schools. The day of the actual election dawned, and the Year 12s were busy in form rooms and assemblies ensuring that everyone got to vote; we then counted the votes throughout the day, and Mr Martini-Phillips produced



Model United Nations Conference delegates at St Paul's School



The Year 12 Politics students during the mock election debate



Delegates at the Godolphin & Latymer conference

slick pie charts showing the results from each Year group. In Mark Reading, Mrs Hughes announced the overall winners – the Liberal Democrats! We are already looking forward to the American election in November; doubtless by then, many things will have happened that none of us could have foreseen.

Other highlights of this year in the Politics department have been the annual visit to the Houses of Parliament and to the PolEcon conference in central London. These trips give the students a vital opportunity to see and hear politics in action, and to understand the importance of democracy.

I was also delighted to take students to two Model United Nations conferences, one at St Paul's School and the other at Godolphin & Latymer. Most of the students taking part from Channing were in Year 10, and I would like to pay tribute to their maturity, intelligence and confidence as they debated a range of topics including the war in Syria, cyberwarfare and human rights in West Africa. I was so proud of them! We are already looking forward to our next conference in the autumn term.

And finally, this report is ending with a note of tribute to the outgoing Year 13 group and their indefatigable teachers, Mrs Garrill and Mr Martini-Phillips. I didn't have the pleasure of teaching the Year 13s this year but I knew how engaged and enthused they were throughout the year, even when they embarked upon the dreaded 'boot camp' of weekly essays in preparation for their exams. We wish them well and are so proud of them.

Wendy Devine, Head of Politics



Phoenix M, winner of best overall delegate on the Specpol committee at St Paul's MUN conference

Psychology

I joined Channing this year as Head of Psychology and was immediately impressed with the Year 12 and 13 students' enthusiasm and passion for psychology and it has been a pleasure teaching them this year.

The Year 13 students had to quickly get to grips with the content this year, as well as having plenty of retrieval practice from the year 12 course. With mock exams, UCAS applications, personal statements and regular classwork and homework, the start of this year felt particularly busy. But as the year went on they settled into good working habits and by the time the exams came around they were prepared and ready to impress the examiners.

The Year 12 students have been a fantastic group who have strived to excel in all aspects of the course. Their energy, enthusiasm and dedication to psychology has been nothing short of outstanding. I was really pleased with their summer exams and look forward to seeing them making more progress next year.

One of my passions is to make psychology as tangible as possible and as such students have had to engage in a number of activities aimed to make some abstract concepts more concrete.

Outside of the classroom there have been a number of notable achievements. First, a number of the Year 12 students ran Psychology Society. This was an extra-curricular that attracted a number of students from different Year groups. They covered topics ranging from social influence to mental health with the aim of giving students from lower down the school an introduction to psychology as well as addressing misconceptions that students may have or that have been portrayed in social media. The Year 12 students decided on the topics and developed the resources independently and really showed great teamwork and communication.

All Year 12 students wrote an article on a psychological topic of their choosing and our subject leads Zara and Charlie worked with the marketing team to produce two magazines. "NeuroNarratives" is our psychology magazine, written by and produced by the students with no teacher editing. It is great to see our students have such a wide range of psychology interests outside of the classroom.

I am delighted that the popularity of psychology is growing at Channing and I look forward to another successful year next year. Already we have Dr Guy Sutton coming in to deliver his 'brain day' masterclass to Year 13 students in September and again for Year 12s in the summer so there is plenty to look forward to.

Phillip Starr, Head of Psychology



Psychology Society attracted students from different Year groups



Year 12 students have simulated the effect of an individual having undergone a split brain procedure...



... and got to grips with the brain by wearing their 'brain hats' in lessons

RPE

At the start of each year with a new Philosophy class, whether that is Year 7 or 13, I like to share the words of Martha Nussbaum, Professor of Philosophy at the University of Chicago. She wrote: “Philosophy is not about authoritative pronouncements. It is not about one person claiming to be deeper than others or making allegedly wise assertions. It is about leading the examined life, with humility about how little we really understand, with a commitment to arguments that are rigorous, reciprocal, and sincere, and with a willingness to listen to others as equal participants and to respond to what they offer.”

Something that might jump out as strange to readers is the assertion that a key element of Philosophy is “humility about how little we really understand”. At Channing this is not something we often celebrate – humility about how little we know? Really? I believe the value of such humility is made clear; however, when we really consider what knowledge and education actually is. The Greek philosopher Plutarch said that “the mind is not a vessel to be filled but a fire to be ignited.” If we view the education of students as simply filling a vessel, there is no value in humility of how little we know. If we view knowledge as a linear progression of not-knowing to knowing, then knowing is a static endpoint to strive towards. However, if we view learning as the lighting of a flame, knowledge as non-static, and learning as an ongoing process which endures throughout life, then humility about how much more there is to know, and how small our minds are in the scheme of it all, is absolutely essential in the pursuit of knowledge.

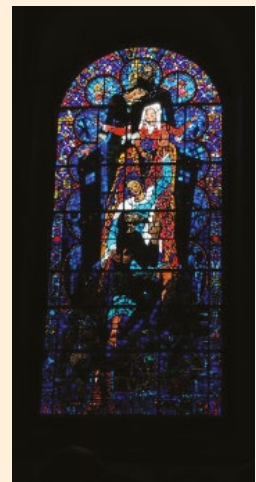
Students of RPE at Channing have pursued knowledge in varied and exciting ways this year. The academic year began with our new intake of Year 7 beginning their two-year study of Britain’s major world religions alongside their weekly Philosophy lessons, which introduced them to key philosophical disciplines and the principles of good debate and discussion, and religious artwork. Year 8 furthered their exploration of world religions studying Islam, Christianity and Hinduism. Year 9 students began their pursuit of theological and philosophical questions about the existence of evil and the nature of God.

Further up the school, we were delighted to enrol a record-breaking GCSE class with more than one-quarter of the Year 10 cohort opting to study RE at GCSE! In Year 12 we welcomed our second cohort of A Level Philosophers; meanwhile our Year 13s commenced their last year of school, soon to become Channing’s first graduating class of A Level Philosophers! Key Stages 4 and 5 worked together this year on the weekly Ethics Bowl – a fantastic extra-curricular offer run by Mr Headey, which gave students the opportunity to debate ethical issues with students from Years 10 to 13, sharpening their debate and discussion skills as well as their cultural awareness and appreciation of differing worldviews.

The new year saw another exciting opportunity for Year 10 and 11s – the trip to the historic and world-renowned



*Amelia E's drawing of
Canterbury Cathedral*



*Kaia T's drawing of
Canterbury Cathedral*

Christian pilgrimage site of Canterbury. Students walked in the footsteps of pilgrims, stood at the site where St Thomas Becket was martyred, spotted imagery and symbols from their study of Christianity all throughout the Cathedral and its surrounding areas and took a walking tour highlighting the wondrous aspects of this world-famous city, England’s former capital, and an unrivalled site of religious significance. Students returned to London with a deeper understanding and appreciation of the role of pilgrimage in the Christian faith as well as a cultural contextualisation of their study – seeing their learning of ancient scripture and theology alive in modern Britain.

Our A Level Philosophy students had many exciting opportunities to enhance their learning at school. In the spring term they took part in an independent study into Philosophical literature and were tasked with reviewing and recommending several books on Philosophy to the Channing library. These books are now available for students of all Year groups to borrow from the library, creating a canon of Philosophical texts for Channing students of the future to read and enjoy!

In the summer term our Year 12 students all entered the Royal Institute of Philosophy’s annual essay competition and we are absolutely thrilled that out of more than 400 entries, one of our students made the longlist! We eagerly await the announcement of winners, which will be announced later this year.

Students lower down the school have also had the opportunity to enter national competitions, with every pupil in Year 7 creating a religiously or philosophically inspired artwork for the international Spirited Arts competition. This competition asks students to create an artwork (in any form) that relates to one of six timely themes all connected to Religion, Philosophy or Spirituality. We were astounded by the works the Channing Year 7s created – ranging from poems to paintings to decorated baked goods! – making it very tough to select the 10 entrants that will represent Channing in the national competition.

The RPE Department has fully welcomed the school-wide emphasis on reading this year, involving reading and comprehension in RPE at all levels. The contemporary philosopher Judith Butler wrote: “We lose ourselves in what we read, only to return to ourselves, transformed and part of a more expansive world.” We believe our department has contributed to Channing students being a part of that more expansive world and growing into the curious open-minded young people, willing to be intellectually challenged and to challenge the ever-changing world around them.

Dean Kiff, RPE teacher

Science

SCIENCE IN YEARS 7 & 8

Students in Years 7 and 8 study combined science before having lessons with individual subject specialists in Year 9. There have been a number of exciting extra-curricular activities that Year 7 and 8 students have been able to get involved in this year.

Science Club was split into six-week blocks with sessions running in chemistry, physics, biology and witchcraft and wizardry. We ran the chemistry sessions and introduced students to making crystal gardens, slime-making and test tube rainbows. Physics sessions with Mr Daw included the design and building of bridges, helicopters and tall structures, and the taking apart of a mobile phone to see how it was assembled. Mrs Shoham introduced students to microscopy, dissection and model-making. Later in the year, I ran sessions on witchcraft and wizardry; I allowed students to try a range of magical spells, from fire-writing, to potion-making to alchemy (of sorts!).

Anatomy Club resumed this year and was run by Ms Rao. The students undertook a different dissection each week covering a range of vertebrates and invertebrates, such as starfish, frogs, rats and also the dissection of organs such as sheep eyes and hearts. When dissecting whole organisms, links are made to the science curriculum where possible. For example, Year 7 have studied the digestive system in mammals, so they were able to see the oesophagus, stomach, small, and large intestines and rectum in a mouse; Year 8 study the respiratory system and were able to examine lungs, bronchi and trachea in a number of different animals. This is a popular club with fantastic support from the Year 12 helpers, who guide the younger students along the way.

Since November, there have been weekly Science “Question of the Week” activities posted on Google



Year 12 Fieldwork techniques



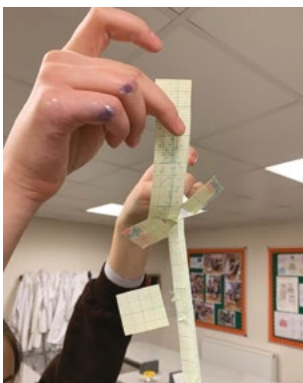
Year 7 and 8 Anatomy Club – Dissection of a sheep brain



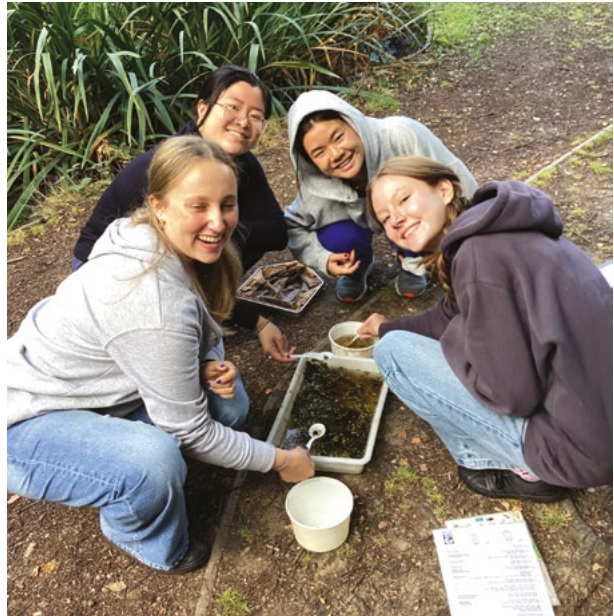
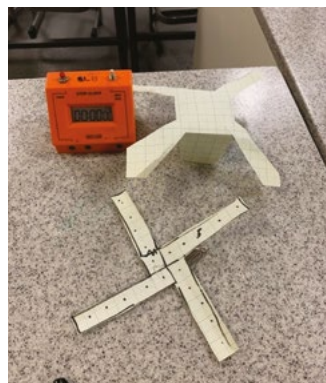
Science Club – slime making



Year 7 and 8 Anatomy Club – Dissection of a mouse



Year 7 & 8 Science Club



Year 12 Biodiversity course

Classroom. These have consisted of questions for pupils to answer - often concepts not covered in the syllabus – such as 'What is the oldest living thing on Earth?' or 'Why do mosquito bites itch?'. Sometimes pupils were asked to complete and film themselves completing experiments at home such as leaving a penny in water vs cola overnight and explaining their observations. This could be completed as an extended learning activity or an extension activity during a lesson.

In November, Year 7 visited the Science Museum. This was a fantastic day where pupils, as well as looking at some interesting exhibitions, were able to visit the Wonderlab exhibition where they completed a wide range of fun science experiments, and watched exciting demonstrations. At the end of the day pupils viewed the Antarctica film in 3D at the IMAX cinema.

This March, 11 enthusiastic Year 7 Scientists attended the Devonshire House Science Fair during STEM week along with Ms Quow and Ms Levontin, and then individually made display boards to take to the fair. Of the 150 Year 7 pupils at the fair, two Channing pupils made the semi-finals, and another two were awarded certificates for great teamwork in the engineering challenge.

In the spring term, Year 7 students could apply to participate in the Ellery Programme: Advanced Practical Skills to extend their biological knowledge. The sessions focused on the use of enzymes and the practical skills used to investigate them. Students studied the effect of temperature on rennin, an enzyme that can be used to clot milk in making cheese, the use of the cellulase and pectinase in the production of fruit juice, and using immobilised enzymes to digest starch and make lactose free milk.

During science lessons in STEM week, students were given activities to complete that related to our STEM-week theme of bubbles. Year 7 students made and raced balloon rockets – balloons attached to cylinders, moving across a string. While they were having fun, they had to consider whether the size and shape of their balloon would affect its movement across the string while being attached to the cylinder. Before their balloon rocket was launched, they had to consider whether the shape and size of the cylinder would affect its movement. Year 8 had fun making bread dough. The fermentation reaction, which is catalysed by yeast, releases carbon dioxide and creates bubbles in the dough. Students in both Years 7 and 8 were also invited to come to the Chemistry Department to make slime. It was great to see so many students come along and have fun making different colours of slime and comparing the texture, bounciness and flexibility of their product.

In April, all Year 8 students entered a national competition to design an advert for any job in the NHS. The advert could take the form of a poster, video game, short video, animation or whatever the students could dream up. The job could be for any position in the NHS: doctor, chef, psychologist ... anything. We are eagerly awaiting the results to see if we have any winners!

The Science Department would like to thank all of the Key Stage 3 Science students this year for their enthusiasm and hard work!



Year 7 Ellery Programme



Science – enrichment week 2024



Year 13 Enrichment lecture



BRONZE CREST AWARDS

CREST is a nationally recognised scheme for student-led project work in the STEM subjects. To achieve the Bronze level, students complete 10 hours of project work and design their own investigation and record their findings, giving them a taste of what it is like to be a scientist or engineer in the real-world. CREST Awards Club is available to all Year 9 students as an extracurricular activity. This year, Bronze CREST Awards were achieved by Year 10 students Diya B, Ruby C, Siana C, Amber J, Leila L and Lucie T, who completed their individual projects last year. Their projects investigated plant growth, cleaning hair; making moving pictures, the crispiness of crisps, and how to detect fingerprints. Current Year 9 students, Ekta A, Isobel B-I, Cayetana B-F, Isla M and Georgina V also gained Bronze CREST awards for their group projects which investigated making fizzy drinks and breaking materials, which were completed this year.



CREST awards 2024

BIOLOGY

This academic year marked the inaugural year of the Biology department's Marine Biology Club. In September, Year 10 pupils were presented with an empty fish tank and tasked with researching how to set up and maintain an aquarium. It was a true team effort, with pupils employing various research techniques to become fish experts. Thanks to their hard work, we have a departmental aquarium, a beloved focal point in C15. Throughout the year, pupils conducted regular water quality tests, learned about different fish species and their anatomy, and mastered the creation of a balanced aquatic ecosystem. In February, we had a guest appearance from Mr Gittins, who taught us how to make ceramic ornaments for the fish: the hollow log is a particular favourite hide-out for our Siamese Fighting Fish.

STEM careers club is a new club open to Year 10 and 11 students. The first sessions focused on careers for those students considering courses in Medicine, Dentistry, Veterinary Medicine and nursing. Activities included student presentations on the pillars of medical ethics; justice, autonomy, beneficence and non-maleficence, ethics and wider considerations of scenarios related to animal welfare. Related to both a career in Medicine and to support the school's Monday morning reading initiative, we recommended the book 'When breath becomes air' by Paul Kalanithi.

The Biology and Chemistry departments worked collaboratively back in October to deliver an exciting and interactive workshop about the biochemistry of chirality that was delivered to all Year 13 students in an enrichment session.

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

Year 12 and 13 Biologists also participated in the British Biology Olympiad. The two 45-minute papers consist of problem solving activities testing knowledge from the whole of the two year A-level course and beyond. Congratulations go to all that took part in this challenging competition, and particularly to the students who received an award for their entry. Commended: Chiara P, Kitty H, Lucy H. Highly commended: Maya C, Priya T, Aimee R and Caroline L.

Medical discussion group has been held weekly for Sixth Form students interested in medicine, dentistry, and veterinary science. Sessions focused on recent medical affairs, ethical debates, and included frequent guest speakers from healthcare professions. Students also receive tailored



Year 10 Marine Biology Club - The Channing aquarium

guidance on their university application, from UCAT aptitude testing to interview practice.

Two different fieldwork activities have taken place in Biology this year. In September, Year 12 Biology students went on a field trip to Epping Forest to investigate biodiversity. In the morning, they focused on the biodiversity in freshwater. They used nets to collect samples from the pond in order to look for invertebrates that were living there. They found a variety of biological organisms including water snails, newts and a dragonfly nymph. They even caught a fish! After a close call with a potential swim with the frogs, they had collected all of our data. We went back to the field centre and recorded the biodiversity levels using the Simpson's index of diversity. After lunch, they measured the diversity of terrestrial invertebrates. This time they used nets to sweep through two sites (grassland and woodland) in order to discover the richness and evenness of a selection of species. After a few scares with spiders, they made our way back to the field centre and, again, collected our data using the same diversity index.

In June the Year 12 biologists returned to Epping Forest to learn about fieldwork techniques and to complete a required practical assessment. Sophie L and Aimee R write: 'We began with setting up mammal traps; we were shown how to place them in hidden spots to maximise chances of a catch. We then moved to a site called Pillow Mounds to carry out an investigation into the relationship between soil compaction and the abundance of a plant species. Back in the classroom, we used the Spearman's Rank correlation coefficient to determine the significance of the relationship between the two variables. At the end of the day, we returned to the woodland area to check on our mammal traps and were fortunate to catch a little vole. On the second day we use the capture-mark-release-recapture method to calculate the woodlouse population size. We also carried out a required practical where we investigated the difference in plant height between two areas in the forest - one with high light intensity and one with low light intensity. Finally, we were led on a fascinating succession tour of Epping Forest by our tutor who explained the history of the trees and the different seral stages. Overall, this was a really enjoyable trip where we managed to enjoy some sunshine and time outdoors, as well as putting our A level knowledge into practice.'

CHEMISTRY

It has been a pleasure to offer a variety of competitions and clubs to our students this year.

Science Journal Club for Years 11-13 resumed this year and it was fantastic to have a higher attendance with several Year 11 and 12 students joining our Year 13 students each week to discuss a range of topics from robotics to sustainability to the use of AI in healthcare.

In November, the Channing team of Sereny S (Y11), Daisy A (Y10), Saira C (Y9) and Isla M (Y9) took part in the Chilterns and Middlesex heat of the Royal Society of Chemistry's Top of the Bench competition. There were six rounds of questions on topics ranging from chemical calculations to identifying elements, compounds and mixtures to some general questions; do you know which former European leader has a doctorate in quantum chemistry? There were challenging problems to solve and the students demonstrated excellent resilience and teamwork.

In January, Catrin C, Sophie L, Caroline L and Zoe Q in Year 12 achieved certificates of participation for their involvement in the 56th RSC International Chemistry Olympiad. This is an opportunity for students to test their understanding of chemistry, helping them to develop their problem-solving skills and apply familiar knowledge in new and interesting contexts. Questions explored a range of topics including bronze (with reference to the England women's world cup team member, Lucy Bronze), iodate salts and fuel-producing bacteria.

During the first Saturday of the February half term break, five sixth-form Chemistry students (Beth C, Isabel K, Sophie L, Tessie M and Isabella W) travelled to Oxford University to take part in the annual Chemistry Race. This is a challenging competition that takes place simultaneously at the universities of Oxford and Cambridge and involves teams of Chemistry students from all over the country; this year there were 99 teams taking part across the two sites! I was impressed with the teamwork skills shown by the Channing team and with their perseverance and resilience; some of the questions were really challenging!

of February, Year 12 students attended the Chemistry in Action conference at the Emmanuel Centre in Westminster. Nuclear Scientist Tim Gregory explained that nuclear science has the power to solve some of the greatest challenges, from achieving net zero, to curing cancers in new ways, to exploring outer space. Heather Au, a Materials Chemist from Imperial College London, talked about new battery technologies that will help us meet our energy demands as we transition towards a future without fossil fuels. Students also heard from Alex Baker from the University of Warwick who discussed how chemistry can help in the fight against tropical diseases.



Schools' Analyst Competition

In May, the Year 12 Chemists took part in the Royal Society of Chemistry Analytical Division's Schools' Analyst Competition. This year, students assumed the role of analytical chemists assisting their local Trading Standards Office to investigate unusual products on sale at the Super Sugar Candy Store. These were suspected to contain restricted ingredients and the students had to determine if the food was safe for consumption. The tasks included the quantification of vitamin C in vitamin tablets, determination of the dye content in sweets and the volumetric analysis of baking soda in a cake mixture. Well done to Maya C, Catrin C, Lucy H, Sophie L, Caroline L, Tara M, Ava P, Bella P, Zoe Q, Saskia R, Charlotte S, Charlotte T and Priya T who all worked successfully in their teams to solve the challenges.

The Chemistry Department would like to thank all of the Chemistry students this year for their hard work and commitment to learning, in particular the fantastic Year 11s and Year 13s.



Chemistry Race - Oxford University 2024



PHYSICS

In March, the Physics department took our Year 12 Physics students to the well regarded 'Physics in Action' event held at the Emmanuel Centre in London. There were 6 different sessions in all and they involved well known scientists, broadcasters, journalists and engineers. The day covered a wide range of themes from quantum computing to planetary science and the students were inspired and intrigued by an insight into the world of physics beyond the classroom.

Our Year 12s and Year 13s have to do a range of practical activities as part of the CPAC component of the A-level course. Since September, they have had to work in teams, often using complex equipment; for example, to measure the gravitational acceleration of the Earth, calculate the resistivity of certain metal wires, measure the speed of sound in air; calculate the wavelength of a laser beam, analyse the momenta of colliding metal spheres, investigate the behaviour of radioactive rays and many others. Often these activities required the usage of data loggers, light gates, software and graph analysis.

In May 2024, all Year 10 students took part in the National Scientific Thinking Challenge during one of their Science lessons. The challenge was developed by a group of friends from six different university Science Departments (Warwick, Southampton, Bristol, Newcastle, Manchester and Oxford Universities). The questions do not require recall of taught material; instead, the students have to look at data, graphs and text and make deductions, spot trends, suggest hypotheses and identify anomalous results. Well done to all Year 10 for taking part; there were some impressive results across the cohort. Particular congratulations go to the following students who gained gold awards and were in the top 10% nationally: Diya B, Lillia H, Ava N, Anna R-B, Valeria D, Kiki T, Anya J, Rana M, Amelie R and Kira S. Congratulations also go to the following students who gained silver awards and were in the top 25% nationally: Aria B, Rachel C, Ella C, Daisy L, Alexa L-B, Eleanor M, Rose B, Siana C, Allegra L, Yutao W, Daisy A, Cristina C, Dinah G, Bella K and Tabitha W. And finally, congratulations to the following students who gained bronze awards and were in the top 40% nationally: Darcy G, Isla M, Tal M, Yuli O, Kaia T, Saara T, Bea A, Carlotta B P, Ella F and Sasha M.

This academic year the Physics Department has introduced electronic light gates into the students' curriculum so they could instantly measure the speed of moving objects to a high degree of accuracy. This is a far superior method compared to using hand held stop-clocks or using old fashioned ticker-timers. They have used the new gates to measure the gravitational acceleration of objects dropped in class, the acceleration of small cars along a surface and investigated the conservation of momentum law with colliding cars of different masses. The most successful student teams got values for the Earth's gravitational acceleration to be 9.79-9.83 m/s² which is excellent, given the official value is 9.81 m/s².

Claire Spinks, Head of Science

Sport

SELECTION FOR MIDDLESEX SCHOOLS ATHLETICS CHAMPIONSHIPS

In the Summer Term, eight eager young athletes from Channing competed in the selection for the Middlesex Schools Athletics Championships on Friday 17 May, hoping to represent the borough in the forthcoming Middlesex Championships. Though there was a lot of competition, Margot V-Paleske and Chileshe G deserve special recognition for impressing the selectors and earning spots on the Haringey team. Chileshe will compete in the long jump, while Margot will show off her skills in the 75-metre hurdles. Hopefully, both of them will have success at the Middlesex Championships!

CHEERLEADING AT CHANNING

The Cheerleading Squad called the Channing Eagles has experienced continuous growth this season. They have competed in the London Dance and Cheer Academy League which are split into four competitions across the year. In the Autumn term they had their first competition of the season and came in a very close 3rd place with cheerleaders of the day being awarded to Millie W and Sonia H.

In the spring term the Channing Eagles competed at South Hampstead High School and achieved 2nd place with Sonia H receiving cheerleader of the day. They also had a fundraising event that they competed at where they were awarded 1st place. The final competition was after Founders' Day this year and although they placed fourth, Bayal received cheerleader of the day and the squad placed second overall in the league!

This was an outstanding accomplishment. The dedication and effort put into their early morning practices have clearly paid off. The students' commitment, teamwork, and spirit were evident in their performances.



FOOTBALL AT CHANNING

It has been a year of change for football. Ms Reece left us at the end of the summer term and we are grateful for the work she did in developing football at Channing in her two years at the school. Due to Mr Garnett not being able to start his new role as teacher in charge of football until January, Mr Oh came in on a temporary basis to fill the void in the first term. Through his enthusiasm attendances at U13 and U15 clubs were high, with both experienced and inexperienced players attending.



U13 Football Team

FIXTURES AND COMPETITIONS SUMMARY 2023/24 SEASON

Through the work of our new PE Administrator Miss Allen, who is a semi-professional player at AFC Wimbledon FC, Channing increased the number of fixtures played this year at all age groups in both competitive league and cup matches and friendlies against other private schools.

The cup competitions included the English Schools Football Association (ESFA) and Independent Schools Football Association (ISFA). In the ESFA the U12, U14 and U16 unfortunately all lost in the first round, however the U13, won a nail-biting first round against Brampton Manor 4-3 on penalties after tying 1-1 in open play. They then lost 3-1 in a close match in the second round against Shenfield High School.

In the ISFA the U15 drew Wimbledon High School in the Preliminary round. With the deadline for the match to be played before mid-September, the team had very little time to prepare and unfortunately lost 1-0 in a very close match.

Channing continued its entry in the Haringey league, which included matches against local state schools in both U13 and U15 age groups. The U15s ended with a record of won 2, drawn 2 and lost 2, finishing 5th out of 7 teams.

The U13s won 2 and lost 2 finishing 2nd in a five-team league, earning a place in the semi-finals of the play-off. With some first team players unavailable, opponents Fortismere proved far too strong and won the game comfortably.

Other fixtures included friendlies at U12, U13, U14 and U15 against City of London Girls' School, Francis Holland School, South Hampstead School, Belmont Prep and Northbridge House.

HARINGEY CROSS-COUNTRY CHAMPIONSHIPS

12 pupils across Years 7 to 10 represented Channing at the Haringey Cross-Country Championships. There were more than 120 pupils racing from various Haringey Schools and all our students performed brilliantly. The students came second in the Year 7 age group and fourth in the Year 8 age group. Huge congratulations to all our runners. A special mention goes to Mia C in Year 10, who placed tenth overall and second in her age group, and Thomasina R and Siena R, both in Year 7, who placed 18th and 19th overall and fifth and sixth, respectively in their age group.

HARINGEY INDOOR ATHLETICS COMPETITION

In the spring term four Year 8 students represented Channing in the Haringey Indoor Athletics Competition at St. Thomas More School. The girls showed their determination and enthusiasm through a very focused performance and demonstrated key Channing spirit, by supporting and encouraging their teammates. Well done to the whole team – to Sloane R, Tamara P, Sonia H and Olivia W for their outstanding efforts and achievements.

CHANNING SKI TRIP TO AUSTRIA

During the February half-term we embarked on our ski trip to Flachau, Austria. After our quick flight to Vienna we started on the 3 hour coach journey to our hotel in Flachau. We were all quite tired from the 5am start so the coach journey sped by, after a 45 minute break at a very affordable service station and some friendly conversations with the pleasant coach driver, we had arrived!

We were all pleasantly shocked by the hotel, the warm and cosy vibe made the whole experience so much better! After a quick dinner, getting our rooms and deciding on who sleeps on which bed (not a fun discussion) we headed to the ski rental shops at 8pm to get supplies. After setting up our boots in the boot room, and a 10:15 lights out we were ready to hit the slopes!

The next morning after breakfast we jumped on our bus and headed back to the ski shop, it felt like a completely different place in the daylight, seeing the magnificent view of the mountains. We were placed in four groups, four being the most skilled, and headed off with our instructors. For group 2 that meant falling down the nursery slope for an hour and half before finally making it to the button lift. We were then treated with a warming lunch in the restaurant which everyone found very delicious. After another hour and half we headed back to our hotel for some much needed warm showers.

The following day when we got on our bus we were greeted with the sound of every single girl complaining of shin pain, nevertheless we pushed through and had a very productive day. Group 2 made it onto the ski lift in the morning, and by the afternoon all of the Channing group was up in the mountains! That night our lovely rep Alice hosted a quiz night. I don't think I have ever laughed more than we did that night, everyone loved the team names!

Our routine continued for the next couple of days until we went to a different ski resort, Zauchensee! Here we got a taste for professional skiing, group 2 screamed the whole way down the mountain as we were taken down what felt like black runs, which were actually flat blue runs! After enjoying some tasty waffles for après ski we headed back for the day. It was at this point we realised that we were not the only British school in our hotel and spent the next few days making some new friends. We tried out the hotel's rock climbing, which brought out the competitive side of most of us and probably wasn't good for our muscles after four days of skiing.

One of the best parts of the trip had to be the Lucky Flitzer. Some of us were quite nervous to try the toboggan but after hearing the teachers screaming all the way down we decided that it was a highlight. However, we can't forget about the last night where we had our school disco! There was some hilarious Irish dancing with the instructors after we received our awards and tensions were high as the teachers announced the winners of the room inspection competition (room 6 should have won!)

Ava N, Year 10



U13 PREP4SPORT SEVEN-A-SIDE FOOTBALL TOURNAMENT

During the weekend of 9 and 10 March the Channing Under 13 football team competed in a Prep4Sport 7-a-side football tournament. We got to experience some of the places where the England team played.

Overall it was an amazing, rewarding time that we got to share with our friends and our team, and it was a great way to improve and help us get better.

We left early on Saturday morning and had a 2 and a half hour coach ride to St George's Park, where we stayed in the Hilton hotel. When we got there, we first went in the pool, and played a friendly game of basketball in there against our junior school team. We quickly dried off and changed into our football gear, ready for our first match.

We played five matches that afternoon before dinner, with mostly wins and one loss. We competed against schools such as Notre Dame, Fulham School, Lady Margaret's and Danes Hill School. It was a series of really well-played and fun games, and we had a blast. Dinner was fantastic, with a selection between roast chicken, pasta, rice, salads, desserts and drinks. In the evening we played card games and relaxed in our rooms. We were exhausted after the long day and easily fell asleep around 9:30 pm.

The next day, we woke up and had breakfast before playing our matches. We had two more group matches before we got separated into the championship and the plate. Unfortunately, we lost both, but only by one, meaning we went into the plate competition. We played a riveting match against Fulham School, 0-0 after two halves. We then had to go into a 5v5, and still 0-0. We finally had to do a 3v3, and still 0-0. We had to go into penalties and unluckily lost by one, but it was a fast-paced, highly competitive game, and it was a great experience to play against them. Our final game repeated the same way: 0-0 after two halves, and after a 5v5, but in our 3v3 we scored and won the game. We came home with massive smiles and silver medals, having had an incredible time there. We are so grateful that we got this opportunity and we had the best time.

With the new addition to our PE staff who bring expertise in football, we aim to enhance football in both curricular lessons and extracurricular clubs.

Milla C and Scarlett P

NETBALL AT CHANNING

Netball has also undergone a change with the addition of Ms. Nelson to our PE department taking the lead on the running of the netball programme.

This year netball has seen some success in friendly fixtures, cup competitions, and tournaments.

U14 AT GSA CONDOVER HALL NETBALL TOURNAMENT

It was a good start to Day 1 at the GSA Netball Tournament for Year 9. They won their first game 12-9. After this, however, things unfortunately didn't go according to plan. The team were riddled with injuries and we ran out of legs during the remainder of the day. We didn't win another match which unfortunately placed us in the Plate competition, last year they made the Cup group. On the plus side, after some sleep the team worked together on Sunday to win all of their matches and came home with a trophy for their efforts. This placed us 16 out of 22 schools in the U14s. A special mention to Lily W for her all round sporting prowess, Eleanor C for scoring the highest number of goals, Isabella L for her defending under the post and Gaby S for being the bravest.

U14 NETBALL – NATIONAL SCHOOLS' COUNTY TOURNAMENT

On Sunday 19 November, the U14 team who were a mixture of Year 8 and Year 9 students competed in the National Schools' Middlesex County Tournament. We had a slow start to the tournament and lost our first game against St Paul's Girls School. However, after a regroup our second game was much closer and we managed to draw against Godolphin and Latymer 8-8. Because of our one draw, and one loss it meant that if we wanted the opportunity to finish first or second in our group to get to the semifinals, we had to win our last two matches. Luckily we were successful at this and won against North London Collegiate 11-6 and 15-3 against The Latymer School, with some fantastic shooting from our shooters, Eleanor, Florence and Indy. The results came down to the goal difference between us, Goodolphin and Latymer. Overall although it was not the result we wanted. These girls should be proud of their performance at the end! They also got to meet an England Netball player and London Pulse player Halimat Adio!



U14-National-Schools-Middlesex-County-crop

U13 AT GSA CONDOVER HALL NETBALL TOURNAMENT

On Day 1 of the GSA Netball tournament, the Year 8 team needed to shake off their nerves before they started winning some matches. They had some tough competition but began to work well as a team. They performed very well beating St George's Ascot, The Abbey School Reading, Edgebaston High School and the Maynard School. This meant that they progressed to the top competition group on Sunday and they were playing for the trophy. After some tough matches and some close games the U13s proudly placed 10th out of 27 schools.

U12 HARINGEY NETBALL LEAGUE

Over the Autumn term the U12 A team competed in the Haringey League, which saw them competing against local schools in the area such as St Thomas Moore, Alexandra Park and Fortismere. The team strengthened their teamwork and cohesion, refined their style of play, and remained unbeaten throughout the competition.

YEAR 7 HARINGEY SCHOOL GAMES QUALIFIER

On Monday 19 February the U12 A and U12 B played in the Year 7 Netball Haringey School Games Qualifier tournament. Both teams started really well and were able to find their style of play and cohesiveness as the tournament went on. The U12B team fought hard but finished 2nd in the tournament. The U12A team were unbeaten throughout the competition rounds and played Alexandra Park School in the finals. The students played exceptionally well and went on to win the finals match against Alexandra Park School which means they are through to the London School Games Finals Tournament in March! Congratulations!



The U12B Netball team

YEAR 7 LONDON SCHOOL GAME FINALS - TUESDAY 19 MARCH

Our first match was against Lewisham where we beat them 16 - 1. We were the stronger team and even though we beat them by quite a lot there were still things we wanted to work on. We then went on to beat Bromley, who we beat 11-3 and Ealing who we beat 9-3. This meant we won our group and could go forward into the top half of the competition. After lunch we played Bexley and Wandsworth. We knew that winning these games would get us into the quarter finals so we really had to give it our all. After an even start, we went on to beat Bexley 10-4. We then watched Bexley play Wandsworth and picked up some things from the way they played meaning we could create more turnovers and score more goals. We beat Wandsworth 9-4. After a break, we found out that we would be playing Hammersmith and Fulham in the quarter finals. We knew they were a strong side and that maybe planted some doubt in our minds that we wouldn't be able to make it to the semis. Even though we lost to Hammersmith and Fulham it was still a good performance however I think we were a bit disappointed because we could have possibly won the game. Overall, we all found it a really enjoyable experience as well as a good learning experience for when we get older and play in similar competitions.

Thomasina R

INDEPENDENT SCHOOL NETBALL CUP

The UI3, UI5, and UI9 teams entered the Independent School Netball Competition. While the UI5 and UI9 teams exited in the early stages, the UI3 team progressed to the quarter- finals.

This saw the UIIs come up against Streatham and Clapham High School. The team started off strong, unfortunately Streatham and Clapham made some critical changes that then disrupted the flow of our game. As a team we readjusted our game plan to utilise our strengths in the shooting circle and also when turning over the ball. They played with grit and determination but unfortunately it was not to be and they lost the game 33 - 25. Well done to the girls for fighting to the very end!

Next academic year will feature more friendly matches, additional tournaments, and cup competitions for specific year groups

TALENTED NETBALLERS

This year, we have some outstanding netballers who have achieved success outside of school:

Natasha H was selected into the UI7 Saracens Mavericks Squad

Eleanor C was selected for the UI5 Saracens Mavericks Academy

The following students were selected into the London Pulse Hub Programme Erica W, Thomasina R, Alice S, Maria H.

Thomasina R was also selected into the UI3 Middlesex County Performance Pathway

SPORT AT CHANNING

Next year will see some exciting trips ahead in addition to our range of clubs, fixtures and competitions for all sports. Netball will head to their annual GSA Condoover Hall Netball Tournament for year 8. Football will go on their second trip to the UI3 Prep4Sport 7-a-side football tournament at St George's Park. This year will see the first joint football and netball tour to Barcelona for Years 8 to 10. The five-day trip will involve training sessions and competitive match play, as well as an opportunity to take in some attractions. Our ski trip will be back next year too heading to Austria again after a successful year.

The PE department looks forward to another exciting year ahead.

Kandis Nelson, Acting Director of Sport



Junior SCHOOL

Head of Junior School's

REPORT

As we near the end of this academic year, marking my sixth year as Head of the Junior School and my twenty-first year in the teaching profession, I have taken time to reflect on my journey and the profound lessons it has imparted.

Earlier this term, I had the pleasure of returning to the very first school where I began as a newly qualified teacher. Remembering those joyful and fulfilling years, I couldn't help but marvel at how swiftly two decades have passed in this profession. Time really does fly when you're having fun!

This year has been filled with countless highlights, creating fantastic memories for both the girls and the staff. Many of these moments are captured in the Junior School pages of this magazine. I encourage you to sit back and enjoy – it's quite a journey!

As I write this report, Around the World Fortnight, an initiative we introduced several years ago, is in full swing. There is a myriad of activities supporting the girls' cultural adventures underway throughout the School, creating a real buzz in the air. Each year group has embarked on a journey to learn about one of the countries that have hosted or are scheduled to host the Olympic or Youth Olympic Games, aligning with this year's Olympic Games in Paris, France. The focus for each Year group is as follows: Reception: Greece, Year 1: Italy, Year 2: China, Year 3: Senegal, Year 4: Brazil, Year 5: Argentina and Year 6: USA.

Each Year group is exploring various aspects of their chosen country, including culture, geography, language, currency, landmarks, traditional dances, art, and music. Every corner of the school is a hive of activity. I can't help but smile as I walk around and see the girls engaged in singing, dancing, learning new languages, printing, role-playing, and sampling food and drink. This vibrant period will culminate in a showcase of pupil work displayed in classrooms and areas around the Junior School on Founders' Day. What strikes me most is the palpable happiness and academic ambition of the girls!

Around the World Fortnight exemplifies our Unitarian ethos of kindness, tolerance, respect, and inclusivity. Inclusivity lies at the heart of a well-rounded education, essential for creating a supportive and welcoming environment where every pupil feels valued, respected, and able to thrive academically, socially, and emotionally. By fostering an inclusive culture, we demonstrate our dedication to nurturing a diverse and harmonious community where all pupils have the opportunity to be the very best version of themselves.

Encouraging inclusivity equips our pupils with invaluable life skills such as empathy, acceptance, and understanding, embodied by one of our Channing Characters, Empathy Rabbit. It prepares them to interact positively with individuals from different backgrounds, beliefs, and experiences, ultimately shaping them into compassionate and tolerant individuals ready to contribute positively to society.

Furthermore, this inclusive culture enhances the overall learning experience for our pupils. When pupils feel included and supported, they are more likely to engage actively in their education, participate in classroom discussions, and collaborate with their peers. This leads to a more enriching and fulfilling academic journey for each pupil.

I conclude this report the day after a fabulous Founders' Day. I was thrilled to see the girls enthusiastically guiding their parents and special guests around the school on a captivating 'around the world' tour, passports in hand. One conversation between a Reception girl and her father particularly brought a smile to my face. The girl innocently remarked, "Daddy, Channing doesn't need to be 'found' on Founders' Day because it was never 'lost'!" It seems Daddy had been teasing her that morning.

As we reflect on this year, let's celebrate the achievements and cherish the memories, looking forward to many more exciting adventures in the years to come.

**Dina Hamalis,
Head of Junior School**

Art & DT

This year has been a wonderful journey of creativity, collaboration and conscientiousness. Our girls love Art and Design & Technology lessons - a weekly opportunity to get inventive, imaginative and often messy too!

Our year kicked off with a special project with Lauderdale House, where our Year 2 girls collaborated with pupils from St Joseph's Primary School on a project called 'Down to Earth'. Inspired by a visit to the wonderful gardens at the house next door, children from both schools gathered in Fairseat Hall on four consecutive Fridays and created 3D and mixed media art pieces. The project culminated in an exhibition in Lauderdale House's own gallery, allowing the children to come together one more time to view all the spectacular artworks they had created.

Emphasising our whole school focus on sustainability, our Year 6 students participated in workshops at the Little Hands Design studio in Gospel Oak. Linking with the 'Make Do and Mend' campaign from their World War Two history project, the girls learnt to use sewing machines and crafted rucksacks from reclaimed materials, such as bike inner tyres and sample fabrics from designer bag brands. It was a perfect blend of creativity and environmental awareness, and the pupils - many of whom used a sewing machine for the first time that day - came away from the experience with useful new skills.

The art-themed outings did not end there! Year 3 children enjoyed visiting a Van Gogh immersive experience in the Summer Term. Having studied his techniques and explored his most loved pieces in lessons, they were able to step into a familiar world of Van Gogh's work, but with the added excitement of an animation being projected onto the walls all around them! In subsequent lessons, the children used their knowledge and appreciation of Van Gogh's style to fashion 'Starry Night' themed sculptures from clay.

In the Spring Term, our Year 6 girls took part in the Junior Entrepreneur Programme through which they learnt about starting their own company. With the aid of some supportive Channing parents who are experts in the business world, each class chose a product to manufacture and sell to the Junior School pupils. Working in groups such as the Marketing Team and the Finance Team, the children found investors so they could purchase their resources, then they created their 'Kute Keyrings' and 'Prickly Pots' in their Design & Technology lessons. The school community was very supportive during Sales Week and both classes were delighted to have 'sold out' of their products before Friday! Their profits were spent on rewarding those people who invested, a large portion was given to charity and some was spent on an ice cream treat for the busy workers.



Exotic Flower by Clara C in Year 5

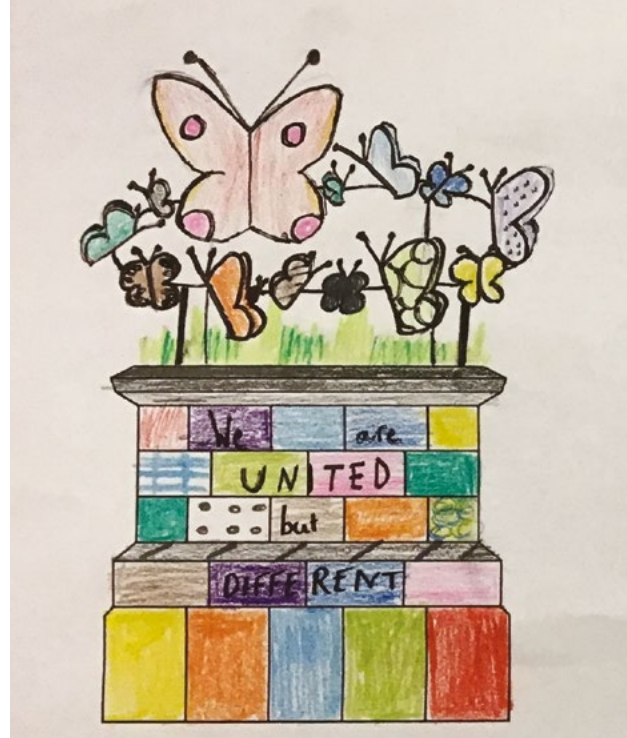


Eye in Oil Pastels by Eva L in Year 5

Our keen artists have entered a number of competitions this year and we have seen successes in several of them. Once again, we had a number of girls' pieces chosen for the Young Art exhibition at the Royal College of Art, and one of our Year 6 pupils was a winner of a Fourth Plinth Schools Award. All of our prizewinners attended special ceremonies where they were able to view their artworks in some very prestigious places such as City Hall.

The children are lucky to have so many wonderful art and design clubs on offer at lunchtimes and after school. Some of our most popular clubs, such as Arts & Crafts with Miss Holmes, have been running for a long time. Hundreds of children have attended the club over the years, and have enjoyed learning about batik techniques and silk screen printing. For the first time, we offered a Photography Club this year too. Our photographers created individual albums filled with their own photos taken in the school grounds. They learnt new skills and techniques, and were inspired by a different theme each week, such as Shadows or the Japanese aesthetic of Wabi-sabi where the girls were seeking beauty in imperfections.

These activities have not only enriched our pupils' artistic abilities but also emphasised the importance of collaboration, sustainability and practical skills. Art and Design & Technology are subjects where the children can learn to be brave like Bravery Mole, curious like Curiosity Fox and resilient like Resilience Robin. In fact, all of our Channing Character traits can be practised and enhanced in these lessons!



Fourth Plinth winner - Amina Alam



Coral Reef by Mira P in Year 1

Computing

Computing at the Junior School has continued to thrive this year, supporting pupils in developing essential digital skills while ensuring they understand online safety. Discrete Computing lessons and technology integration across the curriculum have enabled pupils to use various Virtual Learning Platforms for sharing work, receiving feedback, and completing tasks.

In EYFS and Key Stage 1, pupils primarily use iPads with Seesaw to showcase their learning, while Year 2 have recently begun touch typing skills on Chromebooks. Key Stage 2 pupils use Google Classroom for systematic digital work storage and are proficient with Google's suite of tools, including Documents, Slides, Sheets, Forms, and Canva. Key Stage 2 pupils now have begun to use Canva as a desktop publishing tool which has provided an exciting and modern way to present their in-lesson work and homework. Digital media, including educational videos, quizzes, VR headsets, coding apps (such as Beebots, 2Code on PurpleMash,





Scratch Junior, Scratch, Sphero, Marty Robots), and green screen technology, enhance lessons across the school.

Technology is an important part of the Music curriculum, helping pupils develop digital literacy and practical music composition skills. This year, pupils gained technical experience in recording, musical structure, and audio mixing. KS1 pupils explored Chrome Music Lab, while Lower Key Stage 2 pupils used GarageBand, and Upper Key Stage 2 pupils utilised Soundtrap for collaborative music production and Noteflight for music notation.

The school prioritises online safety through the Jigsaw PSHE scheme, complemented by the newly introduced Project Evolve resources. This curriculum ensures pupils understand online risks in an age-appropriate manner, promoting a balanced view of the digital world. February's Safer Internet Day, themed 'Inspiring change? Making a difference, managing influence and navigating change online', included a video from the Digital Leaders and a visit from the Senior School Digital Leaders to impart their wisdom on UKS2.



Digital Leaders have played a vital role in promoting technology this year. They began their year's role by running a digital Christmas card competition. This was followed by the creation of an informative video to highlight some key areas of online safety for the Key Stage 2 pupils.

Excitingly, in January, the Year 6 Digital Leaders attended the Kids Judge Bett event at the Excel Centre in London where they visited different stalls and chose their winner based on their allocated criteria. The girls chose 'Tech She Can', a programme of free learning materials, for use by teachers or parents, to inspire both boys and girls about a future career in technology. They presented their award in a ceremony led by Michael Rosen!



Extra-curricular and co-curricular activities have further developed pupils' digital skills. Clubs such as Minecraft Club, Coding Club, and M-Tech have fostered critical and creative thinking. We also started a new UKS2 club of Marty Robots this year; the girls coded the robots to dance to Taylor Swift and play football! Some of the Year 6 pupils participated in a Marty Robot workshop as well, welcoming some pupils from Hong Kong (who were visiting the UK for Bett UK) to teach them new skills.

The school remains committed to innovation in the Computing curriculum, continually enhancing provision and encouraging the development of digital literacy skills. This comprehensive approach ensures that pupils not only become adept users of technology, but also understand the importance of online safety and responsible digital citizenship.

Charity

Fundraising and involvement in the community continues to be a very important part of Channing life.

In the autumn term, with the guidance of our sustainability leaders, we once again supported Just One Tree, a charity that works to lower the levels of CO₂ in the atmosphere through global reforestation, raising £430. In December, we also used the proceeds from our Winter Show to support Jacksons Lane, donating £520.

During the spring term, whilst continuing to support the Alexandra Wylie Tower Foundation with food donations, we also supported Great Ormond Street Hospital, generating £450 from our Year 2 Great Fire of London show, before raising £900 for Hypo Hounds through our ticket sales of Annie, our hugely successful Year 6 production. Through our Numbers Day event we raised an impressive £380 for the NSPCC and then, through Healthy Schools Week, with the help of our raffle and fair, we raised an eye-watering £2895 for the London Air Ambulance.

When not raising money, we continue to work closely with our local community. Our KS2 classes made trips to Cheverton Nursing Home throughout the year, entertaining the residents with their musical talents and making us very proud.

2023/24 was also another record year for the Junior School CA's charitable giving, with a total of £30,898 raised! The money has gone to the underfunded gastroenterology department at Great Ormond Street and Hypo Hounds, which is a charity close to one of our Y6 students. The bulk of the funds was raised at a sold-out comedy night in Alexandra Palace, as well as two amazing raffles and a swimathon where over 60 girls competed and were sponsored. A big thank you to the hard work and support of our CA, as well as to everyone who donated over the course of the last academic year.



School Council Mindfulness area

School Council

This year, a new group of School Councillors have been elected each term, allowing for more pupils to represent their Forms. Pupils, who have taken on this important role, have truly excelled, demonstrating remarkable effectiveness and enthusiasm.

From the outset, the girls embraced their responsibilities, ensuring they were exemplary role models, attentive listeners, and effective communicators. Understanding the importance of compromise and collaboration, they have worked together to make meaningful improvements across the school.

In the Autumn Term, the Councillors focused on developing the Mindfulness Area of the playground. Pupils transformed it into a space for reflection, calm and relaxation, designing it to be both appealing and peaceful. To help everyone understand how to use this new area, they scripted and recorded an amusing, demonstrative video guide, which was informative and enjoyed by the staff and girls.

During the Spring Term, the Councillors turned their attention to the playground markings. They initiated the creation of personalised, educational hopscotches, which are now in the advanced stages of development. Additionally,

they reviewed the activities on offer in our Birds and Owls provision, enriching it with fresh, exciting suggestions that have been well-received by all.

In the Summer Term, the focus shifted to enhancing playground routines. The Councillors introduced colourful hooks in the playground for belongings, ensuring a tidy and safe environment. They also enhanced and reinforced the timer system for the Adventure Playground, promoting fair usage and maximising enjoyment for everyone.

Throughout the year, the School Councillors have shown remarkable dedication and creativity. Their efforts have led to a more organised, inclusive, and enjoyable school environment. This productive and successful year stands as a testament to the girls' hard work and commitment. We eagerly look forward to seeing how the new School Councillors will continue to lead and inspire in the coming year.

Drama

At Channing Junior School, Drama aims to inspire a love of the arts and develop creativity, confidence and communication skills in pupils from Reception to Year 6.

Lessons provide an inclusive environment which focuses on key drama skills, nurturing talent and performance etiquette as well as developing pupils' ability to articulate themselves with confidence, value others' opinions and work in groups harmoniously.

Strong cross-curricular links are made with English, Philosophy, Music and Topic lessons throughout the year which enables pupils to further enhance their understanding of these concepts by bringing the learning to life, such as: 'Titanic' (Year 2), 'The Romans' (Year 3) and 'The Victorians' (Year 5) through interactive storytelling, role-play and hot-seating activities.

In Reception and Key Stage 1, our creative curriculum centres around key texts and exploring themes, characters and plot through drama. Pupils experiment with a range of dramatic techniques in lessons, including: freeze-frames, mime, teacher in role, story enactments, thoughts aloud and many more. This year, Reception explored key characters

from well known fairy-tales using vocal and physical skills, Year 1 dramatised their own version of Maurice Sendak's, "Where the Wild Things Are" and during their poetry unit, Year 2 learned about the importance of voice projection and clarity in their performance work.

In Key Stage 2, pupils are given further opportunities to enhance these skills at greater depth, including: working with scripts, exploring different theatrical conventions, playing the role of director in scene work, collaborating together on group projects or devised work and providing constructive peer feedback leading to improved performance work. From pupils exploring Melodrama and stock characters in Year 3, to performing duologues in Year 4, creating their own iMovie trailers in Year 5 and delving into the Shakespearean world of, 'A Midsummer Night's Dream' in Year 6; the drama curriculum at Channing gives pupils the freedom to express themselves creatively and fosters a collaborative way of working in a safe and supportive environment.

Drama Productions at the Arundel Centre are also an integral part of the curriculum and provide pupils with performance opportunities in front of larger audiences. The festivities kicked off with Reception's Winter play, **'Santa's Surprise Party'**. The young performers enchanted everyone with their adorable Christmas outfits and charming retelling of this original play. The inclusion of songs and dancing added an extra layer of joy and merriment to the production, making it a memorable experience for all.

At the start of the Spring Term, Year 2 presented a compelling retelling of, **'The Great Fire of London.'** Through their expressive movements, songs and choreography, the pupils delved into the past to re-enact the historical events from 1666. This performance showcased their creativity, ensemble work and strong stage presence - creating memorable moments for audiences to cherish.

Year 6 pupils dazzled in their production of **'Annie: The Broadway Musical'** in March. Pupils developed key skills in the three disciplines of Musical Theatre and demonstrated great maturity and professionalism in preparing for the show and their respective roles. Their shared commitment as a year group to the rehearsal process was evident from the start - whether it was providing peer feedback in rehearsals, supporting each other with line-learning or volunteering as a member of the backstage crew. The performances were a captivating showcase of talent and creativity on stage. A truly enriching experience for all, unforgettable memories were made which will continue to inspire both current and former pupils for many years to come.



Beyond the classroom, our Key Stage 1 and Key Stage 2 Drama Clubs offer pupils the option to hone their creative craft further through dramatic story-telling, script work, poetry recitals, musical theatre and devised work with costume and props. Mixed age groups allow pupils to interact from other classes, share a common interest and new friendships to blossom. External visits from theatre practitioners throughout the year, such as: Year 6's 'Q&A with a Set & Costume Designer' gave pupils an insight into different professions within the theatre industry, while Year 4 and Year 5's West End Wellbeing Workshop and Year 1's Puppetry Workshop invited pupils to experience the magic of theatre in their very own classroom.

Well done to all of the pupils at Channing for their hard work, dedication and enthusiasm in Drama this year!

English

It has been another amazing year in the Junior School for literary accomplishments. Over the months the girls have been busy celebrating different authors and poets, enjoying the new Reading for Pleasure initiative as well as engaging in thrilling activities to produce unique literary creations. From writing their own short stories to composing heartfelt poems, they have developed their writing skills and have enjoyed expressing themselves through words.

We began the year marking National Poetry Day, in October. This year the theme was 'Refuge'. Each Year group studied a different poem and discussed the many definitions

of refuge, such as immigration, inclusion and integration. They then discussed where refuge can be found, such as in music or nature. Afterwards, each class thought of different ways to represent their poem and the idea of refuge, including acting, illustrating, dancing and writing.

The next event we celebrated, and one of the most anticipated events of the year in the Junior School, was World Book Day. Our week-long celebration in early March was filled with costume-clad excitement, engaging literary activities, author visits and a captivating story box competition. Both staff and students immersed themselves in the celebration by dressing up as their favourite story characters and participating in a Junior School parade.

We welcomed five amazing poets, authors and illustrators for assemblies and workshops. Illustrator Sav Akyuz worked with pupils from Reception to Year 2 and delighted them with a drawing workshop, sharing readings from his picture books. Leanne and Sara Miller also came in to host a workshop for the Reception and Year 1 classes, sharing excerpts from their book, *Party Parade*. Poet author Laura Mucha captivated Years 3 and 4 in performance sessions and creative writing workshops. Finally, author Eve Wersocki Morris worked with the year 5 and 6 girls in workshops about her new book *The Wildstorm Curse*.

Throughout the year, we integrated the art of creative writing into our curriculum in numerous ways, establishing connections between various subjects and our English learning. During Reception's Outer Space topic, the students were excited to welcome the Freshwater Theatre Company to the school for an immersive workshop on the picture book *Whatever Next!* Reception also welcomed author Vese Aghoghovbia for a workshop on her book *Who Do I See in the Mirror?* The girls participated in an engaging drawing and painting activity that encouraged them to reflect on the concept of diversity and acceptance. This hands-on experience allowed them to express their thoughts and feelings creatively.

Year 3 have enjoyed tying Music into their learning this year. Using the percussion 'sounds' from 'Sounds in the Evening' by Eleanor Farjeon as inspiration, students wrote engaging poetry which they subsequently performed with expression and intonation. Year 4 continued with the theme of performance poetry, using the text *Varjak Paw* as inspiration. Year 5 learnt of the plight of destitute children in Victorian London in History, deepening their understanding of Jim Jarvis, the protagonist of *Street Child*, whose adventures, after escaping a workhouse, led him to Dr Barnardo, who finally asked for his story. Year 6 used an adaptation of Charles Darwin's *On the Origin of Species* to inform their learning in Science about Evolution, the history of World War II to inform the background of the text *Letters from the Lighthouse* and historical information on the Ancient Greeks and their religious views to inform their understanding of the myths and legends described in *The Adventures of Odysseus*.

English continues to be a source of inspiration at the Junior School, enabling pupils to delve into diverse imaginary worlds and foster a love for reading and writing. Through storytelling, engaging discussions and presentations, pupils have explored their creativity, developed their confidence and enhanced their communication skills, a testament to the transformative capacity of language.



Forest School

“I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived” – Henry David Thoreau ‘Walden; or Life in the Woods’.

Thus motivated, in 1845, Thoreau embarked on a two-year experiment in simple living, moving to a small house he had built in a forest beside Walden Pond. One of the people who encouraged Thoreau in this enterprise was William Ellery Channing II, nephew of Dr William Ellery Channing, the Unitarian preacher and namesake of our school. His encouragement to Thoreau was fairly severe for a poet: “Go out upon that (land), build yourself a hut, & there begin the grand process of devouring yourself alive. I see no other alternative, no other hope for you”. Happily, our Forest School experience is less rigorous! However, the benefits of time spent outdoors is as important now as ever it was. Using timeless tools, such as bow saws, loppers and knives builds responsibility, risk awareness, core strength, fine motor control and teamwork. These tools have empowered our pupils to develop their ideas about crafting items from natural materials and developing their own range of tools.

“Bringing nature into the classroom can kindle a fascination and passion for the diversity of life on Earth and can motivate a sense of responsibility to safeguard it.” - David Attenborough

One of the myriad benefits of Forest School is the chance to take the class into nature on a regular basis, so that they can experience the changing seasons, changing weather, changing flora and fauna. Our pupils have engaged with bird-song, becoming more adept at distinguishing between the calls of robins, wood-pigeons, crows and parakeets.

They have been enthused by pond-dipping for newts and, occasionally, frogs. They have learned how to distinguish between yew trees and elderflowers and holly. They can suggest ways to look after our trees and are developing in their sense of responsibility towards those trees.



Whittling



Year 2 warms themselves by a ‘fire’



Year 2 artistic response to China

“Right now, eight million tonnes of plastic end up in the oceans every year... the actions of just one of us may seem to be trivial and to have no effect. But the knowledge that there are thousands of, hundreds of thousands of people who are doing the same thing - that really does have an effect.” – David Attenborough

Forest School offers the chance to discuss litter and acting sustainably in a practical and regular context. Unfortunately, the local fox family tends to bring some litter into the forest school area as they journey between the park and the High Street so we have to build responsibility in using litter pickers to help clean up. We also discuss how to act in ways that protect the environment, such as pond-dipping with regard to the plants and animals; using foam to protect trees that we are attaching ropes to; planting seeds for additional plants, some of which are then transplanted into the Forest School area. Pupils from across the school have been developing a large bug hotel in the forest to encourage local mini-beasts and respect for the environment among the pupils.

Our thanks to all the pupils and staff involved in the Forest School experience, in particular our dedicated Forest School teachers. Thanks also to the Facilities Team and site staff, our green-fingered guardians of the Fairseat Forest, whose invaluable support in all weathers keeps the area looking fantastic.

“At forest school, nature becomes a classroom with no walls, where children learn through self-directed play by using all of their senses, in an environment that nurtures their curiosity and strengthens their self-esteem.” – Linda McGurk ‘There’s no such thing as Bad Weather’.



FS mobile



IA with their Festive Crafting



Year 4 at Independence Owl's Pond

Geography

This year, the Junior School pupils have delved into the wonders of Geography, both locally and globally. They engaged in diverse classroom activities such as research tasks, map work, collaborative projects, and insightful talks from parents about their countries of origin.

This learning was enriched with numerous outside-the-classroom experiences including trips, workshops, and visits throughout the academic year.

Highlights from the Autumn Term include: Reception pupils touring their new school to learn essential navigation skills, pupils in Year 1 focusing on life in the Poles (discovering the unique environmental and living conditions of these regions, including a polar workshop) and pupils in Year 3 exploring the features of rivers, with an emphasis on the River Nile and its significance.

In the Spring Term, pupils in Year 2 concentrated on the British Isles, learning about the geography and cultural heritage of their own country. Year 5 pupils delved into a Geography topic centred around India, exploring its diverse landscapes and cultures. Year 4 pupils studied Kenya, comparing its climate and daily life to that of the UK. Year 1 pupils are introduced to the ecological challenges of the modern world through the topic 'Go Green'.

Across the Summer Term, the girls in Reception compared life in the UK with that in India and Kenya, Year 5 girls embarked on a new sustainability topic (which included a bin audit of the school and a focus on plastic waste) and pupils in Year 6 relished their visit to the Isle of Wight to complement their Coasts and Erosion topic.

Trips, workshops, and visits significantly enriched the Geography curriculum across all year groups. National Fieldwork week (in conjunction with the Geographical Association) took place during June and was a real highlight of the year; launched with an Assembly, celebrating the fantastic history of Channing School and the grounds. A wonderful selection of old and more recent photographs was displayed in the Library for the girls and parents to contemplate. Furthermore, teachers created outdoor lessons in the school environment during their Geography lessons.

Our final two weeks of term culminated, once again, in our 'Around the World' celebration where pupils in each year group focused on one particular country (this year linking to Youth Olympic Games and Olympic Games). Cross-curricular lessons afforded engaging lessons about the culture, geography, climate and population celebrated with an array of displays, brochures, food tastings, dance and musical performances.

As the academic year comes to a close, we celebrate another successful year of Geography. The integration of trips, workshops, and cross-curricular activities has greatly enhanced the girls' understanding and appreciation of the subject. We extend our thanks to the dedicated teachers who meticulously planned the many enriching experiences and to the pupils for their enthusiasm and dedication to learning. Looking ahead, next year promises more exciting activities, including orienteering, map skills, a focus on climate change and sustainability.



History

In History this year, we have been encouraging our pupils to gain a clearer understanding of different periods of time. By encouraging them to ask perceptive questions and analyse evidence, they are steadily gaining an understanding of different societies and the key figures within them.

While investigating historical periods, they are encouraged to think critically in order to examine the legacy of each era.

The Autumn Term began with a celebration of Black History Month. Our theme was to commemorate the 50th anniversary of Hip Hop. We were transported to 1520 Sedgwick Avenue to learn about the role of DJ Kool Herc and his legacy. It was an amazing insight into a subculture that began among African Americans and Afro-Caribbean immigrants in the Bronx, a borough of New York City. As a finale to the month we had the opportunity to produce our own street art, write raps and perform street dances with the help of Rain Crew.

In November, our Year 6 pupils led a special assembly commemorating "Armistice Day" on 11 November when fighting was suspended on the Western Front in 1918, so Germany and the Allies could reach a peace agreement, and the guns fell silent at 11am. While this special day was first commemorated to remember the huge losses after World War One, today the anniversary is used to remember all the people who have died in all wars since.

In order to gain a clearer understanding of life at the time, the pupils have participated in a number of workshops this year. Year 3 were transported back to Alexandria to experience life at the time of the Ancient Egyptians, the Year 6 pupils welcomed the Ancient Greeks while a tougher day was experienced by the Year 5 pupils as they had the opportunity to experience what life would be like

for children of their age in a Victorian School. The most challenging event was experienced by the Year 2 pupils who cheerfully boarded the HMS Titanic in their finery as it set sail on its doomed maiden voyage!

In the spring term, the Year 3 centurions were marching towards St Albans ready to see the beautiful mosaics and hypocaust still in evidence today. Having modelled the Celtic and Roman finery, they were able to examine a range of exciting Roman artefacts in evidence at the market. Meanwhile, Year 6 hopped on board HMS Belfast to experience life onboard for the sailors during World War II. Continuing the sailing theme, Year 4 travelled aboard Sir Francis Drake's Galleon: The Golden Hinde to experience a life at sea in Elizabethan times in the summer term.

With such enthusiasm among many of our pupils to learn about the past, it was a pleasure to see two of them being selected to represent the school at the Talking History Competition. The theme this year was: 'Who is my local history hero?' Lyla and Elise delighted the judges with powerful speeches about George Michael and Sir Nicholas Winton. Elise was selected to represent the school in the national final at the end of June.

It has been another fantastic year with so much to celebrate. As we prepare to travel back in time once more, who knows what amazing experiences will be available to help us to learn even more about the past.



House activities

It's been an incredibly busy year for Waterlow, Spears, Sharpe, and Goodwin Houses. Our pupils have shown exceptional dedication, demonstrating kindness, teamwork, resilience, and the ability to overcome challenges.

Their hard work has been recognised and rewarded, with thousands of house points earned as a testament to their efforts.

Not only have pupils earned house points, but they have also forged new friendships through enjoyable Form Times and play times. In January, we once again celebrated Brew Monday, where buddies enjoyed a chat over a warm cup of hot chocolate. They also showed their competitive side during the themed buddy quizzes at the end of each term, always a fantastic opportunity to earn some extra house points!

A particular highlight this year was during Healthy Schools Week. As part of Think About Your Buddy Tuesday, pupils crafted paper flowers for their buddies. It was glorious to see the roses, sunflowers, poppies, daffodils, and tulips scattered around the school, creating a vibrant and heartwarming atmosphere. During Healthy Schools Week we also held our annual house singing competition, with Sharpe taking this year's title with 'Shelter' - a song connected to wellbeing.

This year, Houses rather than forms led the food bank collections for the Alexandra Wylie Tower Foundation (AWTF). Each house took charge of encouraging and sorting donations, resulting in an impressive array of contributions that included not only food but also books, toys, clothes, and games. The AWTF continues to be grateful for the Channing community's generous spirit. Additionally, we visited the food bank for the first time with the Year 6 House Captains. They had the opportunity to help sort, stack and distribute much-needed food to those relying on the food bank, further deepening their understanding of community service and compassion.



Library

The Junior School Library is not only a quiet haven for browsing and reading for pleasure but is also a vibrant hub of activity, with fun reading challenges to collect rewards, book illustration clubs and colourful displays designed and created by pupils.



The library is expanding its range of books with engaging new fiction and inspiring non-fiction, picture books for older readers and wellbeing books, in response to pupils and their varied reading preferences. You will also find ever more diverse and inclusive books in the library, with a special emphasis on celebrating neurodiversity this year.

Library lessons have introduced pupils to a broad range of fiction and nonfiction to explore. Over the year, Reception pupils regularly visited the library for storytimes and have grown more confident in choosing and borrowing books. Year 1 pupils took great delight in their introduction to the Moomin tales by Tove Jansson. Year 2 enjoyed shadowing the Yoto Carnegie Award for best illustrated book, voting for *The Midnight Panther* by Poonam Mistry as their favourite. Year 3 & 4 were introduced to our new ePlatform for ebooks and audiobooks to read and listen to at home. Year 5 pupils have explored fiction that helps us reflect on wellbeing issues such as bullying, confidence, friendship and family relationships. Year 6 have reviewed different literary categories in order to make informative presentations to their peers on subjects as varied as Manga, films inspired by books, sport-themed fiction, and age-appropriate LGBTQ+ books.

The library is also a place to discover new writers and the latest award-winning titles: Year 5 have had fun voting for their favourite STEM book from the Royal Society Children's Book Prize shortlist. *Am I Made of Stardust* by Dr Maggie Aderin-Pocock received the most votes from our pupils and also won the national prize.

Avid readers in Years 5 and 6 have also taken part in the Bibliobuzz Children's Book Awards, voting with other young readers in Haringey to choose the winning title of 2024, *Finn Jones Was Here* by Simon James Green. A Bibliobuzz book club met every week to discuss the six short-listed books and were then invited to Alexandra Palace for a fun event to meet the authors at book signings and writing workshops. Our pupils enjoyed a special writing workshop led by author, Simon James Green, before attending the Bibliobuzz awards ceremony.

As ever, our Reading Champions and Library Leaders have done a fantastic job spreading a love of reading and literature across the school. Our Library Leaders have worked together to organise some wonderful events, including a winter book challenge, lunchtime poetry performances and a popular book quiz in the form of an outdoor trail.

The highlight of the reading year is always World Book Day, and 2024 was no exception. We all had so much fun, pupils and teachers alike, dressing up as our favourite book characters and taking part in our annual parade. It was a particularly wonderful day with a visit from author/illustrator Sav Akyuz, who gave Reception and KS1 an illustration masterclass. KS2 were also delighted by writing workshops with poet, Laura Mucha, and author, Eve Wersocki Morris, with her new book, *The Wildstorm Curse*. World Book Day lives on in the library in the form of fifteen fabulous book-themed boxes designed and created by pupils and now on display for all to enjoy.



Maths

This year, the ever-ambitious Junior School pupils enjoyed tackling new challenges in Mathematics. 'Maths Week' focused on games, with each year group spending their week participating in game-based activities which allowed them to develop their reasoning and problem-solving skills, whilst having fun!



We were also lucky enough to welcome a return visit from the Happy Puzzle Company, who ran workshops across the school. Pupils tackled mind-boggling puzzles which allowed them to develop their teamwork skills, explanation skills and further developed their love for the subject. These workshops generated a real buzz, providing pupils with hands-on experience that they will never forget! For homework, pupils were encouraged to design their own mathematical board games made from recycled materials. These resulted in some truly inspiring creations, and pupils thrived at the opportunity to play their board games with their peers in class. To bring a tremendous week to a close, the Junior School once again participated in NSPCC Number Day, where pupils participated in the 'Dress up for Digits' event to raise funds for NSPCC services. Everyone was encouraged to wear mathematics-themed costumes. We were, once again, inspired to witness our pupils' creativity and generosity.



This year, we introduced a new scheme of work from Power Maths: a UK curriculum mastery programme designed to spark curiosity, excitement and nurture confidence in Mathematics. Always resilient, our girls have relished the opportunity to develop their growth mindset and build a deep, meaningful understanding of concepts through practical activities, pictorial representations and a child-centred lesson design.

For the first time, pupils had the opportunity to participate in the Young Mathematical Story Authors Competition, 'Maths Through Stories.' This allowed pupils with a love for creative writing, drawing and Mathematics to explain and illustrate a mathematical concept of their choice through a story of their own. A special congratulations to pupils who showed bravery and independence by putting their work forward and taking part.



In November, pupils from Years 4 to 6 once again took part in the Primary Mathematics Challenge (PMC). This June, pupils from Years 2 to 4 engaged in the First Mathematics Challenge. These competition-style events are organised by The Mathematical Association, a registered charity, and present pupils with a diverse range of non-routine mathematical problems. A huge congratulations to the many pupils who took part, showcasing perseverance, resilience and bravery; a further congratulations to our Year 6 pupils who achieved Bronze and Silver awards in the challenge's extra stimulating Bonus Round.

To end the academic year, six pupils from Year 5 were selected to showcase their mathematical aptitude by joining 700 pupils from 100 London schools and taking on a full day of game-based activities that put their financial knowledge to the test. The Money Wise Challenge is the only game-based financial literacy competition in the UK. Our more able mathematicians enjoyed the event and were able to take some vital lessons home about financial literacy to share with their friends and family.

Modern Foreign LANGUAGES

In our globalised world, the ability to communicate in multiple languages is an invaluable skill. Spanish and French lessons at the Junior School are not only about acquiring confidence in new languages; they are about expanding horizons, embracing new cultures, and preparing for a future in an interconnected world.

By learning Spanish and French, our pupils continue to develop valuable linguistic skills whilst also becoming more open-minded, culturally aware, and globally engaged individuals.

Through ongoing learning of Spanish (Reception - Year 6) and French (Year 3 - 6), our pupils have continued to widen their vocabulary, to develop their confidence when speaking and listening and to appreciate different cultures to prepare them for future global opportunities.

In Spanish lessons, the girls are immersed in a dynamic learning environment where interactive activities, such as role-playing and cultural projects, make the language come alive. The girls go beyond mastering grammar and vocabulary to also embrace the rich tapestry of Hispanic culture, from the passionate rhythms of flamenco to the intricate flavours of Latin American cuisine. This year, celebrations of Hispanic holidays, like 'El día de los muertos' and 'La feria de abril', have offered our pupils firsthand experiences of the traditions and customs that shape the Spanish-speaking world.

The pupils in Reception have enjoyed learning numbers, colours, fruits and animals this academic year, whilst pupils in Year 6 conclude their time at the Junior School having learned verb tenses and more complex vocabulary to create longer sentences.

This year, we introduced 'The Tudors' topic in Year 4; the girls relished the challenge of creating a presentation in Spanish about the six wives of Henry VIII.

Pupils in Year 3 - Year 6 learn French alongside their Spanish lessons to gain basic command of another language to help foster a lifelong love of language learning. Our French curriculum aims to cultivate not only linguistic proficiency, but also a deep appreciation for the cultural and historical heritage of Francophone countries.

In French lessons this year, pupils have engaged in immersive activities to encourage active use of the language. Conversational practice has been a cornerstone, with pupils participating in dialogues and games to build their confidence and fluency. The curriculum has been enriched with explorations of French language and culture.

CULTURAL DIVERSITY DAY

This year, in the Summer Term, the Junior School hosted a memorable Cultural Diversity Day. This special event aimed to celebrate and educate pupils about the rich tapestry of cultures represented within our school community. From discovering the unique hand gestures used by Italian people in conversation, to savouring delicious, Jewish traditional food, the girls had a memorable and engaging day. The entire school enjoyed learning fascinating facts about

Argentina, creating art inspired by Nigeria and Greece, and exploring the cultures of India, Sri Lanka, France, Germany and El Salvador.

A heartfelt thank you to the visiting parents and teacher participation, who made Cultural Diversity Day a success. Their efforts ensured that every pupil gained a newfound respect for and appreciation of the rich diversity that surrounds them.

Music

At Channing Junior School, our Music department prides itself on offering a comprehensive and holistic music curriculum that not only nurtures creativity but also fosters collaboration and celebrates the joy of music in all its forms.

Our curriculum places a strong emphasis on scaffolded learning of music production software. Beginning with the use of Chrome Music Lab tools in KS1, pupils progress to exploring GarageBand in Year 3 and 4, where they engage in creating intricate soundscapes and captivating fanfare compositions. Moving forward, Year 5 and 6 pupils delve into the world of music notation software and collaborate on projects in Soundtrap, where they immerse themselves in creating podcasts and original songs.

While we embrace modern tools and technology, we also hold traditional skills in high regard. Singing forms a core component of our music curriculum, with dedicated singing lessons running alongside weekly music classes. Pupils showcase their vocal talents at various events, including the magical Christmas celebration at St. Michael's church, the House choir competition, and the grand KS2 Music Showcase. Alongside these large scale performances, girls have the chance to perform in the regular "Recital Evenings" in the music room. Here, they can showcase their hard work in calm surroundings with proud parents looking on.

In addition to vocal work, we focus on developing ensemble skills through percussion playing. Pupils explore the vibrant rhythms of samba and West African djembe drums while honing their part-playing skills through arrangements on tuned percussion instruments related to specific topics.

In Reception and Key Stage 1, our curriculum is designed to help pupils comprehend and interpret the musical world, cultivate group playing skills, develop singing abilities, and flex their composition muscles to craft musical masterpieces. They enjoy hands-on time with percussion instruments designed for small hands and musical game play which aims to build core musical skills. At this stage, they take their first steps in reading music.



Beyond the classroom, our music department brims with activity. We boast an array of musical ensembles, including two string orchestras, chamber groups, three choirs, a lively Samba band, an energetic Mariachi band, a folk band, two brass ensembles, a guitar ensemble, along with Key Stage 1 recorder and PBuzz clubs. The Music department serves as a vibrant hub of creativity and collaboration.

Our KS1 String programme establishes a strong foundation for budding musicians, with girls beginning their musical journey under expert guidance. Visiting music teachers further enrich our pupils' experiences by providing tuition on a wide range of orchestral instruments, encompassing over 160 individual Music lessons each week.

The Music department is a place where girls come to feel heard and show what they can do! It's a very special place to be.



Pastoral care

This year, we have continued to develop and cultivate a safe and supportive environment in which all the girls can feel secure and comfortable to be themselves.



A strong community feel resonates through everything we do, and our many roles of responsibility allow the girls a real sense of ownership of the school, with a strong pupil voice. The introduction of the Channing Character Champions role has further enhanced these roles of responsibility. The girls meet with Miss Hamalis on a weekly basis to discuss innovative ideas. They are currently creating personalised passports for each character to include: name, favourite food, favourite colour, favourite school subject and favourite sport. The plan is to showcase these character passports to the school community. By offering glimpses into the multifaceted personalities of these characters, the girls aim to encourage others to explore and engage with the characters further.

We were excited to once again mark Children's Mental Health Week in association with Place2Be in February. The theme was 'My Voice Matters', which highlighted the importance of every child possessing the fundamental right to express their thoughts, feelings and opinions. The girls took part in activities to help promote this, including a sound bath, guided meditation, Zumba classes and drawing. Once again, at the end of the week, the girls came to school 'Dressed to Express', encouraging them to be proud to be themselves.

The classrooms were turned into calm spaces throughout the week and the girls were encouraged to share any worries they might have using our 'thought boxes'. In conjunction with Mental Health Awareness Week, the Spring Term Form Captains, led by James Entwisle (Deputy Head), worked together to introduce the 'Form Tidiness award'. This was incorporated as it was felt that tidy work spaces helped promote better emotional wellbeing. The Summer Term Form Captains took on this responsibility, judging form rooms on a weekly basis. They have added additional categories which include sustainability, such as interactive whiteboards being turned off when not in use.



Another aspect of school life which we take very seriously and helps support the well-being of our girls, is our involvement with charity and the community. We run lots of events for charity and remind the girls that there are many people far less fortunate than ourselves, encouraging them to help others and be kind. There was a great deal of involvement within the community this year, including all of our KS2 classes getting the opportunity to visit Cheverton Lodge Nursing Home, entertaining the residents with their singing, and our House Captains supporting the Alexandra Wylie Food Bank.

The Junior School marked Anti-Bullying Week with an assembly and form time, which included a series of activities to raise awareness of bullying and the impact it can have. The girls stood in unison by wearing odd socks to school, representing their understanding and acceptance of diversity within our community, and instilling our Unitarian values of kindness, tolerance, respect and inclusion. In March we also ran 'Speak Out Stay Safe' sessions, with resources provided by the NSPCC. Children learnt about their rights both at school and at home, what's ok and not ok, and what to do if they're ever worried or scared.

As part of our ongoing discussions about smartphone and social media usage in PSHE and Computing, Year 5

and 6 pupils participated in a 'So Social Media' workshop by Growing Against Violence. The workshop facilitated open discussions about the impact of digital technology on communication. The girls explored their use of social media, emphasising critical thinking and online decision-making. The session delved into online safety, addressing concerns such as social media usage, grooming, cyberbullying and gaming. The girls were informed about relevant laws and were empowered to report abuse if encountered.

Our transition programme is designed to ensure a smooth transition for the new academic year across the school, and 'Moving Up Day', where pupils spend the morning in their new forms with their new Form Teachers and teaching assistants, was a real success this summer. 'New Families' Morning' is on the same day, and provides new parents and girls the opportunity to meet their teachers and other girls in their class and year group. An alternative version of 'Connie's First Day' has been written this year for all

new pupils who join in Year 1-Year 6. The original version will continue to be shared with children joining Reception. The premise is that the girls familiarise themselves with the areas around the school and revisit the story over the summer holidays so they feel confident when they join us in September.

The wonderful setting of our school, nestled on the edge of the beautiful Waterlow Park, allows our children to enjoy the outdoors and interact with nature. Forest School remains a very important part of Channing life, and the introduction of the Channing Character settings within Forest School has been very well received. In a fast paced world it is wonderful for the girls to get the time to explore nature and think about our environment. It is part of what makes Channing so special.

Philosophy

FOR CHILDREN

We are celebrating coming to the end of the second year of our P4C journey in the Junior School, after achieving our SAPERE 'Bronze Award' in Summer 2023. It has been a time to focus on continuing to lay the groundwork for rich and thought-provoking philosophical enquiries, and to embed the '4Cs' of Philosophy: caring, critical, collaborative and creative thinking.

P4C begins with our youngest learners. In a fun and engaging way, Reception pupils have discussed concepts such as sharing, diversity, forgiveness and thinking. Through small group work, they have been focussing on listening to others, making choices, voicing their opinions and giving reasons for their ideas.

In Key Stage 1, using a range of stimuli such as stories and videos that are often, but not always, linked to class topics, pupils are beginning to generate their own questions. These are then facilitated by the teacher to become bigger concepts and open questions. The pupils in Year 1 and 2 discussed concepts such as good and bad, revenge and fairness. Pupils continued to practise justifying their answers with reasons.

In Key Stage Two, lots of work has gone into identifying the 'big ideas' from a given stimulus. Pupils in Year Three used 'Concept Lightbulbs' to promote discussion and begin their own question forming. In one short extract from Charlotte's



Year 3 exploring concept lightbulbs

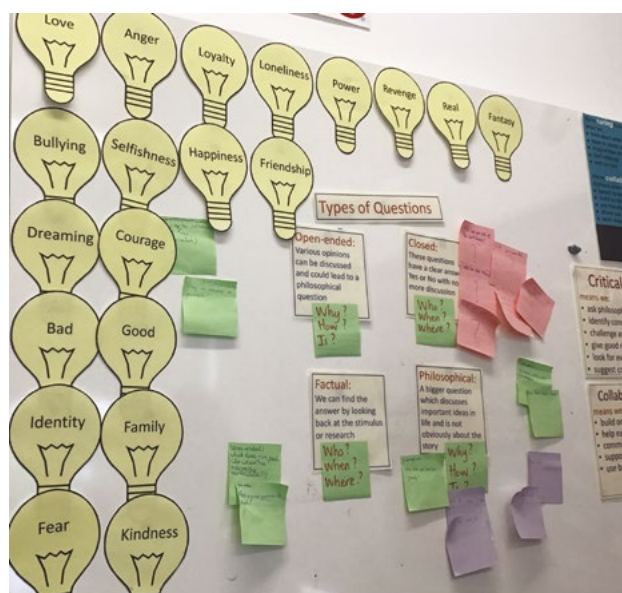


Reception discussion on Sharing

Web, they discovered big ideas such as power, loneliness, injustice, love, loyalty, anger and obedience. In P4C enquiries, pupils are actively encouraged to politely agree and disagree with each other, and are given plenty of opportunities to change their mind.

In Upper Key Stage 2, the structure of a philosophical enquiry was explored at greater depth. Pupils were equipped to think more deeply and come up with their own philosophically-based questions. The aim was to also encourage pupils to summarise and evaluate their sessions against the 4Cs. Work in Year 6 gave an interesting focus on the meaning of bias, and critical thinking skills were enhanced by challenging pupils to think more deeply about what opinions are, and the things that can subconsciously influence them.

Looking to the future, pupils and staff are committed to embedding Philosophy into the curriculum, with a view to obtaining the SAPERE Silver award. This does not simply mean that the subject is taught, but that its values and key skills permeate across the curriculum and into pupils' dispositions and attitudes; affecting how they interact and



Year 5 interactive P4C display

view the world. Research has shown that engaging in P4C has a positive influence on pupil voice, confidence and self-esteem, as well as improving reading and writing attainment. We are looking forward to embedding these skills even further next year.

PSHE

This year, our PSHE curriculum, supported by the Jigsaw scheme, facilitated the emotional and social development of our pupils through mindfulness and emotional literacy. In weekly PSHE lessons, the girls have learned to recognise and manage their emotions, understanding the importance of mental health.

Activities have included mindfulness practices and stress management techniques. Lessons have emphasised respectful relationships, consent, and communication skills. The girls have enjoyed exploring different types of relationships, identifying characteristics of healthy and unhealthy dynamics. The curriculum has also covered nutrition, exercise, and personal hygiene, promoting a healthy lifestyle. Lesson discussions have also included online safety, first aid, and understanding harmful substances; the girls have gained practical knowledge to stay safe in various environments. Discussions have also taken place about identity, inclusion, and diversity, further fostering an understanding of different perspectives and cultures. All of the girls have continued to learn the value of empathy and respect for others.

There have been many celebratory learning points in PSHE this year; however below are a few highlights from across the Junior School:

Reception: With Jigsaw Jennie, the girls explored what makes a good friend during the Relationships topic. They role-played conflict resolution, wrote about kind choices, and gained confidence in social interactions, emphasising kindness, respect, thoughtfulness, listening, and sharing.

Year 1: Guided by Jigsaw Jack, the girls learned about their rights and responsibilities within the school community in the “Being Me in My World” topic. They created classroom illustrations demonstrating adherence to the Learning Charter and shared personal stories of pride, receiving “proud tickets” to celebrate their achievements.

Year 2: Under the “Dreams and Goals” topic, facilitated by Jigsaw Jo, pupils set personal and collective goals, forming teams to tackle enjoyable challenges. They showcased their achievements, emphasising teamwork and communication skills.

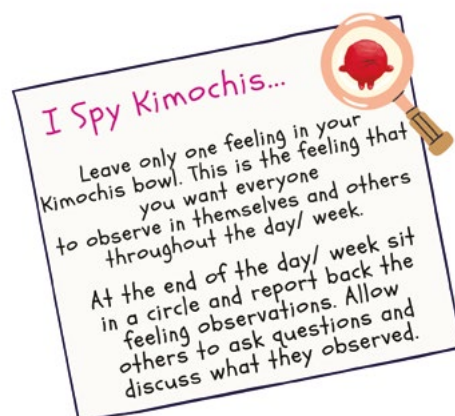
Year 3: With Jigsaw Jino, the “Healthy Me” topic focused on making healthy choices, including diet and exercise. The girls learned about the impact of exercise on their bodies and created fitness challenges to complete during breaks, fostering an engaging approach to staying active.

Year 4: In the “Changing Me” topic, guided by Jigsaw Jaz, the girls explored genetics and personal characteristics, understanding the origins of their traits. They examined parental images to speculate on inherited traits, appreciating human diversity.

Year 5: Jigsaw Jez led the “Celebrating Difference” topic, where the girls learned about cultural diversity and racism. They designed campaign ribbons against racism, discussed mean behaviour vs. bullying, and compared happiness sources with those of children in different cultures.

Year 6: With Jigsaw Jem, the girls concentrated on mental health and well-being, covering topics like grief, relationships, and online safety. They practised positive communication and assessed safety in various situations, equipping them with skills to maintain their mental health and navigate social environments.

This year, the mental health and well-being workshops received positive feedback, with girls actively participating and sharing their experiences. Initiatives such as the break-time fitness challenges fostered a fun, active lifestyle among students.



Religious education

The past year has been a testament to the vibrant tapestry of cultures and traditions that make our school community so special. We have had a wealth of knowledge shared by parents and community members, through enriching workshops and talks.

In Reception, a parent shared the joy of Chinese New Year, bringing the festivities to life with stories and traditions. Rev. Kate Dean gave an insightful Easter talk, sharing the essence of this important Christian holiday. Additionally, a parent-led workshop on Chanukah introduced the pupils to the Jewish festival of lights through hands-on activities and storytelling.

Year 1 pupils were captivated by talks on Rosh Hashanah and Yom Kippur, where they learned about the significance of these Jewish holidays. The celebration of Chanukah was revisited through another engaging workshop. Imam Mehmed Stublla also enlightened the pupils with a talk, which provided a deeper understanding of Islamic traditions.

Year 2 saw a vibrant parent-led Diwali workshop, filling the classroom with the colours and lights of this Hindu festival. Another workshop on the Lunar New Year introduced the pupils to the customs and traditions of this important cultural celebration. Rev. Kate Dean returned to discuss 'Christian Rites of passage', offering insights into significant milestones in the Christian faith.

Our Year 3 pupils enjoyed another interactive Chanukah workshop, while Year 4 had the pleasure of both Diwali and Chanukah workshops, each offering a unique cultural experience. Year 5 pupils also had the opportunity to delve into the meaning of Chanukah through an engaging presentation and talk.

Year 6 had a thought-provoking session with Imam Mehmed Stublla, who spoke about the Quran and its importance in Islam. The yearly collaboration between Year 6 and Year 7 pupils continued, with Year 7 pupils delivering an insightful talk on 'Sikh worship and community', fostering a deeper sense of understanding and respect among the pupils.

Our pupils also embarked on enlightening visits to religious places of worship. Our Year 4 pupils had an unforgettable visit to St. Paul's Cathedral. Whilst there, they took part in the 'Christmas Journey' workshop where they heard the tales of characters from the Christmas story, imagined what it would have been like to journey to Bethlehem, participated in a procession to the manger and reflected on the meaning of Christmas.

Year 5 embarked on a spiritual journey to Bhaktivedanta Manor, where they explored the serene environment and learned about Hindu practices and beliefs. This visit provided a hands-on understanding of Hindu worship and community life.

Our school community came together to celebrate the Winter show at St. Michael's Church, a heartwarming event that showcased our pupils' talents and the spirit of the holiday season. The Christmas lunch and Christmas carols were joyous occasions filled with music, laughter and festive cheer. The Easter Bonnet Parade was another highlight, with pupils parading their creatively decorated bonnets, adding a splash of colour and fun to the celebrations.

As part of our learning of cultural diversity, each pupil had the opportunity to share their unique cultural heritage. Pupils brought artefacts, traditional clothing, creating a mosaic of global traditions right in our classrooms. They discussed various festivals and customs. Pupils also shared stories, folktales, songs, dances, making it a truly enriching experience for everyone.



Residential Trips

RECEPTION



Dentist Workshop



Space workshop



Willow's Farm



YEAR 1



Zoo





Kew Gardens



YEAR 2



London Zoo trip



Florence Nightingale Museum



Titanic workshop

YEAR 3

The year for Year 3 culminated in an exhilarating overnight camping adventure at Channing in June. The students immersed themselves in a diverse array of engaging activities, including archery, Bush Tucker Trials, and thrilling scavenger hunts that required them to outsmart teachers armed with water pistols! This camping trip was a whirlwind of excitement, educational moments, and hearty laughter, despite the inevitable lack of sleep. Throughout the journey, the students confronted various challenges, fostering resilience and camaraderie as they bonded over shared experiences. This adventure marked an unforgettable conclusion to their year, leaving them with cherished memories and newfound bonds.



Ancient Egyptian Day



Van Gogh Immersive Experience



Y3 Verulamium Visit



YEAR 4

Year 4 also embarked on an exciting overnight stay at Ufton Court, immersing themselves in a rich heritage of Tudor history. From the moment they arrived, the experience was interactive and engaging. They explored the grand Manor House and its grounds, learning about life on the farm and the historical significance of the estate. The pupils, being brave and courageous, made their own beds in the dorm rooms of the Tudor manor, ready for an adventure that brought their History lessons to life.

The visit was filled with activities that allowed the pupils to step back in time and immerse themselves in the Tudor era. They participated in a dramatic reenactment, learned through stories and characters that fitted the historical period that they were studying. This hands-on experience helped them connect deeply and understand how people lived during the Tudor period. One of the highlights was being welcomed by a Member of Parliament, played by one of the staff, who explained the religious tensions of the time and their duty to investigate the strange happenings at Ufton Court. The pupils, acting as local petty constables, were tasked with finding evidence of secret Catholic activities, a challenge they took on with great enthusiasm.

Throughout their stay, the children took part in various activities that reinforced their understanding of Tudor life. They learned about the importance of banquets in Tudor society, whilst enjoying a feast. They also engaged in 'The Raid and Trial', an activity that prompted them to consider the implications of religious choices and the fairness of the law. As soldiers carrying out the Queen's orders, they had to decide the fate of the Perkins family, making for a thought-provoking and memorable experience. Another notable activity was 'Crime and Punishment', where the pupils took part in a Tudor trial, exploring the consequences of breaking the law and understanding the harsh realities of justice in that era.

The overnight stay at Ufton Court was not only an educational journey but also an unforgettable adventure. The pupils asked and responded to questions about historical events and characters, making strong connections with the past through drama and hands-on experiences. As they boarded the coach to return home, they were filled with memories and a deeper understanding of Tudor history, eager to share their stories and insights with their classmates and families.



St Paul's Cathedral



Golden Hinde



Tottenham





YEAR 5

In the Summer Term, the Year 5 girls embarked on an exhilarating two-night residential adventure at PGL, Liddington. The outdoor activities proved to be both stimulating and demanding, offering the perfect blend of excitement and challenge. Working collaboratively, the girls delved into the realms of adventure; their spirits soared as they conquered various obstacles.

Among the array of activities, the ones that were most enjoyed were the exhilarating giant swing, laser tag- which sparked intense competition and strategic thinking, canoeing on the lakes, and the sensory trail where trusting your partner was key.

The teachers were incredibly proud of the girls, some of whom overcame their own fears of heights or staying away from home for two nights. The comradery and team spirit was truly commendable. The girls returned to school with increased confidence, more motivation and wonderful memories made with their year group friends.

This unforgettable experience served as a fitting finale to their journey in Year 5, laying a solid foundation for the forthcoming week-long residential trip in Year 6.



PGL



Houses of Parliament



Victorian Workshop

YEAR 6

In the summer term, the Year 6 girls embarked on an unforgettable adventure to the Isle of Wight, travelling via coach and ferry. The ferry journey was smooth and enjoyable, with the girls in high spirits, buoyed by the shining sun.

The girls stayed at Tapnell Park Farm from Monday to Friday, where the sleeping pods provided a unique accommodation experience. The girls relished having full and exclusive access to the park facilities, including: pedal go-karts, trampolines, climbing wall and petting zoo amongst others for two nights.

The first excursion took the girls to the Portsmouth Royal Dockyards, where they were enthralled by the excellent Mary Rose exhibit. The historical artefacts and interactive displays captured their imaginations.

On Tuesday, the girls visited a Donkey Sanctuary, which tied in perfectly with the Year 5 class reading text, 'The Silver Donkey' which the girls reminisced about. The girls loved exploring the sanctuary, interacting with the donkeys, and participating in an engaging quiz.

The afternoon brought an exhilarating surfing session, which was immensely popular. After surfing, many of the girls enjoyed delicious ice cream and spent time exploring the beach, playing cricket, and soaking in the beautiful seaside atmosphere.

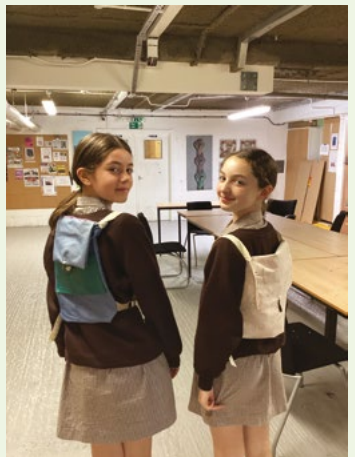
Wednesday's highlight was a fantastic workshop and tour at Osborne House. The girls enjoyed enacting their parts (as Victorian maids and butlers), appreciated the grandeur of the grounds, and delighted in the playground and beach exploration. Later, they visited Shanklin Chine at sunset. The serene beauty of the setting sun added to the charm of the visit. The girls had a wonderful time playing on the beach, creating beach art, digging, and exploring.

The final day of the residential included a tour of Carisbrooke Castle. The girls loved exploring the history and enjoyed a happy picnic on the mediaeval bowling lawn in glorious sunshine. In the afternoon, the girls participated in a guided Fossil Walk. The girls were eager explorers, constantly seeking guidance from the leader. The biggest highlight was discovering a dead shark on the beach! The final evening was spent at the Aqua Park at Tapnell Farm Park, where the girls tested their bravery, resilience, and perseverance. There was lots of laughter and determination, making it the highlight of the trip for many.

Overall, the Year 6 residential trip to the Isle of Wight was a resounding success, filled with learning, adventure, and unforgettable memories.



Ancient Greece Workshop



Sewing Workshop



Y6 - HMS Belfast.JPG

Science

This year has been another fascinating and captivating one for Science at the Junior School, featuring a variety of practical investigations and stimulating trips that have enhanced teaching and learning. Here are some highlights from each year group:

In Reception class, pupils engaged in a variety of hands-on experiments to explore basic scientific concepts. They investigated floating and sinking by testing different objects in water; discovering which materials float and which ones sink. The class also explored the concepts of melting and freezing by observing how ice melts into water and how water freezes into ice. Additionally, they delved into magnetism by experimenting with magnets, learning which objects are attracted to magnets and which are not. These activities provided a fun and interactive introduction to the wonders of science.

In Year 1, the girls delighted in exploring the wide range of plants and trees in our school grounds, before having the opportunity to visit the inspiring Kew Gardens, where they learnt about the adaptation of plants to suit their habitats. In the Summer Term the girls studied the different features of animals and went on an exciting trip to the zoo where they did some classification of animals.

Year 2 pupils enjoyed investigating how materials change state due to heating. They were excited to use everyday foods such as chocolate, cheese and butter to observe the effects. In the Summer Term the girls learnt about the seven life processes and how all living things depend on each other. As part of their final lesson they explored food chains and created their own.

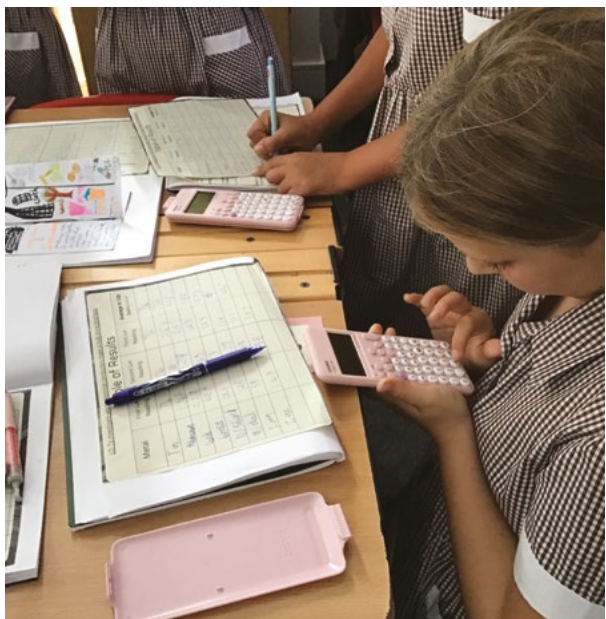
Year 3 delved into the effects of magnetism, investigating whether magnetic forces can pass through various materials. They also studied rocks and soils in detail, conducting experiments on the permeability of different rocks. Furthermore, while exploring the topic of light, Year 3 engaged in a fun-filled experiment on light and shadows.

In Year 4, pupils enjoyed investigating sound, relished identifying circuit components and building working circuits to make Rudolph's nose light up. The girls explored living things and their habitats: revising food chains, using and interpreting classification keys and describing environmental dangers to species living in the Junior School grounds and neighboring areas. The girls also investigated the water cycle as well as changes in states of matter, resulting from heating and cooling processes. Finally, while exploring the topic of forces, Year 4 had fun learning about friction and were delighted to plan and carry out an investigation on air resistance, using the outdoor terrace.

Year 5 pupils have explored properties and changes of materials, investigating thermal conductors and insulators,

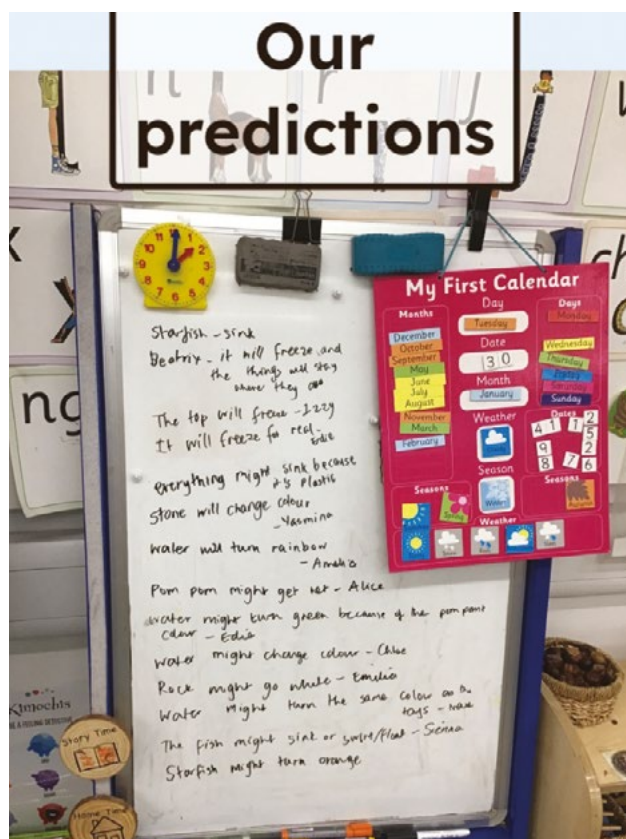


5K Science Blood



5K Science Calculators

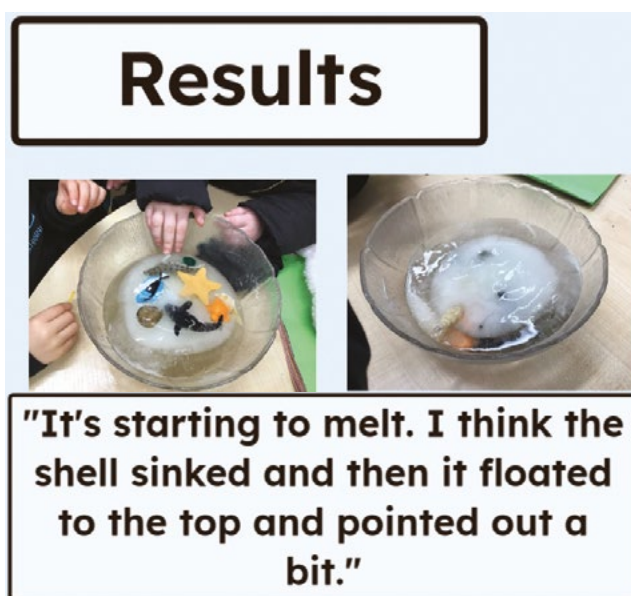




identifying and explaining irreversible chemical changes and developing their understanding of circuits to explore which electrical conductors make a bulb shine brightest. Through the popular Earth and Space unit, the girls named and described features of the planets in our solar system, ordered the planets and explained how they move. Through learning about animals including humans, the girls explored the six stages of human development, used graphs to interpret trends in data, described and explained the main changes that occur during puberty, and investigated the main parts of the circulatory system to describe the function of each part. They also enjoyed creating their own blood to prove that it isn't just a red liquid! The girls have ended the year as presenters, reporting about the fascinating life cycles of plants, mammals, amphibians, insects and birds.

In Year 6, pupils took a hands-on approach to understanding fundamental physics concepts, including forces, motion, light, and colour perception. They made parachutes and timed their descent to explore how different materials affect air resistance. To investigate friction, the pupils timed how long it took for tricycle wheels to stop when using various materials. Additionally, they created periscopes and color wheels. These practical experiments are excellent examples of how interactive and enjoyable learning about science can be.

In the Spring Term, we celebrated Science Week with a series of activities across the school. The overarching theme for the week was 'Time' and the girls enthusiastically explored how time is key to so many discoveries in science, technology, engineering and math. The Reception and Key Stage One girls participated in a workshop discovering how living creatures adapt to their environment. The workshop covered the importance of camouflage as part of animal adaptation for survival in a habitat over time. Our Key Stage 2 girls also had the opportunity to take part in a fast



5K Science Mixtures



paced time challenge workshop. The workshop introduced lean engineering practices and promoted initiative and construction skills to build, test and try again underpinning the core values of what makes a brilliant scientist.

We spent the week challenging the girls to think more scientifically by using our Trilby TV screens to spark interest, curiosity and debate around different pictures. The girls were challenged to recognise what an object was when it was zoomed in and out and why a certain object was an odd one out.

Science continues to be a source of enthusiasm, wonder, and exploration at the Junior School, deepening pupils' appreciation of the world around them and enabling them to learn through hands-on experimentation.

Sustainability

The Sustainability Team has enjoyed another impactful year, learning about sustainable practices and launching whole-school initiatives to engage all pupils in caring for our local environment and planet.

In the Autumn Term, Channing announced a 'climate emergency declaration'. This is an action taken by governments, universities, scientists and now schools to acknowledge humanity is in a climate emergency. The first such declaration was made by a local government in December 2016. Since then, over 2,100 local governments in 39 countries have made climate emergency declarations. As a school community, we recognise that humans have enhanced climate change, and its consequences are now seen as a major issue that is already affecting our futures. We are saying that we want to be part of the solution, rather than the problem. Recognising that climate and eco-anxiety are on the rise, and that enabling our staff and pupils to do something about it is empowering and essential. We are going to work towards net zero so this will mean changes, including:

- Promoting the 'Eco Code' which was created by last year's Sustainability Team
- Improving recycling
- Using public transport for school trips whenever possible
- Continuing to provide meat-free meals
- Reducing the use of single-use plastic
- Increasing the purchase of Fairtrade goods
- Continuing and championing 'Clean Air' days
- Promoting planting and gardening on the school grounds
- Calculating the school's carbon footprint

Throughout the year, the officers met once a week and worked diligently to raise awareness and encourage participation among all pupils. Their efforts have not only educated but also empowered the entire school community to take meaningful actions toward sustainability and net zero. From recycling programs to energy-saving campaigns and bird watching, the initiatives led by the Sustainability Team have significantly improved our school's environmental footprint.

As part of the Harvest celebrations, the Junior School enjoyed a fascinating talk by Helen, the owner of Highgate Honey, a local family-run business dedicated to producing high-quality honey while maintaining healthy



Spring Term Recycling pens



Sustainability Officers Clean Air Week Friday



Just One Tree Charity Day

bees. Inspired by Helen's talk, the Sustainability Officers discussed small changes we could make on the school grounds to support bees and other insects. Linked to this, the team worked hard during the summer term to upcycle an old doll's house into a bug hotel for the Year 3 terrace.

In November, we held Sustainability Week with the theme of Terrific Trees. Pupils were encouraged to think about Responsibility Badger when travelling to school. Sustainability Officers from the Senior School helped give out stickers to those who had travelled sustainably and carried out a survey of how we journeyed. Pupils across the Junior School enjoyed craft activities and Forest School activities that emphasised the importance of trees. On Friday, pupils were encouraged to dress in clothes inspired by the natural world or the work of a famous environmentalist. An admirable amount of money was raised for the Just One Tree charity, to mark the end of a successful week!

Throughout the year, Gardening Club has continued supporting the sustainability aims of the school – they have discussed water management and worked hard to select plants that are more resilient to changes in weather. The gardeners have also been discussing food miles and have continued growing a range of herbs and edible perennials that they have supplied to the Junior School Catering Team. This has helped encourage our pupils to try new flavours at lunchtime, including peppery nasturtium leaves, early season radishes, and home-grown broad beans!

The Forest School area has greatly benefited from our sustainable practices. Recently, we've been focusing on preserving the pond and its wildlife. The girls have delighted in pond dipping, and they've been thrilled to catch both smooth and alpine newts. We're committed to conducting this activity responsibly to protect their habitat and the girls have been developing their responsibility in treating the pond's plants with greater care.

This summer, our elder trees were in full bloom, and the Sustainability Team seized the opportunity to gather some of the flowers. Enthusiastic teachers and our kitchen staff then transformed these blossoms into homemade elderflower cordial, which was enjoyed by parents and pupils alike on Founders Day.

We would also like to thank the Facilities and Site staff for their ongoing support in promoting biodiversity at the Junior School!



Sustainability Team harvesting elderflowers



Gardening Club harvesting broad beans

Wraparound

CARE & CLUBS

WRAPAROUND CARE

Our wraparound care provision remains a lively and essential part of the school community. Birds and Owls continue to thrive thanks to our dedicated Teaching Assistants, who encourage participation and new friendships.

It has been wonderful to see older girls supporting younger ones, fostering a strong, inclusive environment. Providing additional support and enrichment, Year 9 Duke of Edinburgh students from the Senior School have volunteered their time in Late Owls; the Junior School girls have loved spending time with role models from across the road.

As well as being able to complete homework tasks, there are plenty of activities to suit the different ages and interests of the girls: loom bands, crafts, sewing, reading, board games, and Twister, which remains a firm favourite.

Enjoying the Adventure Playground has been another popular activity, offering a perfect setting for physical activity and imaginative play. The girls themselves continuously review and suggest activities, contributing towards the diverse provision on offer.

We look forward to continuing to enhance our wraparound care, ensuring it remains enjoyable and enriching for all pupils.

CLUBS

This academic year has been bustling with activity, thanks to the numerous clubs running before school, during playtimes, and after school. There's always something for Junior School pupils to join! Ballet, Karate, Gymnastics, Science, Forest School, Creative Writing, Marty Robot, Yoga, Maths Puzzles, Mud Kitchen, Outdoor Reading and Chess all continue to grow and are just a small selection of the hundreds of clubs that we have on offer every year.

Some of the most popular clubs this year have included the new Cooking Club, where pupils create a variety of sweet and savoury culinary delights; the Virtual Reality Club, where pupils have coded imagery and dived into virtual worlds; and the Photography Club, supported by one of our expert parent photographers. Our ever-growing Samba Band, which plays alongside pupils from St. Joseph's Primary School, has been a hit, as has the Gardening Club, now more popular than ever with our terraces in full bloom and our lunch hall filled with their produce.

Our sporting squads have also gone from strength to strength. The Year 6 Football Squad has been filling our trophy cabinet, the Key Stage 2 Cheerleading Squad - the Eagles - continue their winning streak, and our dedicated Swim Squad has been competing in regular galas. Additionally, our newly formed Key Stage 2 Gymnastics Squad won their first friendly competition against a local school, taking home several individual medals.



Sport

Throughout the academic year, we have excelled in various sports competitions, including Football, Netball, Hockey, Tennis, Cricket, Swimming, Tag Rugby, Indoor athletics, Cheerleading, Gymnastics and Cross Country. We have continued our participation in events hosted by organisations like IAPS, GSA, and ISFA, as well as engaging in friendly fixtures with local schools in Haringey and Camden.

The weekly two-hour PE games afternoons for Year 5 and Year 6, introduced 2 years ago, continues to provide abundant opportunities for pupils to engage in sports fixtures and competitions during school hours. These afternoons, aligned with local schools, have seen increased utilisation of the MUGA by both our pupils and visiting schools. In the Summer Term, these sessions transition smoothly into Watersports, where the pupils participate in sessions developing skills necessary for kayaking, canoeing and Stand Up Paddle Boarding at West Reservoir.

The girls in Year 2- 4 have enjoyed their intensive swimming weeks where they participated in hour-long swimming lessons at Poolside Manor, complementing their PE curriculum. Each form swam separately, ensuring a full hour of swimming instruction.

Each term this academic year, the Junior PE department hosted a specialist focus week in which the weekly PE lessons focused on a skill development session followed by an inter-house competition, boosting engagement and participation. In addition, we have introduced festivals with local schools: netball (Autumn Term), football (Spring Term) and hockey (Summer Term). This helped foster community links, providing safe competitive experiences, and offering professional development opportunities to schools without dedicated PE teachers.

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





JUNIOR DUKE AWARD

This year, pupils in Reception - Year 2 have once again been afforded the opportunity to participate in The Junior Duke Award, consisting of ten challenges, promoting life skills, independence and responsibility.

Participating pupils have enjoyed enhancing their numeracy and literacy skills as well as developing their independence across the year. Pupils in Reception enjoyed pursuing the Bronze 'Micro Duke' Award this year, whilst pupils in Year 1 have pursued the 'Silver Mini' Award and girls in Year 2 have pursued the 'Gold Mini' Award.

Pupils have been challenged to complete the tasks at home, providing an optional extra-curricular challenge opportunity. We have been delighted by the effort the girls have put into completing their Awards and have relished celebrating their efforts in assemblies throughout the year.



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