



CHANNING

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2024-25

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Introduction from the Headmistress

WELCOME to the 2024-5 edition of the Channing School Magazine. It is my great pleasure to introduce this wonderful publication, brought to life this year under the expert editorial guidance of Gabriel Felder. Within these pages, you will find a vibrant chronicle of a year defined by curiosity, creativity and community.

This magazine is a testament to the Channing spirit that can be found on every page. Our students' critical thinking and values of inclusion and respect have shone through, whether debating global issues at the Model United Nations conference, coding prize-winning creations in the VEX Robotics Club or publishing their own History and Languages journals. The commitment to looking beyond our gates is equally powerful, from the poignant historical reflections on the Year 10 Battlefields trip to the tangible impact of our partnership initiatives.

Such a dynamic environment is only possible through the collective dedication of our entire school community. As I often reflect on Founders' Day, our success is built on the efforts of every single member of staff. My sincere gratitude goes to our estates, catering, and administrative teams who create the welcoming and seamless environment in which we all thrive, and to our technicians, teaching assistants, and inspirational teachers who ignite a passion for learning every day.

My most profound thanks, however, are reserved for our remarkable pupils. It is their energy, their courage to try new things and their unwavering support for one another that are the true heart of this magazine. Their achievements and their generosity of spirit fill every article and photograph. I hope that as you turn these pages, you will not only enjoy celebrating the memories of the past year but also feel inspired for the adventures that lie ahead.

With warmest wishes,



LINDSEY HUGHES
HEADMISTRESS



FOUNDERS' DAY

Headmistress' address

WELCOME GOVERNORS, PARENTS, STAFF, SPECIAL GUESTS, AND – MOST IMPORTANTLY – YOU, THE PUPILS OF CHANNING...

LINDSEY HUGHES
HEADMISTRESS

YES, YOU MAY smile or giggle a bit at that, but I chose those words very specifically because you are the most important thing about school. You are literally the purpose of Channing – without you, the school wouldn't exist, and it's your engagement with it that makes Channing what it is. By coming together on Founders' Day we mark another chapter in the ever-evolving story of our school and, this year particularly, to mark our place in its history and its future. I can't help but think of our school as a tree, one with roots stretching back 140 years and branches that will reach far into the future, guided by our bold vision for 2035.

I think it may be stretching things to refer to the Sharpe sisters and Reverend Robert Spears as visionaries, but certainly I imagine they would be shocked and delighted to know that the little school they opened back in January 1885 is still thriving here on Highgate Hill. Nor can I imagine that William Ellery Channing, when he addressed the Mercantile Library Company of Philadelphia in 1841 with the line from our first reading, "Perhaps some word has been spoken in our day which we have not deigned to hear, but which is to grow clearer and louder through all ages", would believe that he'd be quoted – repeatedly, whether you want me to or not – here at a girls' school founded in his name.

In writing today's speech I have been reflecting upon the journey that has brought us here. As a school, and for

every student and member of staff in it, success is no accident. It is the product of effort, resilience, curiosity and that old-fashioned but irreplaceable value: hard work.

Hard work is not glamorous. It rarely posts selfies or wins instant applause. It is silent. Tireless. Sometimes doubted and often underestimated. Yet every one of you knows that it is the real difference-maker. Whether it was the time spent unpicking a stubborn maths problem, the essays refined again and again, the bars of music, lines of script and sports drills rehearsed, the code debugged or the quiet courage it took to speak up in lessons, hard work was there.

'WHATEVER IT IS YOU DO, YOU WILL FIND THAT HARD WORK – SELF-DIRECTED, CONSCIOUSLY PURSUED, SOMETIMES EXHAUSTING – IS STILL THE LEVER THAT BRINGS SUCCESS.'



Energetic yet graceful ballet performance in the sports hall

And that hard work has really mattered because, annoyingly, it's really good for you. Real learning, whether it's in a classroom, on a pitch, in a studio or a rehearsal room, involves grappling with difficulty. You may have heard me use Professor Guy Claxton's lovely phrase "intelligent floundering" – that's what you do when you are thrown in the deep end with a difficult problem and have to bring to bear everything you know to make sense of it. It may be frustrating and stressful, but oh, the joy when it pays off! I know you know that feeling.

When you leave Channing some of you will go on to professions of service: medicine, teaching, engineering, law. Others will pursue creative fields: music, writing, design, art. And many will find your paths take you to new worlds of work you're not yet aware of. But whatever it is you do, you will find that hard work – self-directed, consciously pursued, sometimes exhausting – is still the lever that brings success. I have been known to quote American satirist Tom Lehrer's fabulous line, "Life is like a sewer. What you get out of it depends on what you put in." You get the picture.

You will of course have recognised the quote in our second reading: "Each of us is intended to have a character all our own, to be what no other can exactly be and do what



The Year 13 Class of 2025

'THE FUTURE WILL NOT BE SMOOTH OR SIMPLE. BUT YOU ARE UNIQUELY PREPARED FOR IT, NOT MERELY BECAUSE OF THE FACTS YOU HAVE LEARNED, BUT BECAUSE YOU HAVE BEEN TAUGHT TO THINK DEEPLY, LISTEN KINDLY AND CARE GREATLY.'

purpose, without integrity it doesn't fulfil its real value. Here is where our Unitarian values and the Channing Promise, the quiet compass at the heart of our school, become vital. Unitarianism, in its simplest expression, stands for respect, freedom of thought, inclusion, kindness and responsibility. It reminds us that education is not about cramming information, but awakening the whole person. As Channing himself told us in our third reading, "Great effort from great motives is the best definition of a happy life."

When I launched our vision for Channing 2035 and our five new Strategic Objectives back in January, I made the point that we live in a world that is volatile, uncertain, complex and ambiguous. The future will not be smooth or simple. But you are uniquely prepared for it, not merely because of the facts you have learned, but because you have been taught to think deeply, listen kindly and care greatly. You have grown up in a community that values not conformity but curiosity; not mindless obedience but independence of thought. In a world obsessed with loud opinions, you have been taught to cherish quiet reflection. Where many rush to judge, we hope you have learned to understand.

no other can exactly do." When you work hard – not just for reward, but to develop your unique voice – you fulfil not only your own destiny but also your moral duty to the wider world.

At Channing we have always understood this truth. Because the other thing we know is that hard work, in itself, is not enough. Without direction, without



Lighthearted performance by the school choir

This is not common, but it is urgently needed. The world today, more than ever, requires leaders who can balance strength with humility, ambition with empathy and certainty with doubt. Those traits are found in abundance in female leadership and are needed in every sphere – whether that's on the global stage or in our local community.

You may not yet have had a chance to read yesterday's *Word from the Head* (if not, why not?!) in which I quoted from the opening speech at the International Coalition of Girls' Schools' annual conference in Philadelphia, which I was lucky enough to attend this week. Megan Murphy, the Global Executive Director of the ICGS, made the point that research shows that investing in female leadership reaps dividends, in the boardroom and on the stock market. She highlighted the McKinsey report, *The Inner Game of Women CEOs*, which explores some of the key attributes women bring to their leadership:

- They lead with purpose, not ego;
- They are strategic and generous;
- They can see the big picture and manage execution;
- They act with both confidence and humility.

It's clear that the world needs what we at Channing aspire to produce: fearless learners, kind citizens and



Head girls Natasha and Annie with headmistress Lindsey Hughes

thoughtful human beings. I'd like this to be your purpose: to live not just for self, but for community; not just for achievement, but for service; not just to have, but to give, and in doing so, live a happy life.

And speaking of giving, this seems like a perfect moment to pause and mark the service of a number of remarkable members of our school community.

Firstly, I want to mark the contribution of the Channing Association to that community. Under the leadership of Co-Chairs Ms Bennington and Mrs Menendez for the last three years the CA has continued to provide those much-needed links between parents, developing your social networks as much as those of your children, and raising money with their fantastic events. I'd like to present them with a small token of our appreciation for everything they have done for us – please do come up.

Secondly, I want to thank Reverend Daniel Costley, who steps down from the Board of Governors this summer after 12 years of service to the school. He brings his incisive and thoughtful mind to all aspects of the school's governance, not just reminding us of our Unitarian values but also giving us his problem-solving and strategic thinking. Thank you for everything you have contributed in this time.

And then I'm going to break with a Founders' Day tradition. Rather than mention everyone who is leaving us this summer now, I'd like to focus on the six members of staff who will be leaving Channing this summer with a combined total of 122 years of service to the school. I KNOW!!!

Let's start with Mrs Lemos, who has been a teaching assistant in the Junior School for 14 years. In that time hundreds of children have benefited from her long-standing commitment, dedication and care. Likewise your colleagues have enjoyed your staff room camaraderie and you will be much missed. Thank you so much for all that you have brought to and given us at Channing.

Ms Hernandez-Campillo leaves us after 15 years as an accomplished Teacher of Spanish and French. Countless students have become competent linguists thanks to her expert knowledge, with many going on to study languages at university having been inspired by her teaching. Some lucky students even learnt to dance the Flamenco with Ms Hernandez-Campillo on the Ellery Programme. She will be sorely missed by staff and students alike and we wish her all the very best for the future.

Ms Devine is the first of two female powerhouses retiring this summer after 22 years at Channing. A master of both History and Politics, Ms Devine will be much missed as a fountain of knowledge. If there's anything about the Tudors or UK Politics that she doesn't know...well, it probably isn't worth knowing. In her time at Channing she



Brass section of the school orchestra lifting visitors' spirits

has also led dozens of trips all over the world, set up and run our Model United Nations and edited the School magazine. Thank you, Ms Devine, and we wish you and your husband a long and happy retirement together.

The second of those powerhouse women who joined Channing 22 years ago is Ms Newman – by turn Head of Economics, Director of Sixth Form, Director of Studies and most recently Deputy Head (Academic). It has been an extraordinary career marked, among other things, by her deep commitment to inspiring Economics teaching, her love of spreadsheets, her wicked sense of humour and her trademark leather jacket. Your thoughtful and caring mentorship of countless colleagues and students has transformed their lives – thank you seems inadequate but please accept our thanks nonetheless, for everything you have done for all of us and the school.

Mr Gittins had already been at Channing for a year when Ms Devine and Ms Newman arrived. His long career started as an art teacher, specialising in ceramics, and guiding thousands of students to create wonderful pieces of work. However his lasting legacy at Channing is the transformation of the school's pastoral care as Head of PSHE and, most recently, as Head of Wellbeing. Calm, thoughtful and always ready to provide a listening ear, he is deeply respected by colleagues and pupils alike. It says something that we have had to replace him with not one, not two but three members of staff from September! Mr Gittins, you too go with our love and very best wishes for a happy retirement. Thank you.

And finally, it is with great sadness that we say goodbye to Miss Fung after 26 years of loyal service to Channing School. Miss Fung has worked tirelessly to inspire students too numerous to count, not only as a teacher of Physics and Science, but also in her role as a Form Tutor. She leaves a legacy of dedication and will be remembered with great fondness by those who were lucky enough to know and work with her. We wish her every happiness as she embarks upon the next stage in her journey.

They, and all the other members of staff who are leaving us this summer, will be made much of next week with various leaving events and, of course, in Mark Reading

next Friday – but it's particularly important to mark these extraordinary contributions now in front of parents, staff and Governors. On behalf of all of us, and the thousands of girls and staff whose lives you have touched, thank you.

Now I want to turn to the future and to Channing 2035, the bold vision we have set for the school, and which you – yes, you, pupils of Channing – will help to shape. It is a vision for the kind of women, citizens and leaders Channing aims to produce for the world 10 years from now. We imagine our future leavers to be young women who are:

- Ambitious and independent, not waiting for permission to lead;
- Deep thinking problem solvers, able to tackle the complex, real-world issues of climate, inequality and technology;
- Fearless Learners, not afraid of uncertainty or failure, but using both as fuel for learning and success;
- Socially and globally aware, understanding the interconnectedness of humanity, economics, and environment;
- Resilient and empathetic, capable not just of coping but of thriving; not just of hard work but of caring.

These will be built intentionally into Channing's curriculum over the next decade, along with leadership, metacognition, problem-solving and the skill of bouncing back from failures. We also see a Channing School that is sustainable, both financially and environmentally, ensuring that the opportunities you have enjoyed are here for those who come after you.

Above all, we see a school that remains true to its deepest essence: Girls Enjoying Success, in every sense – intellectual, moral, social, creative – where success is measured not just by grades or awards, but by confidence, kindness and courage. When you return to visit Channing in 2035 and

'YOU HAVE GROWN UP IN A COMMUNITY THAT VALUES NOT CONFORMITY BUT CURIOSITY; NOT MINDLESS OBEDIENCE BUT INDEPENDENCE OF THOUGHT.'



A busy science lab getting ready to welcome visitors



Recipient of this year's the Rosslyn Hill Chapel Award, Phoenix M

beyond – perhaps as parents, perhaps as mentors, perhaps as leaders in your chosen field – to go back to my opening tree analogy, I hope you will see the seeds we have planted today in full bloom.

The truth is simple and sobering: the world needs you. It needs your ambition, your energy, your anger at injustice, your hope for a better planet. It needs your curiosity to ask better questions – not just “What is?” but “What could be?”. It needs our Unitarian values of fairness, tolerance and respect at a time when division, cruelty and fear too often dominate. It also needs your sense of belonging. Remember that the feeling of safety, inclusion and acceptance you have known here at Channing is not the norm in many places. The challenge of the next decade is to spread this sense of belonging to workplaces, cities, nations – indeed without being too grandiose, to the world itself. Above all it needs your bravery, the bravery not to be perfect, but to try. Conabor and 10% braver means it's OK not to have every answer, but to keep searching.

To come back to my opening point, you have been prepared for this. You have learned to be owners of your learning, to be industrious and adaptable – in other words,

you know the value of hard work. And because of our Unitarian values you have learned to stand up, not because someone told you to, but because your own mind and heart demanded it.

As I come to a close I want to return to you, the pupils of Channing. As I said at the beginning, you make the school what it is, and so my final duty today is to announce this year's Rosslyn Hill Chapel Award, which is presented every year to a student or students who:

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

I am delighted that Reverend Kate Dean, Minister of the Rosslyn Hill Chapel, is here to present the plate, and that this year it goes to Phoenix M.

There is little more for me to say. As we celebrate our 140th anniversary I think it's clear that the world needs fearless learners. The world needs Unitarians in spirit, if not in creed. The world needs Channing girls. Thank you.



SENIOR & SIXTH FORM

Careers and Higher Education



NICOLA WILBERFORCE,
HEAD OF CAREERS AND
HIGHER EDUCATION

IT HAS BEEN another busy year for the Careers and Higher Education team, providing a great range of progression-related learning opportunities and activities across the year groups. Inevitably, there tends to be more activity as the girls move up the school and prepare for life after Channing, but within the Senior School every year group has taken part in some careers-related activity.

The regular events in the autumn included the Sixth Form Interview and Assessment Centre Skills afternoon, held during the school day rather than after it; the Academic Forum, to which we invited students from other schools who were also preparing for Oxbridge and medical school applications; and the Oxbridge interview preparation day. Throughout the autumn term, the Year 13s were making their university applications and receiving one-to-one help from Ms Wilberforce, alongside support from their subject teachers and form tutors. Oxbridge students were expertly supported by Mrs Bannatyne, and those applying overseas by Mr Raine. Ongoing specialist support for particular groups of applicants includes an external mentor working with students preparing for the Law National Aptitude Test, and I supervise the Medics (and Vets and Dentists, when

applicable) discussion group. In addition to debating hot topics in medicine and the NHS, and hearing from a recently qualified Channing alumna now working at the Whittington, the Medics discussion group entered the Imperial College Science in Medicine competition. They were shortlisted for the final with their invention of thermochromic nail varnish as an early-warning system for Raynaud's disease sufferers, and, while they didn't win, their poster and presentation were highly professional.

The spring term brought a new Careers and HE Coordinator, Mrs Lisa Fowler, who quickly got to work organising our 'Careers in Sport' week across all year groups. She also helped to provide speakers with careers in theatre and writing for the inaugural Arts Week. A work insight visit to The Times newspaper for Year 10 English students, the Teen Tech competition in Year 9 and a Modern Languages visit to the Oxford University Press were other examples of 'careers across the curriculum'. I marked National Careers Week in March with an assembly on how a career is our journey through life, learning and work. I emphasised how everything that girls experience at Channing – including the Channing Characters in the Junior School, the new strategic objectives, and being fearless learners – will help them prepare for their future careers, even when rapid change is likely. Year 8 then had a follow-up session on 'Careers in the future'.

Focusing on progression after Channing, the Year 12 Higher Education information talks for parents and students about the UCAS application process kicked off



‘THE CAREERS LANDSCAPE IS CHALLENGING, BUT CHANNING GIRLS ARE EXCEPTIONALLY WELL PREPARED – WITH EXPERIENCES THAT BUILD CONFIDENCE, CURIOSITY AND CAREER-READY SKILLS FOR THE FUTURE.’

the Springboard to the Future programme. All Year 12s had a one-to-one careers discussion with an external qualified careers adviser to help them focus on subject areas they might want to pursue at university. Springboard Day offered an even wider range of subject seminars, including architecture and film studies. The Springboard Fair was a great success, and this year the fair included employers as well as universities and gap year providers. We also extended the invitation to the fair to Year 12s from St Aloysius, and to Channing Years 10, 11 and 13 who came after school, and to Year 12 parents in the evening. The fair

can be quite an overwhelming experience, so giving younger age groups an insight into what it will be like when they are in Year 12 will help them make the best use of it when their turn comes.

In the summer term, three students – one in Year 11 and two in Year 12 – completed their eight-month-long Young Reporter scheme, during which they learned about libel and slander and how to avoid it, how to seek out news stories, craft pithy articles, and saw them published in a real online newspaper. This is a long-running and well-established external scheme, and one I would like more students to consider in future.

The high point of the Careers year is Enrichment Week, with Years 7, 10 and 12 being the main beneficiaries of a host of activities. Years 10 and 12 all chose a work insight visit and visited a range of employers, including Google, AtkinsRéalis, Deutsche Bank, Rothschilds, Timberseed, Pinewood Studios, Wellington Hospital, the Centre of the Cell at Queen Mary, University of London, the Supreme Court and the FCDO. At each employer, there were activities, a tour, and usually an opportunity to talk with employees about their world of work.

Year 7 worked in teams to invent some great board games and learned how to pitch them in a ‘Dragon’s Den’-

type activity, and Year 10 were ‘Charity Founders’. Both year groups were assisted by facilitators from 8billionideas. They also had a great trip to the Leicester Space Centre, organised as a STEM activity, and made their own short films in One Day Film School, organised by the Head of Year. Year 10 worked on their public speaking skills with ‘Talk the Talk’, and Years 10 and 12 heard some fantastic speakers at our annual Careers Convention, talking about their careers in finance, tech, business, medicine, law, the performing arts, media, the armed services and education. Year 12 had a whole day focused on applying to university, and started their UCAS applications and personal statements with help from visitors from the universities of Bath, Sheffield and Nottingham, and a specialist Oxbridge applications organisation. Students are encouraged to log all these great experiences in Unifrog, which is now embedded across Key Stages 4 and 5.

Although the Careers and HE department organises and delivers a large proportion of the careers programme, much careers education actually takes place within the taught curriculum. Linking careers to the curriculum is one of the eight Gatsby Benchmarks of good careers education all schools strive to meet. Many activities organised by pastoral and subject teaching colleagues enable students to develop key employability skills, which are essential for career success. The Year 7 Stubbers trip, at the very start of a girl’s time in the Senior School, encourages great resourcefulness, teamwork and communication – as does the Duke of Edinburgh’s Award, completed by many girls from Year 9 upwards. Subject-based activities like the Girls Are Investors challenge in Economics, the Step into the NHS programme in Biology, gallery and museum visits in the Arts and Humanities, and Young Enterprise in Year 12 are excellent examples of the breadth and depth of career-enhancing experiences that girls at Channing can access. We are indebted to all those parents, friends, supporters and external organisations that enable us to deliver such enriching experiences for the students. The careers landscape for young people today is a challenging one, but Channing girls are well prepared for that challenge.



Duke of Edinburgh's Award

THE DUKE OF EDINBURGH'S AWARD AT CHANNING 2025



MONICA YUN
DOFE AWARD MANAGER

OUR PUPILS are incredibly fortunate to have the opportunity to complete all three levels of the Duke of Edinburgh's Award: Bronze in Year 9, Silver in Year 10, and Gold in Year 12. At Channing, we purposely avoid examination years and, around eight years ago, successfully persuaded the DofE Award to allow entry from the start of Year 9 for all participants.

The staff leading the programme are highly experienced, with over 100 years of combined involvement. Many completed the Awards themselves and have since dedicated their time to guiding pupils through them here at Channing. Come rain or shine – or thunderstorm, heatwave, volcanic ash cloud, or even the tail end of a hurricane – nothing stops them. We pride ourselves on being adaptable and safety-conscious, always monitoring weather conditions closely. If that means suggesting a 5am departure to avoid the worst of the afternoon heat... well, you can imagine how that's received!

The independence and resilience our pupils develop is truly remarkable. They return from expeditions having survived with nothing but the contents of their rucksacks. If your child isn't suddenly grateful for hot and cold running water and a home-cooked meal, they probably haven't done DofE at Channing!

Bronze – Year 9

Pupils begin with a supported practice expedition in the Chilterns before tackling their assessed expedition in the New Forest. Applying their training independently is far from easy. Some groups follow the crowd – often getting spectacularly lost in circular routes – while others surprise us with impressive leadership and navigation skills.

Silver – Year 10

After the Easter break, pupils brush up on their Bronze skills during a practice expedition in Box Hill. Cold nights under canvas quickly make them question why they signed up again after last year's adventures! Their assessed expedition takes place in the South Downs – yes, there's a lot of up and down involved, and no, we're not exaggerating!

Gold – Year 12

The Gold journey begins with a challenging practice expedition in Exmoor over October half term. Endless moors, river crossings and wild camping in Hawkcombe Woods (with no toilets, showers, and only a stream for

The Duke of Edinburgh's Award encourages young people to explore meaningful ways to spend their free time and contribute to their communities. It challenges individuals to push their personal boundaries, experience the rewards of commitment and achievement, and offers guidance to those wishing to support the development of the next generation.

The Award is made up of four core sections:

Volunteering – participants offer practical help to individuals or the wider community. This could include mentoring younger students, volunteering in charity shops or working on countryside conservation projects like footpath maintenance.

Skill – students choose a skill to develop over time, such as learning an instrument, picking up a new language or improving their culinary abilities through cookery classes.

Physical – participants dedicate time to a physical activity of their choice, such as swimming, martial arts or fitness training, aiming to make consistent progress.

Each of these sections should be undertaken for at least an hour per week, with the total commitment ranging from three to 18 months depending on the level of the Award.

Expedition – participants complete one practice and one qualifying expedition involving walking and camping. Year 9 Bronze expeditions took place in the Chiltern Hills and the New Forest in June. Year 10 Silver expeditions were held in Box Hill during early summer and again in the South Downs just after Founders' Day. Year 12 Gold participants completed their practice in Yorkshire over October half-term and their qualifying expedition in the Brecon Beacons at the end of the school year.

Residential (Gold only) – Gold Award participants also complete a Residential: a five-day, four-night experience spent away from home with a group of unfamiliar peers, working together on a shared activity or project.

Channing School is proud to act as its own Operating Authority, offering the Award at all three levels: Bronze, Silver and Gold. Bronze begins in Year 9, Silver in Year 10 and Gold in Year 12, all starting in the Autumn term. Our programme is supported by a dedicated team: Mrs Smith and Miss Gibbins guide Bronze, Silver is led by Ms Goodall and Mr Daurat, and Mr Hill and Ms Yun oversee Gold. Ms Yun also serves as Channing's overall DofE Manager.

company) mark a clear step up in difficulty. Their assessed expedition in the Brecon Beacons is the culmination of everything they've learned. The breathtaking views from the Black Mountains are their reward, while Vision Farm and Chapel Farm provide remote, no-frills campsites – complete with a single tap and a strong sense of achievement.

Of course, the expedition is only part of the journey. Pupils must also complete their Skills, Volunteering and Physical sections. Once finished, they'll earn the ultimate reward: a well-deserved invitation to Buckingham or St James's Palace to receive their Gold Award – with a plus one, of course.

While participants have until the age of 25 to complete any level, there's something uniquely special about finishing while still at Channing.

BRONZE DofE PRACTICE (17 JUNE) & ASSESSED EXPEDITIONS (18–19 JUNE)

SINCE JANUARY, our Year 9 students have been working hard in preparation for their Bronze Duke of Edinburgh's Award (DofE) Expeditions, building up their skills and confidence during weekly lessons. Their efforts culminated last week during Enrichment Week, when they took part in both their Practice and Assessed Expeditions.

On Tuesday 17 June, the students travelled to the beautiful Chiltern Hills, where they embarked on a 3-hour practice walk. Each group set off individually, accompanied discreetly by a 'silent' member of staff whose role was to observe without offering assistance – encouraging the students to rely on their teamwork, map reading and navigation skills. The aim was to fine-tune these essential skills in a real-world setting ahead of the all-important assessed expedition.



Nanny's Plums on Practice Walk



Pace Pace Baby taking a break



Above: Mind The Map arriving back at campsite first. Below: Mountain Goats on the home stretch

The following day, Wednesday 18 June, we set off bright and early for the New Forest. Here, Year 9 had the opportunity to put all their training into practice. From navigating unfamiliar routes to working collaboratively to overcome challenges, the assessed expedition was a chance for students to demonstrate independence, resilience and responsibility. Despite the tough conditions, our students showed great determination and supported one another brilliantly. It was clear that all the preparation had paid off,

as each group tackled the expedition with confidence and maturity.

We are incredibly proud of how Year 9 conducted themselves throughout both days – showcasing not just their practical skills but also their ability to remain positive, focused and resilient under pressure. A huge well done to everyone involved!

Here is an account of the assessed expedition from Emma L, Mind the Map:



‘WE ARE INCREDIBLY PROUD OF HOW YEAR 9 CONDUCTED THEMSELVES THROUGHOUT BOTH DAYS.’

DofE: A Challenge Worth Every Step

ON DAY ONE, we set off on time in the sweltering heat, making sure to take regular rest breaks to stay hydrated. Our bags were heavier than expected but we were in high spirits. Then we got lost in a wood for a bit, had a bit of bag drama and ended up being late back by an hour. We set up our tents, cooked our delicious meal (pasta and cookies) and then eventually went to sleep as we were exhausted. On day two, we woke up bright and early, ready to be on time for the day. We were one of the first groups out and we were ahead of time at every checkpoint! We had cold pasta for lunch and kept drinking water. Then, we were on the home stretch – we were walking on pure will and adrenaline. We got back to the campsite and realised we were first back! We were so happy and we all passed. What a turnaround from not finishing the practice! Overall, we all had a great time and are thinking about doing Silver DofE next year.



SILVER DUKE OF EDINBURGH AWARD 2025

Training Day

The journey of the Silver DofE cohort this year has been the story of extreme temperatures. Beginning with our training day in January in the bitter cold, Channing Y10 Silver and St Aloysius' Bronze students came together for a day to refresh their campcraft and navigation skills.

With some healthy competition around Waterlow Park, girl power mostly prevailed but the boys also took their win and chocolate!

They all discovered that teamwork was the key to success as they planned routes for their practice expedition to the North Downs in April. We hoped for some milder temperatures and our wishes were granted.

Practice Expedition

Another early start in April, the sun shone, the bluebells were out and the North Downs provided an idyllic backdrop for this endurance test of 42km over 3 days and 2 nights with complete self-sufficiency.

On day one, the girls had the generous support of staff and Y12 walkers with them, but they quickly grew in confidence throughout the expedition with impressive organisation and independence. We usually have the place to ourselves at this time of year, but the sun had brought out early campers, cyclists and walkers.

We were delighted to receive some very positive comments on the girls' teamwork, friendliness and other traits exemplifying the Channing values. They absolutely aced it.

Assessed Expedition

If we thought April was unusually warm, then June really ramped it up. We are so proud of all the participants who approached the physical and mental challenges of this expedition with enthusiasm, positivity and confidence. Their resilience was tested with the very early start times, heat and some challenging terrain, but they were

rewarded by the beautiful landscape, strengthened friendships, satisfaction of accomplishment and some welcome splashing in the cooling hose pipe provided for them at the last campsite.

They say success is a journey and not a destination, so having all passed their Silver expedition, some are looking to Gold with a mixture of trepidation and determination.

'WE WERE DELIGHTED TO RECEIVE SOME VERY POSITIVE COMMENTS ON THE GIRLS' TEAMWORK, FRIENDLINESS AND OTHER TRAITS EXEMPLIFYING THE CHANNING VALUES. THEY ABSOLUTELY ACED IT.'



Silver DofE 2024-25 participants

Leila A	Ane J
Ekta A	Mira K
Marianna B	Sofia L
Lili B	Isabella L
Isobel B	Zoe L
Serrana B	Freya L
Imogen B	Isla M
Maisie B	Minnie M
Cayetana B (Caye)	Georgia M (Georgie)
Eleanor C	Sofia M
Ella C	Yeva M
Isha C	Annata M
Saira C	Lettice M (Lettie)
Finn C	Isabella M
Coco C	Isabella N
Isabella C (Izzy)	Abigail N (Abi)
Claudia D	Lexie N
Ava D	Olivia O
Darcy D	Grace O
Vittoria D (Torri)	Cara P
Genevieve E (GG)	Gabriella P (Gaby)
Charlotte F	Erin R
Emma F	Amelia S
Iris F	Taryn S
Emily G	Matilda S
Anna G	Gabriella S (Gaby)
Grace G	Maya V
Natalia G (Talia)	Margot V
Emily G	Lily W
Harriet H (Hattie)	Eleanor W (Elfie)
Edith J	Matilda W
Zara J	Kitty W





Sugar Loaf - Jabberwalkies at the start of their 4 days



Nature Navigators at Check Point 2 about to ascend Black Mountain

GOLD DUKE OF EDINBURGH AWARD

Training

Training sessions take place once a week during lunchtimes, beginning in the first week of September and continuing through to the first week of November. Nothing quite prepares you for a Gold expedition – the introduction of wild country and wild camping takes things to a whole new level. That usually means no taps or toilets, just a stream, so water purification tablets are essential.

An upgrade at this level is the use of a gas Trangia stove, which greatly speeds up cooking and allows for proper meals – something we actively encourage, especially for dinner on Day 1. Participants plan routes of at least 80 km over four days, with an acclimatisation walk included at the outset.

Practice Trip

We set off during break on the Friday before the October half term, heading to Dulverton Youth Hostel. After a first-aid session with Grace H, a former Channing pupil and now a paramedic, we embarked on a night navigation exercise at Winsford Hill – using stars, maps, torches and compasses to guide us.

Day 1 involved an acclimatisation walk to get used to the terrain – tussocks were definitely not a favourite! Day 2 took us from Tarr Steps to our wild camp at Hawkcombe Woods, with a stream as our only water source. A river crossing and a walk through a medieval village were highlights of the day. Day 3 led us to Cloud Farm in the atmospheric Lorna Doone Valley, shrouded in early morning fog. On Day 4, we crossed the moors and joined the coastal path, finishing at Lynmouth, where most treated themselves to a well-earned pasty for the journey home.

Assessed Expedition

On the day after term finished in July, we departed Channing at 6:30 am, bound for Crickhowell – where Eve C. kept up family tradition by meeting her granny for lunch, just like her sisters before her. The rest of the groups stocked up on last-minute supplies ahead of the four-day expedition.



Gold Questers departing from Capel-Y-Ffin

Our three teams – Jabberwalkies, Nat Navs, and Gold Questers – completed an afternoon acclimatisation walk to get a feel for the Welsh terrain. That evening, we enjoyed a 'last supper' at the Harp Inn before settling in for the night at the Woodlands bunkhouse in Glasbury.

Day 1 saw the teams trek past Sugar Loaf to Pen-Y-Dre. On Day 2, they ascended the Black Mountains for breathtaking views of Wales, before the steep descent via Vision Farm to Capel-y-Ffin, where they wild camped with just a single tap for water. Day 3 involved a climb to Lord Hereford's Knob (a favourite spot for panoramic views) and on to Glasbury. On Day 4, they tackled the Begwyns before finishing triumphantly in Hay-on-Wye, collapsing into their B&Bs – exhausted but accomplished.

This year's three teams were among the most independent and determined cohorts we've had since Miss Gibbins' year! While we'll miss seeing them for Duke of Edinburgh activities, we look forward to reuniting at the Palace when they receive their Gold Award invitations – plus ones included!



Gold DofE 2024-25 participants

NATURE NAVIGATORS

Scarlett S
Tanvee S
Bella M
Ava M
Elise C
Olivia L

JABBERWALKIES

Cerys T
Eve C
Natasha H
Ariella B
Ashani P

GOLD QUESTERS

Sereny S
Saskia C
Maika P-Y
Catherine S
Yining Z

Above: Jabberwalkies having a pit stop on the way to the coastal path in Lynmouth.
Below: Nat Navs soaking up the scenery on the Black Mountains



Extended Learning

OUR EXTENDED LEARNING PROGRAMME FOCUSED ON EXPANDING THE PROVISION FOR YEAR 8 AND YEAR 9 THIS YEAR SO THAT IT IS NOW EMBEDDED THROUGHOUT THE SCHOOL. EXTENDED LEARNING HAS BECOME PART OF CHANNING'S FABRIC – STUDENTS EXPECT TO BE EXPECTED TO EXTEND THEIR LEARNING!

 **ELENI PAVLOPOULOS**
EXTENDED LEARNING
COORDINATOR

ALL YEAR 7 students were invited to participate in one of eight enriching Ellery Programme activities. This year, Mythology, Songwriting, Maths Alien Invasion, Micro Bit programming, Book Review Podcast Making, Linguistics and Languages, and Prehistoric Cave Art (Chemistry) were offered, and the feedback from participants was excellent.

Year 8 students were offered a choice between attending and writing a review of an HPQ presentation (see below) or recording a review of a book or of an academic activity they pursue outside school, with many prizes earned.

The programme for Year 9 Extended Learning was also successfully expanded. Every student was involved in one or more of the following:

- Researching and writing an academic essay for a competition run by the John Locke Institute, Harvard Political Review or Immerse Education
- TeenTech or STEM Crest Award
- A research project leading to an AQA Unit Award: Mr Starr led weekly data analysis on animal behaviour in Waterlow Park – this was particularly well received, and students requested to continue it even after the course had ended
- Preparing a book review in a video or podcast assessed by the Form Tutor, with the winners awarded prizes

The Sixth Form and Years 10–11 had the opportunity to gain a qualification that involves developing rigorous research, project management and academic writing skills on a topic of their choice, as well as extending their presentation skills.

The Higher Project Qualification

For Project Qualification 2, Year 11 students selected a question to research and planned and wrote a 2,000-word essay under the expert guidance of staff who volunteered to supervise them. There is also the option of researching and making an artefact with a shorter essay, and this year, one student designed and made a woman's dress in the style of circa 1810.

Excellent presentations were enjoyed by staff and other students from Year 8 upwards. This year, ambitious topics were selected: American political opinion in 1970s–80s, DC Comics, the impact of American social movements

on Motown music, how constructed languages such as Esperanto can overcome ancient and modern languages, and institutionalised gender discrimination in Iran.

The Extended Project Qualification

The Extended Project Qualification (EPQ) is a great 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. Ms Wilberforce, our Head of Careers and Higher Education, now runs the EPQ. Thirteen intrepid Year 12 students completed their EPQ this year on a vast range of topics.

The arts were represented in various ways: the auteur theory in cinema was dissected, as were the changes in photojournalism (from Lee Miller to Lynsey Addario) since 1945. One student researched the effect of music on anxiety in teenagers, while another did a deep dive into etymology, analysing how slang from queer subculture influences everyday slang.

Social sciences featured large. One research question was law-related and very topical: can legal frameworks alone effectively address challenges in AI? Others included assessing the effectiveness of socio-political protests within professional sport for racial equality, the role of the Woman, Life, Freedom movement in challenging the regime in Iran, the economic and political situation of Spain between 1939 and 1945, and the extent to which changing societal and

cultural norms in America are reflected in Disney's depiction of fairy tales.

On the STEM side, the topics selected were equally fascinating. Students looked into the impact of environmentalism on US space exploration, the ethics around whether gene editing should be used to tackle sickle cell disease, the role that genetics play in Kenyan athletes' success

'EXTENDED LEARNING IS NOW PART OF CHANNING'S FABRIC – FROM PREHISTORIC CAVE ART TO AI ETHICS, STUDENTS ARE THINKING DEEPER, REACHING FURTHER, AND PUSHING THE BOUNDARIES OF THEIR CURIOSITY..'

in marathons, and whether it is possible to ascertain the Hyksos' genealogy based on evidence.

A huge thank you to all staff who make these opportunities possible for our students, who can look forward to further exciting extended learning opportunities in the years ahead.



Social Impact

A YEAR OF LEARNING, LEADERSHIP AND COMMUNITY IMPACT



JENNIFER KUNG
DIRECTOR OF
SOCIAL IMPACT

THE SOCIAL Impact Department at Channing School has continued to grow in strength and purpose throughout the past academic year, fostering meaningful connections with local primary and secondary schools as well as with charities and the wider community. Education Plus and community relations remain the bedrock of Social Impact at Channing.

Education Plus

In collaboration with Highgate Newtown Community Partners (HNCP), Brookfield Primary and St Aloysius' College, the Education Plus programme has provided a number of opportunities to students across local schools.

One of the flagship initiatives has been the Channing Science Club, run by the Senior School's Science Department and supported by an enthusiastic team of Sixth Form volunteers. Held weekly at Channing, this hands-on club welcomed KS2 pupils from Brookfield Primary, Highgate Primary, St Joseph's and Channing Junior School. Through engaging experiments in biology, chemistry and physics – from creating volcanic eruptions to exploring the microscopic world of germs – pupils were encouraged to discover the joy of science beyond the national curriculum. Sixth Form volunteers not only shared their passion but also developed vital communication and leadership skills. As one student reflected:

"It has helped me with my communication skills and explaining ideas to younger years."

Another much-loved initiative has been Minimus Club, a Latin and Classics enrichment programme for local KS2 pupils, taught in partnership with the Channing Classics Department and a group of committed Year 12 students. Children were introduced to the Latin language and immersed in Roman civilisation – from mythological tales to ancient architecture. Creative activities such as storyboarding myths allowed students to express what they had learnt in imaginative ways. The impact was clear: 90% of pupils agreed they had learnt something new and would like to repeat the experience. A Year 12 volunteer reflected: "It has been an interesting experience for me to grow as a person and develop my skills. It was equally enjoyable to watch the pupils improve and grow as people."

Our Sixth Formers also played a key role in local Breakfast and Reading Clubs at Brookfield, Highgate and Whitehall Park primary schools. Attending weekly, they offered a calm and joyful start to the day by playing board games, leading drawing activities and supporting reading. The feedback has been overwhelmingly positive, both from the schools and from the volunteers themselves. "The volunteers have been completely reliable and absolutely wonderful with the children," commented one primary school teacher. "They are an absolute credit to the school."

'NURTURING CURIOSITY, COMPASSION AND CONFIDENCE – ONE PROJECT, ONE PARTNERSHIP AT A TIME.'



Meanwhile, every Channing volunteer surveyed said they had developed their adaptability and communication skills, with one commenting: “I think I have been able to show more empathy towards students who struggled with reading.”

Across all programmes, the benefits of Education Plus work run both ways. Primary school pupils enjoy enrichment experiences, mentorship and exposure to inspiring older role models, while Channing students develop the soft skills that underpin strong leadership and service: patience, empathy, clarity of communication and teamwork.

Cooking and Baking

This year’s cooking and baking programmes have offered students a delicious way to develop life skills, confidence and friendships. Year 13s took part in enrichment sessions with private chef Arti Mirwani-Daltry, learning to prepare simple, nutritious meals like quesadillas, chow mein and yoghurt flatbreads.

Meanwhile, an after-school club for Year 10 students from Channing and St Aloysius’ explored global street food, creating aloo tikki burgers, tikka skewers and loaded nachos while mastering essential techniques. Younger students from Channing and La Sainte Union also got involved, baking crumbles, cupcakes and cakes under the guidance of Diego from Channing Catering. The sessions were so popular that extra classes were added – with Head of Year 7 Ms Garrill praising not just the bakes but the new friendships formed.

Community Projects

Channing is a major sponsor of Fair in the Square, and every year we help with volunteers and stage presence. This year, the band Spraytan wowed the audience – and have already been asked to return!



‘SOCIAL IMPACT WORK CONTINUES TO BE A VIBRANT EXPRESSION OF CHANNING’S ETHOS – COMBINING ACADEMIC ENRICHMENT WITH COMPASSION, RESPONSIBILITY AND COMMUNITY SPIRIT.’

We have also been involved with Lauderdale House and the Cabinet of Curiosities project, which enabled Channing students to work with others from a number of schools, engaging in ceramics and bronze work.

The opening of the HNCP Centre was marked by a wonderful day of celebrations, with Channing students volunteering to help register special guests – including Baroness Hodge of Barking DBE and the Rt Hon Tulip Siddiq MP – as well as performing in the Channing choirs and orchestra alongside LSU’s choir. Our relationship with HNCP underpins our social impact work, and we believe in this strong and mutually beneficial partnership.

German Fun Club

A big thank you to Frau Loosli, who ran this club – now in its third year – ably assisted by our German Language Assistant, Carina. Six Year 5 and 6 pupils were joined every week by students from our partner school, St Joseph’s, to learn some German, culminating as always in cupcake decoration!

Communita: Building Connections Over Tea and Tech

Another highlight of this year’s Partnerships programme has been Communita, a monthly event series run in collaboration with Highgate Newtown Community Partners.



Held in Channing's dining hall, these warm and welcoming afternoons bring together local residents, student volunteers, IT staff and musicians for tea, conversation and informal tech support.

Designed to demystify everyday technology, the sessions offer a friendly space for older community members to ask questions, connect with others and enjoy live music performed by Channing students. The initiative has become a cherished fixture, with many regulars returning and forming lasting intergenerational bonds.

For the student volunteers, the experience has been transformative. They describe building confidence, empathy

and leadership skills while learning the simple power of listening. As one enthusiastic participant put it: "It reminded us how valuable it is to connect across generations – and just how much we can all learn from each other."

Social Impact work continues to be a vibrant expression of Channing's ethos – combining academic enrichment with compassion, responsibility and community spirit. We look forward to building on this year's successes, deepening our impact and welcoming new faces in the year ahead.

I would also like to thank Gabriel Felder, the Social Impact Coordinator, for his tireless work in ensuring the growth and progress of the partnership clubs and activities.





Litter picking in Waterlow Park

Sustainability

THIS YEAR, SUSTAINABILITY AT CHANNING HAS BEEN DRIVEN BY A DEDICATED GROUP OF ECO REPS AND SUSTAINABILITY OFFICERS WHO HAVE WORKED HARD TO INSPIRE POSITIVE CHANGE IN SCHOOL AND BEYOND. FROM TREE PLANTING AND BIRDWATCHING TO REDUCING SINGLE-USE PLASTICS AND HOSTING ENGAGING SPEAKER EVENTS, STUDENTS HAVE SHOWN THAT EVEN SMALL ACTIONS CAN MAKE A LASTING IMPACT.

THE ECO REPS have been a committed and enthusiastic team, making a real difference to the Channing environment and thinking about our impact on the wider world. They have met every Thursday lunchtime to plan and take part in events throughout the year, such as litter picking in Waterlow Park, the RSPB Big Schools' Birdwatch and traffic pollution monitoring outside Channing.

In the autumn and spring terms, this was overseen by our Sustainability Officers, Olivia and Bella. As a group, they worked hard to achieve the Green Flag Award with Distinction for a second year running. They also helped run another successful Sustainability Week, with guest speakers Jenny Chapman, talking about sustainable food of the future, and Alison Williams from the Happy Elephant sustainable jewellery company, telling her inspirational story of how and why the company was set up. We also held a cake sale and second-hand clothes sale in support of Just One Tree, and hosted our first Channing Christmas jumper swap. Bella and Olivia introduced a new category to the Christmas classroom competition – the most sustainable classroom – and enjoyed seeing the inventive ways students had reused materials.



Channing proudly earned the Green Flag Award with Distinction for sustainability efforts, led by dedicated Eco Reps.

Satine and Opal took over as Sustainability Officers at Easter and have already started to build strong links with the Eco group. In May, the Eco Reps planted native trees, grown from seed by our school gardener, in Stanhope Road (see article by Opal), and visited London Zoo to learn about conservation work (see article by Satine). They have also been working with the Eco Reps to research and present what makes a product sustainable – looking at shampoos,



Channing Christmas jumper swap



Above: Happy Elephant sustainable jewellery company shares its inspiring journey. Below right: Students engage in a food waste awareness assembly.

face creams and make-up – and have delivered assemblies on reducing food waste and plastic waste in the school canteen. The Catering Department has been impressive in coming up with ways to reduce our plastic waste, switching to more sustainable products and exploring the use of dispensers and larger containers rather than tiny plastic single-use pots, which can take more than 200 years to break down in our oceans or landfill sites.





Tree Planting in Stanhope Road **Opal, Year 12 Sustainability Officer**

Along with some of the Eco Reps, we were lucky enough to have the opportunity to help plant some trees. At lunchtime, we headed down to the field on Stanhope Road, where the school gardener, Tony, kindly showed us how to dig holes for a variety of saplings, including crab apple trees and elm trees. It was really enriching to see how this is

done, taking direct action to help the air and environmental quality around our school flourish. Although we are unlikely to see them at their full height while we're still at school, it's amazing to think that these trees will hopefully last for decades – and we can't wait to see them grow!



London Zoo **Satine, Year 12 Sustainability Officer**

At the end of April, the Sustainability Team – which includes Channing's Eco Reps from Years 7–11, Sustainability Officers, and Mrs Walker, Ms Selina and Ms Kronk – took us to London Zoo for the day. We learnt about their conservation techniques and got to explore the zoo in small groups, which helped us bond across different year groups. We were able to see many animals; the penguins and gorillas were a fan favourite. We had amazing weather, which made the day extra special, and finished the trip with an ice cream to cool off. Overall, I think everyone who went really enjoyed the day out, and we learnt a lot about how the zoo works and how important it is to protect the environment for future generations of animals to live happily.



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SENIOR & SIXTH FORM BEYOND THE CLASSROOM – CHANNING MAGAZINE 25

SENIOR & SIXTH FORM

A Year of Success

THE YOUNG ENTERPRISE COMPANY PROGRAMME (YE) REMAINS ONE OF THE MOST VALUABLE EXPERIENCES AVAILABLE TO STUDENTS, OFFERING THEM A UNIQUE CHANCE TO SET UP AND RUN THEIR OWN BUSINESSES. THROUGH THIS PROGRAMME, STUDENTS NOT ONLY LEARN THE FUNDAMENTALS OF ENTREPRENEURSHIP BUT ALSO GAIN HANDS-ON EXPERIENCE TRADING AT MARKETS AND COMPETING IN COMPETITIONS.



RACHEL WILLIAMS

ASSISTANT DIRECTOR OF SIXTH FORM
& YOUNG ENTERPRISE CENTRE LEAD

THIS YEAR, we proudly fielded two teams once again, continuing our successful collaboration with students from St Aloysius' College to form our second team. Building on a strong legacy of achievement in sales, marketing, and competition, both teams earned a string of well-deserved accolades.

Charms & Co, recognising the growing popularity of charm jewellery, impressed judges with their professionally crafted, handmade bracelets. Meanwhile, TeeMotion produced bespoke, hand-printed T-shirts, overcoming the added challenge of coordinating team members from two schools. Their entrepreneurial journey stood out for its creativity and perseverance.

At the North London Showcase, hosted by White & Case LLP, both teams were recognised:

- **TeeMotion** earned the Team Journey Award and were Best Company Runner-Up.
- **Charms & Co** won Best Presentation, the Marketing Award, and the coveted Best Company Award.

Both teams progressed to the Central, North & West Final at Samsung KX, competing against the region's top teams. Charms & Co continued their winning streak, taking home another Marketing Award.

The students gained valuable trading experience at the Junior School's winter and summer fairs, Brent Cross Shopping Centre, Spitalfields Market, Portobello Market, and at the Senior School. While online sales proved challenging, face-to-face interactions provided instant customer feedback and allowed students to hone their customer service skills – a highlight of the programme.

The Young Enterprise Company Programme remains an exceptional platform for students to develop business skills, teamwork, and confidence. This year's achievements are a true testament to their hard work and creativity.

'THE YOUNG ENTERPRISE COMPANY PROGRAMME REMAINS AN EXCEPTIONAL PLATFORM FOR STUDENTS...'

Below: Charms & Co accepting the Best Company award





TeeMotion accepting the Team Journey award



TeeMotion at international law firm White & Case



Charms & Co



TeeMotion stall

Annie E writes:

I have learnt how to effectively communicate within a team, listen to others, and delegate responsibilities. It has also given me the opportunity to understand my own strengths and learn from my teammates' strengths. Participating in YE has allowed me to practise speaking to a wide range of audiences – from members of the public and customers to mentors and judges. This has helped me not only learn how to communicate efficiently within a team but also how to communicate clearly with people I am less familiar with. Additionally, YE has helped me build my confidence in public speaking, as I've had numerous opportunities to present at competitions.

Rachel H writes:

YE has been such a valuable learning experience – from brainstorming ideas and deciding on a product, to learning how to deal with real finances. Charms & Co has taught us how to work in a team, compromise on ideas, and create a product we knew would appeal to a clear target audience. Choosing charm bracelets gave us access to a wide range of buyers, especially since Channing is an all-girls school. We knew we'd have interest from Junior School girls to

other young women in London – which is also how we made a productive profit.

Amelie C from Charms & Co writes:

YE has been a wonderful experience and has given me valuable insight into what's involved in setting up and running a business. The programme has helped me develop important skills such as teamwork, communication, problem-solving, and confidence – skills that will support me not only in my final year at Channing but also in the future. I particularly enjoyed coming up with a product idea, pitching it, and selling it. These experiences have been a great introduction to what entrepreneurship really involves.

Anoushka from TeeMotion sums it up nicely:

I have enjoyed participating in YE this year. While difficult at times, the overall experience and the skills gained have taught me a lot about how to work in a team, organise large-scale projects, and manage a business. I would recommend YE to anyone who is not only interested in learning how to run a business but also wants to develop personal skills and gain real-life experience.





Art Exhibitions 2025

THE END-OF-YEAR exhibitions for GCSE and A Level students were once again a highlight of the school calendar. Held across the Ark Gallery, Studios 1 and 2, and even along the Haigh House stairs, the displays showcased some of our students' most accomplished and distinctive work.

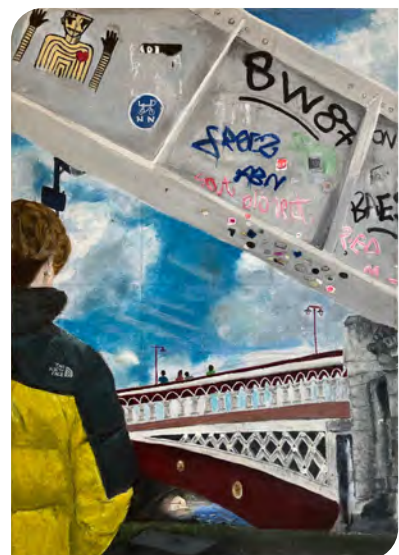
Featuring creative, challenging and diverse pieces, each student presented an original and thoughtful response to their brief. The aim this year was to create a professional-level exhibition – a celebration of artistic talent and maturity. The results were ambitious and idiosyncratic, reflecting not only technical skill but also bold individuality.

These exhibitions are always a major event for the Art Department, and this year they stood as a beacon of excellence in what has been a challenging yet energising academic year. The private view evenings were especially well attended, with visitors praising the brilliance of the students' visual achievements.



A red-toned portrait sketch of a man with a beard and a hand on his head. The man has a beard and is looking slightly to the left. A hand is placed on top of his head, with fingers spread. The sketch is done in a reddish-brown ink or paint on a light background.





GCSE



Art History at Channing

THE HISTORY OF ART OFFERING AT CHANNING ALLOWS STUDENTS ACCESS TO A RANGE OF ARTISTIC TREASURES BOTH WITHIN THE CLASSROOM AND BEYOND ITS WALLS, AS WELL AS EXCITING OPPORTUNITIES TO HEAR FROM GUEST SPEAKERS.



ANDREW HAWORTH
HEAD OF ART

THE YEAR BEGAN with a visit from guest speaker and Channing alumna Anne Moorhouse, who delivered a lively and engaging presentation on her time as a History of Art student at St Andrews and her diverse range of work experience within the art world. Her talk offered inspiration to students considering studying Art History beyond Channing.

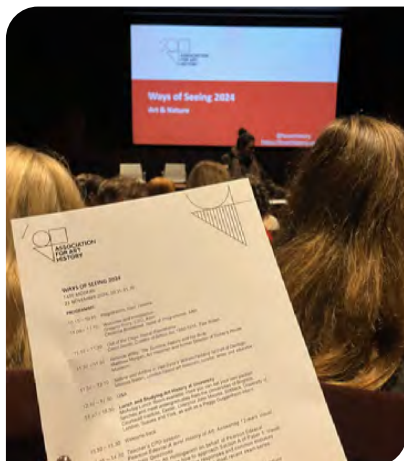
Also in the autumn term, A Level art historians were invited to the annual Ways of Seeing conference, held this year at Tate Modern. The conference showcased a range of talks from academics and artists on the theme of nature in art and architecture. Carol Jacobi, Matthew Morgan, Melissa Baksh and Polly Morgan were among this year's exciting line-up of lecturers.

November saw the Year 12s embark on their first History of Art trip to the Courtauld Gallery and the Victoria & Albert Museum. At the Courtauld, students considered the Northern Renaissance landscapes of Pieter Bruegel the Elder and compared them with Monet's Impressionist vistas upstairs. The Victoria & Albert Museum offered fascinating opportunities to investigate how nature is captured in sculptural form – both within the Western canon and in other cultural traditions.



London's unrivalled art museum landscape offers incredible opportunities for enrichment and inspiration throughout the academic year.

The Year 12s enjoyed a further trip to the Wallace Collection in the spring term, where they explored the portrait genre, examining how people have been portrayed to express wealth and status across art history. Later in the term, back in North London, students showcased their growing expertise at Kenwood House, presenting their own research on portraits in the collection and linking them to classroom studies.



Year 13 also experienced the work of great masters in the flesh. In January, they attended the Michelangelo, Leonardo & Raphael exhibition at the Royal Academy before exploring the history of the academy institution through its permanent collection. In contrast, the afternoon was spent analysing the influence of those who dared to stray from academic tradition. A visit to the National Gallery allowed close observation of Monet, Seurat, Cézanne and Gauguin – artists who led the way in experimentation and ultimately paved the way for the innovations of twentieth-century modernism.

'Gallery Girls' and 'Lit Soc' combined forces in March and were delighted to host Lucy Steeds, another Channing alumna, to talk about her debut historical fiction novel *The Artist*. Lucy delivered a fascinating presentation on her writing process, including the art books that inspired her themes and how visiting galleries to observe paintings informed her creative work.

You do not need to be a History of Art sixth former to be involved in the Channing art scene. Gallery Girls club offered weekly presentations on exhibitions, museums and art experiences. This year we enjoyed student-led talks on artistic adventures in Amsterdam, Oslo and Paris, as well as reviews of some of the year's standout gallery and exhibition offerings in London.



SENIOR SCHOOL

Art Encounters Beyond the Classroom

THIS YEAR, OUR SIXTH FORM ART STUDENTS HAVE ENJOYED THE OPPORTUNITY TO STEP BEYOND THE STUDIO AND IMMERSE THEMSELVES IN TWO MAJOR EXHIBITIONS. FROM THE RAW EMOTIONAL FORCE OF FRANCIS BACON'S PORTRAITS TO THE IMAGINATIVE, MULTISENSORY WORLD OF HAEGUE YANG, EACH VISIT PROVIDED A UNIQUE WINDOW INTO THE CREATIVE POSSIBILITIES OF CONTEMPORARY AND MODERN ART.



Francis Bacon – National Portrait Gallery

In November 2024, Year 12 and 13 Art students visited the National Portrait Gallery to see the Francis Bacon exhibition. The show explored the theme of human presence in Bacon's work, drawing on artistic influences from his life, including Rembrandt, Picasso, Freud and Velázquez.

Bacon is one of the most important and influential artists of the 20th century. His style was figurative but dark and distorted, veering towards abstraction. Among the people he liked to paint were the Sainsburys, his friend and contemporary Lucian Freud, Frank Auerbach and his long-term partner and companion George Dyer. Bacon also painted historical figures who had been immortalised in other works of art, including a range of portraits of Pope Innocent X based on the original works of 17th-century Spanish painter Velázquez.

Bacon's work is both profound and disturbing – and unlike anything else. It is difficult to pinpoint exactly why his work is brilliant. Though often dark and unsettling, his vision and execution are masterful and unique. He is unlike anyone else, and his work is unforgettable.

Here are some examples of his work:

'Study for a Portrait of Pope Innocent X'

Bacon's reimagining of Velázquez's painting transforms the image into a visceral and haunting figure, giving the painting a deeply unsettling, violent undertone.

'Study of George Dyer'

George Dyer, Bacon's lifelong partner, is portrayed in many of his works. These portraits reflect their turbulent and intense relationship. Bacon's depictions of Dyer vary

between soft, dark and bleak tones, perhaps echoing the nature of their bond. The smears and fragmented brushwork convey a sense of confusion, while the contrast with the bold background enhances the impression of isolation.

'Three Studies for a Portrait of Lucian Freud'

Lucian Freud, a close friend of Bacon, was a frequent subject of his work. In this triptych, a sense of movement unfolds across the panels, each depicting Freud from a different angle and capturing his complex nature. The fragmented, swirling forms and deliberate distortion evoke a sense of psychological tension and unease.

Haegue Yang – Hayward Gallery

Students also visited Haegue Yang's Leap Year exhibition at the Hayward Gallery. This immersive display featured multisensory installations and sculptures that wove connections between diverse histories, cultures and traditions.

Originally from South Korea, Yang has experienced many different cultures throughout her life – especially after moving to Germany in her twenties during the 1990s. This multicultural background has influenced her wide-ranging sources of inspiration, which draw on East Asian customs, contemporary art history and nature.

Yang uses everyday domestic objects such as window shutters, blinds, chairs and drying racks to create uncanny explorations of her interests. These visually intriguing installations reflect her multicultural influences. Her surreal sculptures evoke feelings of introspection and wonder, offering a thought-provoking and imaginative experience.

Year 10 Art Trip – Thursday 13 February

Having completed a term and a half of their GCSE course, it was time for Year 10 Art students to broaden their horizons and experience some art in the flesh. The day began at the Hayward Gallery, where students were wowed by the scale and presence of Mickalene Thomas's monumental mixed media works. They also explored the bold visual subversion of social identity and power structures in the collages and photo montages of Linder.

Our walk to Tate Modern offered some great photo opportunities before students spent another couple of hours exploring the gallery's striking architecture and varied collection. Several members of the public complimented the students on their exemplary conduct and thoughtful engagement, as they chatted about and sketched the works they encountered.



Classics

THE CLASSICS DEPARTMENT HAS HAD ANOTHER EXCITING YEAR, WITH A WIDE RANGE OF TRIPS BOTH AT HOME AND ABROAD. WE HAVE ALSO CONTINUED OUR RICH PROGRAMME OF CLUBS AND SOCIETIES, OFFERED BOTH TO OUR OWN STUDENTS AND TO PARTNER SCHOOLS.

➤ ZOË BANNATYNE
HEAD OF CLASSICS

CLASSICS SOCIETY has thrived this year, with discussions led by students, teachers and guest speakers. In the autumn term, we welcomed Dr Irving Finkel, a curator in the Department of the Middle East at the British Museum, to talk about his research on ghosts in Mesopotamia. He introduced us to Assyriology and the cuneiform script, and explained ancient ideas about ghosts - and, most crucially, how to combat these unwanted visitors using inscriptions, clay tablets and obsidian amulets.

Classics Society Book Club also continued to flourish. Students read a classical-themed book each term: Robert Graves' *I, Claudius*, Madeline Miller's *The Song of Achilles*, and Robert Harris' *Lustrum*. The range of subjects was refreshing; students engaged in stimulating discussions about Roman politics and debated whether the representation of Patroclus and Achilles in *The Song of Achilles* was faithful to Homer's *Iliad*.

This year, the Classics Society also launched an exciting new initiative: the Overboard Debate! Students tackled three themes – Greek heroes, ancient women, and gods or goddesses – and argued for which character was the most villainous and deserved to be thrown overboard. The result was a series of thoughtful and humorous debates that encouraged students to reflect on how ancient and modern perceptions of villains differ.

November marked the start of a spectacular programme of Greek theatre-themed events. In partnership with the Drama Department and Ms Hill, Ms McNamara took students in Years 11–13 to see the acclaimed production of Sophocles' *Oedipus*, starring Mark Strong and Lesley Manville, at Wyndham's Theatre. First performed in 429 BCE in Athens, the play tells the story of a man whose life slowly unravels around him. Though nearly 2,500 years old, the play's questions about fate, identity and self-discovery continue to resonate.

In December, Year 11 Classical Civilisation students visited the British Museum to see a range of artefacts from their GCSE course. These included gold signet rings and



votive offerings from the Mycenaean Age, as well as the magnificent Parthenon Marbles. The visit sparked thoughtful discussion and deepened the students' appreciation of these ancient objects.

In January, Sixth Form Classical Civilisation students travelled to Warwick University for its annual Ancient Drama Festival. This year's production was Aeschylus' *Agamemnon* – one of the oldest surviving Greek tragedies. The performance was complemented by lectures, including a standout talk by Dr Emily Clifford on the iconography of the Furies. Students responded with meaningful discussions about the play's themes and visual storytelling.

The tragic saga continued in March with a visit to see Sophocles' *Elektra*, starring Brie Larson, at the Duke of York's Theatre. Students were enthralled by this dynamic performance, which incorporated traditional elements such as the chorus and live music. It stood in fascinating contrast to *Oedipus*, demonstrating the range of modern interpretations of Greek tragedy.

The highlight of the year came over the Easter holidays, when 32 enthusiastic classicists spent five unforgettable days in Greece. The trip began in Athens with visits to the Temple of Poseidon at Sounion, the New Acropolis



'FROM VOLCANIC ERUPTIONS TO OBSIDIAN AMULETS – CLASSICS CONTINUES TO THRILL AND INSPIRE.'



'THE HIGHLIGHT OF THE YEAR CAME OVER THE EASTER HOLIDAYS, WHEN 32 ENTHUSIASTIC CLASSICISTS SPENT FIVE UNFORGETTABLE DAYS IN GREECE.'

Museum, and the Acropolis itself, where students saw the spectacular remains of the Parthenon, Erechtheion and Temple of Athena Nike. In Delphi, they visited the mysterious site of the ancient oracle and the Temple of Apollo, before heading to Olympia to see the remains of the Temple of Zeus – once home to one of the Seven Wonders of the Ancient World – and the more modest Temple of Hera. Students stood in the very stadium where the Olympic Games first took place, with some even racing its full length as the ancient Greeks would have done!

The trip continued to Tolo, where students enjoyed time on the beach and visited Tiryns and Mycenae, entering the remarkably well-preserved Treasury of Atreus and walking through the iconic Lion Gate. A final visit to the National Archaeological Museum in Athens brought the trip to a memorable close.



The excitement continued into the summer term. Year 10 Classics students visited the Roman Baths and the Ashmolean Museum to support their studies in Classical Civilisation and Latin. They explored the various rooms of the ancient baths, sampled the mineral-rich waters, and took part in engaging workshops on Roman artefacts and inscriptions.





In June, Year 7 enjoyed a sunny visit to Verulamium (Roman St Albans). Students admired the beautifully preserved mosaic and hypocaust – a precursor to modern central heating – and later handled real Roman artefacts at the museum. A highlight was the dress-up session, where students took on the roles of Roman and British citizens to better understand the social hierarchy of the time.

The academic year ended with a Year 12 trip to the London Mithraeum during Enrichment Week. Students explored the reconstructed temple of Mithras as it would have appeared in 250 CE and learned about the excavations of Roman Londinium. Ancient artefacts and contemporary art installations helped bring the cult and its mysteries to life.

The Classics Department also continued to foster strong links with partner schools. Ms Kennedy led engaging Minimus sessions with students from Brookfield Primary, St Joseph's and Fairseat, with Sixth Formers Tash, Cerys and Teresa enthusiastically teaching foundational Latin and mythology. Meanwhile, Ms Walker continued the successful Latin Club for students from Acland Burghley, Parliament Hill and La Sainte Union, designing a curriculum that prepared students for an Entry Level Latin qualification.

At the end of the summer term, we bid a fond farewell to Rebecca McNamara, an inspiring Classics teacher who has been a valued colleague at Channing for the past five years. Energetic, creative and dedicated, she has led countless trips and taught with passion and care. She will be greatly missed,

and we wish her the very best in her new role as Head of Classics at Francis Holland, Sloane Square.

This year has been a busy and stimulating one for Classics at Channing. We look forward to many more exciting trips and events next year.



Computing

THERE HAVE BEEN PLENTY OF ACTIVITIES BOTH INSIDE AND OUTSIDE THE SYLLABUS IN COMPUTING THIS YEAR.



MARTIN HOLMES
HEAD OF COMPUTING

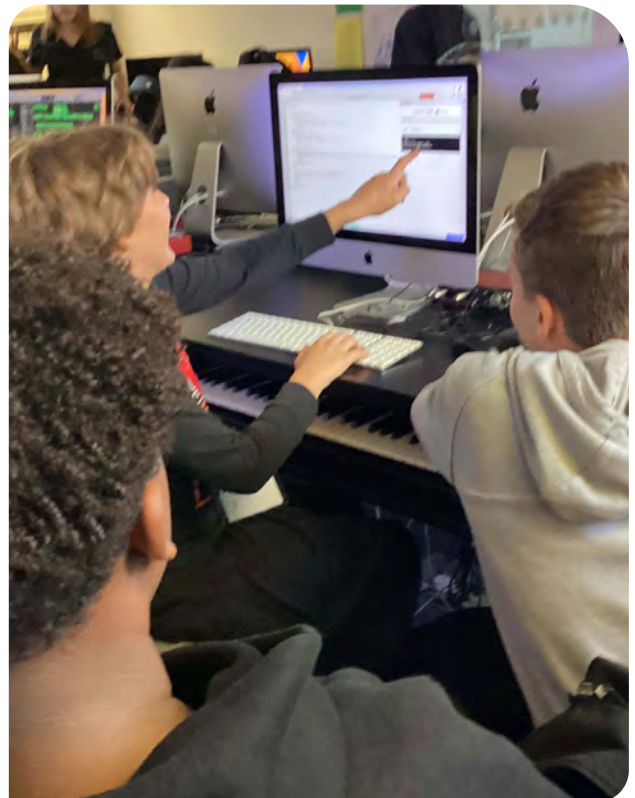
Bebras Computational Thinking Challenge

Pupils from Years 7, 8, and 9 took part in the Bebras Computational Thinking Challenge this term. I am delighted to announce some exceptional results and achievements – 460,000 students participated this year!

There were some very impressive statistics in the junior challenge, with 133,476 participants. A Channing student has never before scored full marks in a Bebras challenge, so for six students to achieve this accolade is excellent!

The national average score was 125 compared to Channing's average of 157. For the first time, 12 Channing students broke the 200-point barrier. Well done to all involved. Twenty-five students were awarded certificates of merit, and 18 received certificates of distinction. Congratulations to the following students who were awarded distinction and gold certificates and have qualified for the newly created "Coding Challenge," which ran from 24 March to 4 April 2025, organised by The Raspberry Pi Foundation.

The following pupils were awarded distinction and gold certificates:



7CW*i*

Helena S
Saumya S

7LR

Darcy C
Shivani G
Adi T
Cara C
Constance H
Penelope T

Best in school with a score of 220 points out of a possible 220

Zoe S 7CW*i*
Madison Y 7CW*i*
Julia B 7LG
Luliya R 7LG
Maia C 7LR
Erin L 7LR

7JG

Felicity R

'FOR THE FIRST TIME, 12 CHANNING STUDENTS BROKE THE 200-POINT BARRIER. WELL DONE TO ALL INVOLVED.'

There were some equally impressive results in the intermediate challenge, taken by Years 8 and 9 students. A total of 240,618 students participated, with a national average score of 105 points. Congratulations to all Channing pupils who averaged 141 points!

More records were broken as nine students surpassed the previous record of 187 points, and one student exceeded the 200-point barrier with a total of 204 points.

Fifty-two students were awarded certificates of merit, and 52 received certificates of distinction.

Congratulations to the following students who earned distinction and gold certificates and have qualified for the "Coding Challenge" organised by The Raspberry Pi Foundation.

8AK

Saisha D
Aayushi (Aayu) M
Nicki S
Amelia Z

8VS

Rafaella C
Lara G
Thea I
Ellie M
Thea T

9KN

Zara A
Mimi B
Orla D
Runyu H
Raabiah J
Sofia S-J
Maya S

8CC

Liliana B
Amandine C-Y
Betsy L
Layla P

9HEi

Eve P
Angie R
Elizabeth S-B
Sophia S-R

9XM

Chloe Ab
Saskia B
Arya B
Aenea E
Margot L
Sloane R
Ella S
Annika S
Rose Z

8EGi

Aavanya A
Louise B
Ava K
Melisa K
Charlotte R

9GHa

Noa G
Natalie L
Kaitlyn M
Alaia P
Jolie Q

8LV

Amalia G
Meera K
Emilia M

9JB

Naomi F
Imogen K
Lola M

**Best in school
with a score of
220 points out of
a possible 220**

Milla C 9KN

**'OVER 460,000
STUDENTS ENTERED
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CHALLENGE - AND
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FULL MARKS,
WHILE TWELVE
SMASHED THE
200-POINT BARRIER.
A PHENOMENAL
PERFORMANCE
ACROSS ALL YEAR
GROUPS.'**

Bebras Round 2: The Coding Challenge

Students from Years 7, 8, and 9 participated in the Bebras second round Coding Challenge. Previously, we had not received any awards in this round, so it is very pleasing to see success this year. This round is particularly challenging, especially the Navigator challenges, which require students to solve scenario-based coding problems at GCSE programming level.

In Year 9, congratulations to Marwa for being awarded Gold and Best in School, and to Eve for receiving a Distinction. Additionally, 44 Year 9 students achieved a Merit. Equally impressive were the 50 Year 8 pupils who attained a Merit for the same challenge.

The Year 7 students took part in the Novices Coding Challenge, which also involved programming solutions to a variety of problems. Penelope was awarded Gold, Distinction, and Best in School. Bea, Jasmine, Hattie, Helena, Madison, Valentina, Maia, and Erin all achieved Gold and Distinction awards. In total, 14 Year 7 girls received a Distinction and 31 were awarded Merit certificates. Well done to everyone who took part!

Year 9 Gold and best in school

Marwa R 9XM

Distinction

Eve P 9EH

Year 7 Gold and best in school

Penelope T

Gold

Beatrice (Bea) B 7CWi
Jasmine B 7CWi
Hattie K7CWi
Helena S 7CWi
Madison Y 7CWi
Valentina A-D 7LR
Maia C 7LR
Erin L 7LR



Design by Agatha N (7JG) for the Henney Computer Graphics Competition

Henney Computer Graphics Competition 2025

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 Aria B, Grace Ji, and Isi U highly commended. The overall winner was Agatha N.

Robotics and Coding Club

Mr Holmes ran an exciting robotics and coding club where students from St Aloysius' built and programmed VEX IQ robots to carry bricks through an assorted course.

Gouled and Samuel were the first group to complete their robot build. They tested the functionality of the claw by grabbing and moving bricks from one side of the room to the other. They also competed against each other to see who could move the most bricks in a given time.



Python Coding club

Python Coding Clubs

Year 10 pupils from Acland Burghley took part in the Python computing club at Channing. They learned many techniques about Python coding and finally created a hangman-style computer game.

The Computer Science department also ran two Python coding clubs for our pupils – one for beginners and the other for advanced programmers. Pupils in both clubs created basic games and simulations in Python. The Beginners Club, led with enthusiasm and skill by Year 8 student Amandine, saw remarkable success as she used PyCharm to develop a series of impressive games.

Robotics Workshop

On Friday, 24 January, 22 students and 13 staff from eight Hong Kong schools visited Channing to take part in a robotics workshop with Year 7 Channing students.

The students worked together in groups to program Marty robots to navigate an obstacle course. They learned about colour sensors and put their knowledge to the test in the afternoon's competition.

All the students (and staff) had a great time and enjoyed not only learning about robotics but also about the different learning experiences in other countries.

Marty Robots

Pupils from Years 7 and 8 have been busy developing their programming skills by bringing a robot to life. The exciting project combined creativity and coding as students explored the fundamentals of robotics.

Year 7 pupils used Scratch block-based coding to control the robot, while Year 8 students tackled the challenge using Python. The project began with lessons on using loops and sensors to plan the robot's route. Pupils then advanced to programming the robot's arms to move and its facial expressions to change when encountering a person.

As a final challenge, students successfully coded a personalised greeting for the robot to speak upon meeting someone.

Model Network Rail Systems

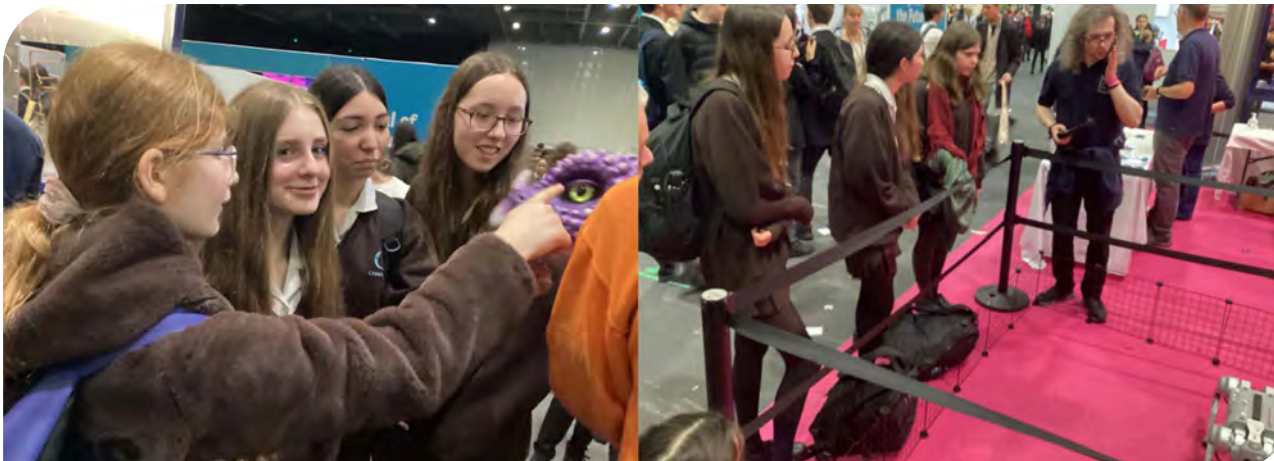
Year 6 and Year 7 pupils had the opportunity to build their own train network. They wrote their programs in Scratch to move their individual trains along fixed routes. They also figured out the best use of colour sensors to alter the speed and direction of the trains. They wrote code to make the train pull a wagon and make a delivery at a train stop. Some of the tracks they created were so large that they could not loop back to the beginning. In those cases, they had to make the train sense there was no more track and change its route.

A challenging track was set up by Intellino train master Allen Tsui to move the train along a route with slopes, turns, and stations. The pupils used their maths skills to work out the weight of the trains and wagons. They used their physics knowledge to calculate the best speed to climb an incline and make a turn without falling off. Then, they applied their computing skills to program the train to move with those values at the required times. It was a fascinating competition with Sixth Form and Year 7 pupils competing against each other. In the end, they worked together to crack it.



Y10 Coding





Hands-on learning: Year 10 Computer Science pupils exploring the wonders of science at the New Scientist Live Festival.

Computer Science: Micro:bits

Year 7 and 8 pupils used their programming skills to create games such as a maze game and rock, scissors, paper. The pupils also made electronic badges. Year 7 pupil Valentina D created a model of a road speed limit checker. Two parts of the road are connected to the micro:bit and it can detect a car passing through them. The time difference between the two gates helps calculate the car's speed.

New Scientist Live Festival

Year 10 Computer Science pupils attended the New Scientist Live Festival, where they had the opportunity to speak with scientists, attend lectures, and experience the wonders of science. From learning about sea creatures, nuclear fusion, hospitals of the future, quantum computers, learning CPR, controlling robots, to using VR headsets to fly a plane, there was so much to do. Here's what the pupils had to say after the event:

"Every stall, workshop, and stage was full of interesting people who loved sharing their science and engaging activities like virtual reality roller coasters and a real RAF plane. There was even a life-sized dinosaur roaming around the stalls."

"I tried an experiment where we played a card game to try to eliminate the bad variants of mosquitoes. Overall, I had lots of fun and learnt that all sciences are related in some way and have correlations with each other."

"We learnt how ultrasounds work and how they are used across the body. It was fun to use an ultrasound machine ourselves during the demonstration. We listened to a talk about dog behaviours and learnt a lot. We watched robot displays, which were really interesting, and I particularly liked the robot that you could control the arms of. We also saw a solar display and used a telescope for the first time."

"We were lucky enough to be taken to the New Scientist Live Festival, where we had the whole day to walk around,

attend lectures, and learn new things about the world we live in. My friends and I attended several different talks, which were all very interesting and entertaining. There was a large range of topics, from mosquitoes to nebulae to medicine. There were many fun activities to do, the most popular being a virtual reality roller coaster ride. It was so inspiring to see so many successful people using science to do incredible things and help us progress as a society (while having lots of fun doing their dream jobs). It made me realise just how much I can do thanks to science."

Year 8 Smart Doctor Activity

Year 8 pupils were given a choice of two Python challenges. The first was to write a Python program to diagnose a patient's symptoms and suggest a treatment. The second was to train a doctor by creating a quiz with symptoms and asking the doctor for treatments. Congratulations to Holly K, who completed both options in one lesson. Below is a snippet of code for patient diagnosis by Saisha and the training model by Holly.

```
print("Welcome to the Symptom Checker!")
print("Answer the following questions with 'yes' or 'no'.")
print("Do you have a fever?")
fever=input().lower()
print("Do you have a sore throat?")
sore_throat=input().lower()
print("Do you have a headache?")
headache=input().lower()
if fever == "yes" and sore_throat=="yes" and headache == "yes":
    print("You might have the flu. Rest, drink fluids, and consider seeing a doctor if symptoms persist.")
else:
    print("Do you have nausea?")
    nausea=input().lower()
    print("Do you have vomiting?")
    vomit=input().lower()
    print("Do you have stomach cramps?")
    stomach_cramps=input().lower()
    if nausea == "yes" and vomiting == "yes" and stomach_cramps == "yes":
        print("You may have food poisoning. Rest, drink water, and consider seeing a doctor")
    else:
        print("Do you have swelling?")
        swelling=input().lower()
        print("Do you have bruising?")
        bruising=input().lower()
        print("Do you have pain when walking?")
        pain_when_walking=input().lower()
        if swelling == "yes" and bruising == "yes" and pain_when_walking == "yes":
            print("You may have a sprained ankle. Put ice on it and elevate it")
        else:
            print("Do you have sneezing?")
            sneezing=input().lower()
            print("Do you have itchy eyes?")
            itchy_eyes=input().lower()
            print("Do you have pain when runny nose?")
            runny_nose=input().lower()
            if sneezing == "yes" and itchy_eyes == "yes" and runny_nose == "yes":
                print("You may have allergies. Take antihistamines")
            else:
                print("Your symptom don't match a specific condition in the checker")
```

You are a doctor in training. Let's diagnose your patient!
 Patient symptoms:Fever, sore throat, headache
 What do you think the diagnosis is?
 1 is flu, 2 is food poisoning, 3 is sprained ankle, 4 is allergies
 Enter the number of your diagnosis
 1
 Correct! The patient has the flu!
 What treatment would you recommend?
 1 is rest and fluids, 2 is hydration and rest, 3 is ice and elevation, 4 is antihistamines
 2
 Sadly that is incorrect. The correct treatment is rest and fluids!

'FROM BUILDING ELECTRONIC BADGES AND SPEED DETECTORS USING MICRO:BITS TO FLYING PLANES IN VR AND MEETING ROBOTS, OUR PUPILS TURNED CURIOSITY INTO CODE - AND SCIENCE INTO THRILLING, HANDS-ON DISCOVERY.'


```

INPUT ItchyEyes
10 OUTPUT "Do you have a runny nose? (yes/no)"
11 INPUT runnyNose
12 IF fever = "yes" AND headache = "yes" AND soreThroat = "yes" THEN
13   OUTPUT "You may have the flu. It's important to rest and drink plenty of fluids."
14   OUTPUT "If your symptoms worsen or you have difficulty breathing, please consult a doctor immediately."
15 ELSE
16   IF nausea = "yes" AND vomiting = "yes" AND stomachCramps = "yes" THEN
17     OUTPUT "You might have food poisoning. Hydrate and rest as much as possible."
18     OUTPUT "If you experience severe symptoms, please seek medical attention."
19   ELSE IF swelling = "yes" AND bruising = "yes" AND painfulToWalk = "yes" THEN
20     OUTPUT "You may have a sprained ankle. Use ice and keep your ankle elevated."
21     OUTPUT "If symptoms do not improve or worsen, please contact a healthcare provider."
22   ELSE IF sneezing = "yes" AND itchyEyes = "yes" AND runnyNose = "yes" THEN
23     OUTPUT "You may have allergies. Try taking antihistamines."
24     OUTPUT "If symptoms persist, see a doctor."
25   ELSE
26     OUTPUT "Your symptoms don't clearly match any specific condition."
27     OUTPUT "However, it's always a good idea to monitor your symptoms. If you feel worse, seek medical advice."
28   END IF
29 END IF
30 END

```

Symptom Checker code

Year 9 & 10 Code a Symptom Checker

Year 9 pupils were challenged to code a rule-based system that checked symptoms input by the user via a series of yes/no questions; the program then attempted to diagnose an illness and advise possible treatments. Above is a snippet of code by Annata in Year 10.

Sixth Form Students Explore the Future of Privacy at Royal Society Lecture

Sixth Form pupils had the unique opportunity to attend the prestigious Royal Society Milner Prize Lecture delivered by Professor Artur Ekert, a pioneer in quantum information science. Titled Privacy for the Paranoid Ones: The Ultimate Limits of Secrecy, the lecture explored the role of quantum cryptography in securing communication against even the most powerful adversaries. Professor Ekert discussed how quantum entanglement – a once purely theoretical concept – now underpins cutting-edge methods of protecting privacy. Students were challenged to consider fundamental questions about trust, technology, and human choice while gaining insight into the real-world applications of advanced physics in cybersecurity.

Girls in IT Challenge Day – Greenwich University

To celebrate International Girls in IT Day, a vibrant event was hosted by the Faculty of Engineering and Science, University of Greenwich, and Cisco. Year 9 students worked in teams with university pupils and Cisco professionals to tackle exciting challenges and compete for a prize. One pupil said, "We had great fun learning about AI from an industry specialist as well as applying techniques and knowledge into designing an app to solve a young person's problem. It was very enlightening and taught us a lot about the process of planning and drafting."

Congratulations to the team of Elizabeth, Roxy, and Alex for winning the prize.



Sixth form students at the prestigious Royal Society Milner Prize Lecture

Cyber Explorers Challenge

Pupils from Years 7 to 9 took part in the Cyber Explorers Challenge, a nationwide competition designed to introduce young minds to cybersecurity. Working in teams, pupils competed to solve a series of complex security problems, testing their logical thinking, teamwork, and digital skills. Following the event, participants shared their thoughts:

Maia, Year 7

"On Wednesday, students from Years 7, 8, and 9 competed in a challenge called Cyber Explorers. It was a fun and educational interactive competition which tested our knowledge of cybernetics, computer security, features, and programs. Both team-building and racing against the clock, Cyber Explorers was an exciting experience for us all."

Georgina, Year 7

"The Cyber Explorers competition was extremely fun and really difficult. We were put in small teams of four. We had to decode ASCII; it was so hard but also exciting. Even though my team didn't answer all the questions, we got a taste of it – and also a taste of biscuits afterwards! It is an experience I will remember for a long time and I am glad I was chosen."

Arina, Year 7

"The Cyber Explorers competition was extremely fun. We were in small teams and had to solve cyber activities. We had to work out how to protect computer networks from hackers. We also had to code and decode ASCII. It was hard but we got to work together and improved our teamwork! I really recommend trying next year." The challenge not only sparked interest in digital careers but also highlighted the importance of online safety in today's world.

SENIOR SCHOOL



Year 13 explore the concept of *Fruit Born of the Same Tree* in the style of Kneehigh Theatre Company.

Drama and Theatre Studies

 **JESSICA HILL**
DIRECTOR OF DRAMA

S EVEN IS considered a lucky number in many religions and cultures, revered as a symbol of perfection or completeness. For our Year 13 Drama and Theatre Studies students, it's a particularly significant number, as they have now completed seven years of secondary school education. Similarly to Year 13, I have now completed a full school 'cycle' – the current leavers were my first Year 7 students when I arrived in 2018.

Therefore, as I write my seventh School Magazine entry as Director of Drama, it feels fitting to reflect on the standard of the work students have produced in the department this year. Both curricular and co-curricular projects continue to surprise and challenge pupils and audiences alike. From Greek tragedies to twee comedies, grotesque physical theatre to polemical political plays, or the gender debate explored in feminist theatre – we aim to give each academic cohort a range of contrasting experiences.

Notably this year, Key Stage 4 and 5 students enjoyed 'Backstage at the National Theatre' – a highly successful

'BOTH CURRICULAR AND CO-CURRICULAR PROJECTS CONTINUE TO SURPRISE AND CHALLENGE PUPILS AND AUDIENCES ALIKE.'

trip offering a behind-the-scenes look at the home of British theatre. We witnessed a contemporary reimagining of Oscar Wilde's classic farce *The Importance of Being Earnest* both in rehearsal

and in performance. Highlights included seeing 3D-printed props of giant heads painted by scenic artists, and observing a technical sound check to ensure the cast's microphones were correctly placed and balanced within the overall sound design, syncing with the music and sound effects.

Deepening one's understanding of the full blend of skills that shape a production is essential for our GCSE and A Level students – both in their practical theatre-making and written exams. In a world where technology keeps offering shortcuts and algorithms refine our tastes, it's increasingly important to challenge our preferences and preconceptions about the kind of work we consume.

As society continues to refine Artificial Intelligence in relation to humanity, it's worth asking: does technology enhance the arts? In our experiments with ChatGPT in Drama, we've found AI's 'creativity' to be lacking in



Y11 perform original political theatre in the style of Bertold Brecht.

Y13 perform an extract from 'Antigone' in the style of Katie Mitchell.



Above and below: KS4 theatre production of 'We Happy Few'



Y12 perform 'Adult Child Dead Child' in the style of Steven Berkoff





'Daisy Pulls It Off', showcasing bravery, friendship and exceptional dedication from the KS3 cast

authenticity – unsurprising, perhaps, since theatre is all about placing the human experience under a magnifying glass. Hatred, sympathy, love, disgust and comedy underpin all storytelling, so we will have to rely on humans to convey these experiences. Well, for now anyway. Who knows what the world will look like seven years from now? I can't wait to see what the next Channing cycle will uncover in the imagination and inspiration of our actors, directors and designers.



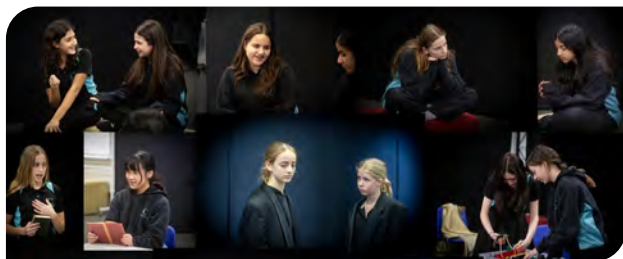
Year 11's Bertold Brecht-inspired political theatre production

The future of theatre-making is happening right now. Our younger students have been exploring design – participating in workshops on set and costume design and even learning how to create gruesome scars, cuts and bruises through special effects make-up. Finally, we were thrilled to contribute to the first Creative Arts Week with a podcast episode, in which I chaired a discussion between recent alumna Hannah Schlenker (now working as a set designer) and Channing parent and theatre director Carrie Cracknell. Our guests gave Year 11–13 students fascinating insights into careers in the creative industries, covering topics such as what a freelance job is really like, how to build networks, find inspiration and make use of new technologies – from both an early-stage and more established perspective.

Our co-curricular programme showcased the next generation of actors at Channing. Miss Vince writes of *Daisy Pulls It Off*:

"Deegan's heartwarming play transported us to an all-girls' boarding school in the 1920s, which at its core is a play about friendship, bravery and the way we all grow and learn together – often in the most unexpected of circumstances. The cast wowed me with their fearlessness and dedication, taking ownership of their characters and supporting each other throughout the rehearsal process, tackling character movement, singing the Heathcroft School song and perfecting their crisp RP (received pronunciation) accents."

Discovering a play about women putting on plays seemed like a real stroke of luck when I stumbled across *We Happy Few*, written in 2003 by Imogen Stubbs. The plot centres on a fictionalised version of the Osiris Players, the first professional all-woman theatre company, founded by Nancy Hewins. They toured Britain during World War II, performing Greek tragedies and Shakespearean comedies in church halls and pubs – keeping the home fires burning.



LAMDA



VIVIENNE PENGLASE
LAMDA TEACHER AND
COORDINATOR

SIXTY-FOUR Year 8 and 9 students took the LAMDA Acting courses this year. The examiners were highly complimentary. One said: It was a joy to examine at your centre and inspiring to see so many polite and well-prepared students; the others praised the department for providing such a wide range of pieces for the students to work on, saying the work had obvious student ownership, and how interesting and entertaining it made the exam sessions for them!

At the end of the course we ask students to fill in an evaluation of the course. Their comments are used in planning for the following year and they give a vivid representation of their time doing LAMDA.

Many students enjoyed: 'Being able to experiment with how we interpreted our characters'; 'Working with new people'; 'Having freedom on stage, and making friends'; 'Getting to do more acting'; 'Becoming more confident with speaking and performing'. Other favourite things were: 'The way that the year is split in half with the first half on duologue and the second on monologue'; 'Having the independence of choosing my own scenes'; 'Slowly working on individual skills and weaknesses'; 'The warm-ups and fun bits on the side'; 'Getting to know more people'; 'The lessons are fun and truly do help you improve – especially the post-it feedback'; 'Learning how to develop my pieces by myself and gaining the confidence to perform fluently in front of an audience'; 'Spending time with my scene partner'; 'Performing pieces with other people, to other people'; 'Becoming more confident in analysing a scene and making my own interpretation'; 'The showcase, even though it was nerve-racking – it was exciting to be on stage!'; and 'Seeing everybody else's pieces'; 'Also I loved rehearsing with my mum at home to be honest :)'

Things they are proud of are: 'Being able to identify and have more contrasting voices and feelings'; 'That I created two characters out of nothing and that they really came alive'; 'How I was confident enough to do something I was uncomfortable with at the start'; 'Becoming more flexible about other people's ideas and always trying out new things'; 'Selecting a complicated scene, but managing it nicely'; 'Being able to deeply understand my character and convey it with nuance'; 'Becoming better at acting due



to LAMDA'; 'Developing my character more and more'; 'Sustaining the German accent'; 'Being more expressive'; 'Learning about how to show certain feelings and emotions through my physicality and tone'; 'Improving my diction and pace'; 'Being able to project my voice'; 'I finally spoke loudly and I made huge progress from the beginning of the course'; 'How I gained so much confidence from LAMDA – the big improvements I've seen in myself and in my

'LAMDA HAS BEEN A JOURNEY OF SELF-EXPRESSION, STORYTELLING AND STAGECRAFT – HELPING STUDENTS FIND THEIR VOICE, GROW IN CONFIDENCE, AND SHINE BOTH ON STAGE AND BEYOND.'

performances overall'; 'Feeling a lot more confident now in public speaking'; 'Performing a tragic and a contemporary scene'; 'How contrasting my scenes are'; 'Creating my own take on a scene with my duologue partner, who I've become close with'; 'I'm really proud that I stepped out of my comfort zone in the monologue'; 'My monologue final creation'; 'Actually doing the exam'; 'Improving in all ways'; 'I'm now just proud of myself.'

In addition to increased confidence, vocal control, and happy memories, other things the students value and take away from the course are: 'The ability to concentrate, generate ideas, stay positive and give constructive feedback to oneself'; 'Better collaboration and creative thinking'; 'Finding close details in texts'; 'The ability to analyse a scene'; 'Courage of not being afraid to make a mistake'; 'Improvisational skills'; 'The ability to take on other people's feelings and moods'; 'Being able to analyse how humans behave'; 'Understanding how to express more emotions'. Also, learning how to: 'Refine work'; 'Manage time'; and 'Step outside my comfort zone'.

One said: "LAMDA this year was such an amazing experience, I have achieved more than I ever expected." Like her, we are so proud of each student and their individual journey in extending their skills and artistry, and of all their dynamic and creative contributions this year. Bravo!

Economics

IT'S BEEN A BOLD AND INSPIRING YEAR IN ECONOMICS, MARKED BY FEARLESS THINKING, SPIRITED DEBATE AND A COMMITMENT TO PUSHING BEYOND THE TEXTBOOK.

 **XENIOS MATJILLA**
HEAD OF ECONOMICS

OUR FOCUS this year has been developing fearless economists: students who are not only able to grasp the theories but are also willing to question assumptions, explore new ideas, and think critically about real-world economic problems. One of the ways we've encouraged this is through a weekly "Indy Hour" challenge: an hour of independent work beyond the curriculum, including reading books, listening to podcasts, watching lectures, and engaging with economic issues in the news.

Our first standout moment of the year was when Economics students joined the Geography Department to attend a talk at St Aloysius' College by Professor Danny Dorling, who spoke about his book *Seven Children and the Future of the UK*. The book looks at the long-term social and economic challenges facing the country – things like inequality, productivity, demographics – and how these will shape the next generation. Back at the Economics Society, students led their own discussion on the book's themes and debated how policy might help tackle some of the issues raised.

Our fearless economists have entered a number of competitions this year. Several Year 12s submitted essays to the Foreign, Commonwealth and Development Office (FCDO) Next Generation Economics Competition, exploring the impact of tariffs on global trade. Students are currently

working on their entries for the Royal Economic Society's Young Economist of the Year Essay Competition. We are particularly proud of students who have also been heading off to LSE public lectures in their own time - genuinely impressive initiative and curiosity.

We were thrilled to take part in the GAIN (Girls Are Investors) Challenge again this year. Two brilliant teams completed training sessions on how to value a stock, then produced a full research report, video pitch, and a recommendation. One team analysed Sainsbury's and recommended to buy – and since 4 April, Sainsbury's share price has gone up by around 20.9%. The other team pitched Ocado and advised to sell – the stock has since dropped by roughly 10.9%. Safe to say I'm kicking myself for not following their advice – if I'd invested when they told me to, I'd be writing this from a beach somewhere!

Two of our students, Lila S and Millie L, applied to attend the Goldman Sachs Pre-University Women's Insight Day and were delighted to receive

an invitation. They had the chance to hear from speakers across the firm, take part in a trading simulation using the 'Re-trader' app, and speak to employees over lunch about their careers, routes into finance, and how to navigate the sector as a woman. A fantastic

**'A BOLD YEAR OF
FEARLESS THINKING,
REAL-WORLD
DEBATE, AND
ECONOMISTS WHO
DARE TO CHALLENGE
ASSUMPTIONS.'**



Talk by former Treasury tax advisor Lisa Christie



Chancellor Rachel Reeves delivering her Spring Statement

opportunity – and great to see Channing students making the most of it.

Back at school, the Economics Society teamed up with the Politics Society to watch the Chancellor's Spring Statement live. Budget Bingo cards at the ready – marking off economic buzzwords as they appeared. This inspired the inaugural Channing Chancellor Challenge, a new internal competition in which students devise innovative policy proposals to tackle an economic issue of their choice. The winner receives the coveted red budget box (which stores their proposal), signs their name on the back, and passes it on to the next Channing Chancellor after the next Mark Reading. This tradition will, no doubt, form a bank of powerful ideas for when a Channing student eventually becomes actual Chancellor of the Exchequer. We congratulate Ashani P for her proposal to reduce NHS overuse through education campaigns; Annie E for her plan to reduce inequality by funding free higher education via progressive taxation; and our very first Channing Chancellor, Tanvee S, whose proposal to offer AI Tax Credits to firms aimed to drive productivity while protecting jobs.

Another standout event was a visit from Lisa Cristie, former Senior Tax Policy Advisor at HM Treasury, who gave a brilliant talk called Inside the Treasury to Channing and St Aloysius' students. Lisa gave some personal reflections on working at HM Treasury, including taking the students through the role of the civil service, what it's like working with new governments, and how Budgets and Spending Reviews are developed and delivered. Lisa then answered some fantastic questions from students.

This year is also a bittersweet one, as we say goodbye to Ms Jacqui Newman, who is retiring after 33 years of teaching Economics – 22 of those here at Channing. Much of the success the Economics Department has had, and will continue to have, is as a result of the hard work and dedication of Ms Newman. She has inspired generations of students with her unshakeable commitment to making economics exciting and accessible. She's been an amazing



Budget Bingo play mat



Channing's version of the budget despatch box

Head of Department, teacher, colleague, and friend to us all, and while we're so sad to see her go, we know she leaves behind an incredible legacy. We wish her all the very best in retirement from teaching.



A Level and GCSE students in Stratford to see a bold production of *Hamlet* at the Royal Shakespeare Theatre

English



KATE WILKINSON
HEAD OF ENGLISH

SOPHIE DONINGTON
DEPUTY HEAD OF ENGLISH

THE ENGLISH Department has been focusing on expanding the English enrichment programme. The year got off to a flying start with a Year 11 trip to Alexandra Palace on the first day back to see *An Inspector Calls*. The stagecraft was stunning: the drama played out in the confines of an Edwardian dining room which crumbled alongside the reputations of the Birlings as the Inspector exposed their moral failings.

The A Level English pupils and a selection of Year 10 and 11 pupils were treated to a workshop by the slam poet Harry Baker. Harry delighted and entertained us with a performance of a poem about wellington boots. We chose an object to inspire our own poems and then were treated to a live performance for the whole Sixth Form and invited guests from our partnership schools: Parliament Hill and William Ellis.

A group of Year 11 students went to see *Macbeth* in a compressed and modernised form at the Globe Theatre. Soraya C said, "It was satisfying and thought provoking to watch the play we had been studying for months come to life. Many of us were expecting an old-fashioned and classical rendition of the play filled with dramatic staging and costumes. However, the play was far from that. It was modern, kept us guessing at what would happen next and subverted our expectations of a traditional Shakespearian tragedy."

In March, A Level English Literature students – joined by a small group of GCSE pupils – went to see a new production of *Hamlet* at the Royal Shakespeare Theatre in Stratford-upon-Avon. The play unfolded entirely aboard a perpetually tilting ship, a bold staging choice that reframed the psychological turbulence at the heart of the tragedy. The production sparked lively debate among students, leaving a lasting impression that continued to resonate long after the final curtain.

This year marked Channing's inaugural Arts Week which was celebrated with a number of interdisciplinary talks and events celebrating women in the arts. This week-long event formed part of our celebration of World Book Day and International Women's Day. We loved seeing the whole of the Sixth Form and many members of staff dressed as their favourite female literary characters. The assembly on the final day gave us an insight into the ways in which women writers, musicians, filmmakers, musicians and activists have used the arts to disrupt the status quo.



Year 11 out to see *Hamlet* at the Globe Theatre



Above: Channing alumna Lucy Steeds.
Right: Carrie Cracknell in conversation



Sixth Form celebrating a joyous and colourful World Book Day

The Channing Debating Society continues to enjoy spirited conversations about topical issues. This year, the Senior team took part in the ESU national competition, opposing the introduction of a four day working week in the first round and opposing the removal of copyright laws in the field of music in the second round. The Junior debaters from Channing and St Aloysius' sparred over topics including whether AI enhances or hinders creativity and whether smartphones should be banned for under sixteens. The Year 5 and 6 debaters, coached by Cara C in Year 7, have honed their skills, culminating in a show debate performed for their parents and carers.

Our Literary Society brought the world of mystery and intrigue to life as Year 12 students teamed up with Year 8 literacy officers to present a whole-school assembly on two titans of crime fiction: the legendary Agatha Christie and rising star Holly Jackson. With some lively debating (and some well-timed jokes), the students made a compelling case for each author. Afterwards, the whole school had the chance to cast their vote – and the verdict is in: Agatha Christie remains the undisputed Queen of Crime. On National Poetry Day, Literary Society also led an assembly that sparked a thoughtful dive into the poems that resonated with Year 13 and why poetry still matters.

Key Stage 4 and 5 students have enjoyed an exciting programme of visiting speakers. We were especially delighted to team up with the Art History Department and welcomed alumna Lucy Steeds, who spoke passionately about her debut novel *The Artist*. Ex-Channing student Ella Shindler joined us to give students a fascinating glimpse into her dynamic career in the literary industry. Their insights into writing, publishing and creative careers left students inspired and full of questions. Elsewhere in our weekly

sessions, Literary Society has continued to venture beyond the curriculum – including a gripping National Theatre screening of *Othello* that left the room in stunned silence and an exploration of the moving *Pachinko* by Min Jin Lee.

Meanwhile, our budding journalists in Year 10 stepped into the fast-paced world of media with an inspiring visit to *The Times* offices in central London. There, they explored the newsroom floor, met professional reporters and gained a behind-the-scenes look at how breaking news is crafted and shared. It was an eye-opening experience that sparked curiosity – and perhaps a few future careers.

From classic whodunnits to inspiring theatre trips, headline-making newsrooms and guest speakers, it's been a year full of literary discovery and real-world learning. We can't wait to see what next year brings!



The Times Journalism trip to the News UK headquarters



Geography

THIS HAS BEEN AN EXCITING YEAR IN THE GEOGRAPHY DEPARTMENT, WITH FIELDWORK TAKING CENTRE STAGE. IN THIS REVIEW, YOU'LL SEE THE WIDE RANGE OF ACTIVITIES OUR STUDENTS HAVE ENJOYED, FROM LOCAL INVESTIGATIONS TO BROADER STUDIES. MORE THAN JUST CARRYING OUT FIELDWORK, THEY HAVE ALSO DEVELOPED THEIR UNDERSTANDING OF THE ROUTE TO ENQUIRY, AS SET OUT BY THE GEOGRAPHICAL ASSOCIATION.



SOPHIE BLAKE
HEAD OF GEOGRAPHY

The Geographical Association's enquiry route guides students through the full process of investigation - from collecting diverse data to answering geographical questions, to presenting and analysing findings, drawing conclusions, and finally evaluating both the outcomes and the methods used.

Highlights of the year included our Battersea Power Station fieldwork, which was featured on the Royal Geographical Society's Ask the Geographer podcast with Mrs Blake - well worth a listen.

Another unforgettable moment was the GCSE trip to Iceland in October half-term. Exploring the land of ice and fire gave our students a unique chance to experience extraordinary landscapes first-hand. A big thank you goes to David Pelton, Jacqui Newman and Gurvinder Bhamra-Burgess for accompanying the group and making the trip such a success.

Finally, my thanks go to my Geography colleagues - Andrew Boardman, David Pelton and Sarah Walker - whose expertise and commitment underpin everything we do, from organising fieldwork and clubs to delivering inspiring day-to-day lessons.

What follows is a review from our students of the field trips they have enjoyed this year, and the geographical skills they have gained along the way.

Geography GCSE trip to Iceland **by Alexa L-B**

Over the October half-term, a group of GCSE geographers were lucky enough to get the chance to go to Iceland – the land of fire and ice. It was a great opportunity to learn more about volcanic processes and landforms, and see these right in front of us.

After touching down in Reykjavik, we made our way to a bridge overlooking the Mid-Atlantic Ridge, where the North American and Eurasian tectonic plates are visibly pulling apart – a perfect example of plate tectonics in action. After a good night's sleep and a trip to the Viking Restaurant, we headed off to Skógafoss, one of the biggest waterfalls in the country, where we all enjoyed getting soaked before making our way to the Sólheimjökull glacier, where we were greeted by our guides for an exciting walk on top of these remarkable landforms. We even got the chance to drink the water from the glacier!

Day three took us to the Kerid Crater, a striking volcanic crater lake in the south of the country, before making our way to a tomato farm to learn more about geothermal energy – a handy byproduct of the country's volcanic activity – where we also got the chance to try the tomatoes and make a quick stop at the stables next to the farm to see some Icelandic horses! After this, we headed to Þingvellir National Park, the site of the old Icelandic Parliament, and ended the day with a trip to the local supermarket!

On our fourth day, we took a break from the road and visited the Sky Lagoon – a great way for us to recover from all the early starts! Sky Lagoon is a thermal spring powered



Above: Year 8 at the rejuvenated Battersea Power Station



by geothermal energy, where water is pulled up from the Earth's surface and is full of detoxifying properties. We enjoyed a fun spa session where we followed a seven-step ritual, including a plunge pool, detoxifying body scrub, a sauna and a gut health shot to finish the experience. After we dried off and had some lunch, we explored the city of Reykjavik, visiting the local shops and the nature museum, where we watched their Northern Lights show and explored their very own ice cave, which can reach temperatures of up to -10°C ! To finish this action-packed day, we enjoyed burgers at the Hard Rock Cafe – typical Icelandic cuisine!

'THE ICELAND TRIP WAS A TRULY EXTRAORDINARY EXPERIENCE, BLENDING ADVENTURE WITH EDUCATION.'

went to the FlyOver Iceland simulator, where we watched two pre-flight shows on Icelandic folklore and culture before the flight itself, which allowed us to see many of Iceland's stunning sights – all from the comfort of our seats, which to our surprise, moved around and featured weather effects! We got back on the coach one last time and drove to the airport to say goodbye to Iceland.

After another supermarket trip – arguably the most important cultural experience of the trip – we took the coach to the Lava Show, where we got to see real lava before us and learn more about it. For our final stop, we

The Iceland trip was a truly extraordinary experience, blending adventure with education. It allowed us to deepen our understanding of key geographical concepts – from tectonic processes and climate change to energy sustainability and tourism management. But more than anything, it encouraged us to see Geography not just as one of our GCSE subjects, but as a way to understand and appreciate the world around us. A massive thank you to the teachers who made this trip possible – we all had an amazing time thanks to all your hard work!

Year 8 Battersea Power Station Creative Fieldwork by Emilia M

Our Year 8 trip to Battersea Power Station in March let us see a new side to Geography and explore a type of trip usually reserved for older students and their unique studies. Our trip was designed to look at more qualitative data and the sense of place, rather than traditional quantitative values. Each of us received a booklet to fill in while there that covered many areas of this. To arrive at Battersea, we took the Underground, which we discovered beforehand had some risks attached when completing our risk assessment, such as getting on the incorrect train. Luckily, this did not occur!

When we arrived, we started to use aroma maps to discover the scents in certain areas, decibel scales to evaluate the sounds, and mood meters to describe how we felt whilst there. On the most memorable part of the trip, we all got to experience Lift 109, which took us to 109 metres over London. We looked at mood meters here as well. The view was spectacular! Later on, we enjoyed our lunch while drawing a diagram of the interior of Battersea Power Station to label with our data. The journey back was a great end to the day as we travelled on the UberBoat along the Thames and saw many iconic London landmarks such as the London Eye. A huge thank you to Mrs Blake and all the staff who accompanied us on the trip for making it so enjoyable!



Year 10 visiting the Olympic Park in Stratford, East London

**Year 10 Two Days GCSE Fieldwork
(Epping Forest and the Olympic Park)
by Coco C**

Year 10 visited the Olympic Park as part of our Geography GCSE fieldwork, exploring four contrasting sites: Stratford New Town, East Village, the Copper Box area and Hackney Wick. Our aim was to investigate how the 2012 Olympics impacted different parts of East London, both positively and negatively, to assess the quality of life in regenerated and non-regenerated areas.

Throughout the day, we used a variety of fieldwork techniques to gather data. At each location, we made detailed field sketches and completed bipolar surveys to assess factors like housing quality, safety and general appearance. We also recorded car number plates to estimate the age of vehicles, giving us a sense of economic status in the area. One of the highlights was conducting questionnaires in East Village, where we spoke to local residents and heard first-hand how they felt about the changes in their neighbourhood.

The process involved more than just collecting data – it also required us to consider the subjectivity of geographical analysis. Our perceptions of quality varied significantly between our year group, and factors such as time of day, weather conditions (it was a clear, sunny day) and personal bias can all influence results. To improve the reliability of our findings, we applied three different sampling methods: random, systematic and stratified.

We enjoyed our lunch break in the sun at a peaceful spot in the Olympic Park. Back at school, we worked in groups to evaluate our findings, create posters to share our conclusions and carried out a risk assessment. To top it all off, we ended the day with pizza and ice cream

– a thoughtful treat from our teachers, who made this trip a very memorable experience.

This fieldwork trip was not only important for our GCSE studies, but also helped us understand the bigger picture of how cities evolve and how Geography connects to real lives. A huge thank you to the Geography Department for organising such a fantastic day!

**Epping Forest
by Emma F**

We all had so much fun and learned a lot from visiting and studying Debden Brook on our GCSE Geography field trip to Epping Forest. We had the opportunity to visit the small river from the source to further downstream, where the brook was sectioned into three sites. At each site, we separated into groups and used equipment to measure the depth, width and velocity of the brook, as well as the features of the sediment at each stage, and recorded our findings.

After a lunch in the sun, we separated into classrooms to study our results and plot our findings on three separate graphs – one for each site – allowing us to compare each site with one another and see if our results matched our original hypothesis.

Our guides and teachers on the trip were extremely helpful, providing us with additional information on our case study. They always made sure we knew what to do once in the river – after getting over the initial shock of standing in water and being fairly certain we were in no danger of being splashed.

Whilst the investigation itself was very wet, it was extremely enjoyable. I think we all learned a lot from closely observing a river ourselves – with wellies to protect us



Year 10 River investigation, Epping Forest

from the water. It was a very engaging experience that will definitely be memorable for all of us as we continue with our GCSE course.

Year 12 fieldwork as part of their A Level studies Brick Lane and Spitalfields by Olivia L

In November, Year 12 geographers visited Brick Lane and Spitalfields as part of our Changing Spaces, Making Places topic. Along Brick Lane, we used ArcGIS Survey123 to collect geolocated data, conduct surveys and focus specifically on creative geography, while also making a pit stop at Beigel Bakery for a much-needed treat. Afterwards, we split into groups to explore Spitalfields, where we used stratified sampling to photograph different areas and even introduced Mr Pelton to matcha!

The accurate data we collected formed the basis of our mini pilot NEA, which we conducted in lessons at school.

Walton-on-the-Naze by Charlotte M

In May, we travelled by train to Walton-on-the-Naze, a town located on the coast in Essex. Throughout the day, we carried out both human and physical fieldwork in the town and along the beach. In the morning, once we arrived in Walton-on-the-Naze town, we walked around collecting data through surveys and observation. We used three different data collection methods, including asking locals about their opinions of the area, as well as taking pictures of the key features of the high street.

After this, we discussed our findings and travelled to a beach further up the coast. We had our lunch and then completed our physical fieldwork on the beach, which



Year 12 Walton-on-the-Naze trip

included measuring the gradient of the beach and measuring rates of infiltration. Although it was quite windy and cold at times, this trip gave us valuable experience. It was a really fun day and we all learned a lot about how to collect a range of fieldwork, which will help us a great deal with our NEAs in the upcoming weeks.

Battersea Power Station by Violet S

On 12 March, the Year 12 Geography students went on a field trip to Battersea Power Station, accompanied by the Year 8 Geography students. The main aim of this trip was, firstly, to explore and practise a variety of data collection techniques that will be useful for our upcoming coursework, and secondly, to mentor and support the Year 8 students with their own fieldwork.

One key method we practised was conducting interviews with members of the public around the area. This gave us valuable insights into how people perceive the development of Battersea Power Station and its surrounding environment. In addition, we engaged in a range of sensory activities, including sound mapping, smell tests and texture or 'feeling' surveys, where we evaluated how different areas made us feel based on their physical and atmospheric characteristics.

These activities not only helped us collect a diverse set of qualitative data, but also encouraged us to think creatively about how geographical information can be gathered and interpreted. Supporting the Year 8 students also gave us the opportunity to develop leadership skills and reinforce our own understanding of fieldwork techniques.

Overall, the trip was both educational and enjoyable, and it played an important role in preparing us for the practical aspects of our coursework.

SENIOR SCHOOL

History

IT HAS BEEN A TRULY EXCEPTIONAL YEAR FOR THE CHANNING HISTORY DEPARTMENT – ONE MARKED BY ACADEMIC EXCELLENCE, UNFORGETTABLE TRIPS, STIMULATING EVENTS AND THE KIND OF HISTORICAL INQUIRY THAT REMINDS US ALL WHY WE TEACH AND STUDY THE PAST.

➤ **GEORGE RAINE**
HEAD OF HISTORY

WE BEGAN THE academic year on a high, celebrating our best ever public exam results in August 2024. An outstanding 91% of GCSE students achieved grades 9–7, while 94% of A Level students secured A*–B. These results are a testament to the hard work and dedication of our students and the passion and expertise of our teaching staff. We are confident that the results to come this summer will match, if not exceed, these achievements.

Beyond the classroom, the department has continued to provide rich, real-world historical experiences. Notably, we ran two GCSE trips to Berlin, allowing students to engage directly with the sites and stories that underpin their studies of Germany and superpower relations. These immersive experiences not only reinforced classroom learning but deepened students' historical understanding and empathy.

In February 2025, our students journeyed through the American South, tracing the footsteps of Dr Martin Luther King Jr from Atlanta to Selma and Montgomery. The trip concluded with a cultural celebration in New Orleans during Mardi Gras, blending historical insight with vibrant modern tradition. It was an unforgettable experience that brought the Civil Rights Movement vividly to life.

Our Year 9s visited the WWI battlefields of Belgium and France, where students reflected on the human cost of war amidst the haunting tranquillity of cemeteries and memorials. Meanwhile, Ms Feeney led Year 7 on their first historical adventure to Mountfitchet Castle, where they explored medieval life through a hands-on, interactive experience.

The department also played host to an inspiring programme of lectures and debates. We were honoured to welcome Professor Susan Doran, whose talk on Elizabethan England captivated students and staff alike. We also launched the first annual Tracy Borman Lecture, with a compelling session on Thomas Cromwell, attended by students across all year groups.

'OUR YEAR 9S VISITED THE WWI BATTLEFIELDS OF BELGIUM AND FRANCE, WHERE STUDENTS REFLECTED ON THE HUMAN COST OF WAR.'



A particular highlight was Ms Devine's thoughtful and probing interview with journalist and historian Sathnam Sanghera on his acclaimed book *Empireland*. The conversation explored how Britain's imperial past continues to shape its present, encouraging students to think critically about

Farewell and Thank You to Ms Devine

In addition to this recap of the year's events, the History Department would like to use its space to recognise one of our own.

After 22 remarkable years at Channing School, we bid a heartfelt and bittersweet farewell to Ms Devine as she begins her well-earned retirement. It is no exaggeration to say that Ms Devine has been one of the beating hearts of the History and Politics Department – an endlessly passionate, supremely knowledgeable and deeply beloved member of our school community.

Throughout her time at Channing, Ms Devine has inspired generations of students with her dynamic teaching, her tireless enthusiasm for her subject and her unmistakable Geordie humour, which has lit up countless classrooms. She has brought the past vividly to life for her students – not only through her words, but through the sheer force of her presence.



national narratives and the importance of confronting complex histories. It was a powerful reminder of why learning, questioning and broadening our perspectives is essential in the study of history. Huge thanks go to Ms Kung for organising this wonderful History partnership event.

Another major highlight was the History Conference on Empire, organised by the ever-energetic Ms Kung with the aid of several Year 11 students. The plenary session, delivered by Mr Raine and renowned international lawyer and historian Philippe Sands, centred on The Lost Colony and provoked thoughtful discussion on the legacy of empire in today's world.

Her lessons have never been just about facts and dates. They have been alive with questions, connections and a deep understanding of the world we live in today.

Outside the classroom, Ms Devine has led and participated in an extraordinary number of trips that have taken Channing students across the world, often quite literally walking in the footsteps of history. From the reflective solemnity of the battlefields of Belgium and France to the rich cultural landscapes of New York, Washington and the Southern United States, she has guided students through unforgettable experiences – each trip planned with care, conducted with integrity and infused with her characteristic good humour and storytelling flair.

What has always stood out most is her dedication: to her students, to her colleagues and to the school. She has worked with tireless energy (in a large number of roles), always putting others first. Her kindness has been a constant source of strength to those around her. Whether mentoring new teachers, comforting students with exam worries or sharing a knowing smile across the staff workroom, Ms Devine has been someone we could all rely on.

Intellectual energy continued outside the classroom with a series of lively debates between the GCSE and A Level History Clubs, ending in a well-earned draw. These sessions have become a firm fixture in the department calendar, promoting critical thinking, confidence and extended learning.

None of these accomplishments would have been possible without the tireless efforts of our exceptional team. Ms Tomback, Ms Kung, Ms Feeney, Ms Devine and Mr Martini-Phillips have each contributed enormously to the department's success this year.

As we close the book on this year in Channing History, we do so with immense pride and great excitement for what lies ahead.

Mr Raine, Head of History, would like to offer his personal thanks:

"It is impossible to overstate what Ms Devine has meant to this department and to me. Her support, generosity and good sense have shaped the department for the better. She has not only been a colleague, but a confidante and a friend. We will miss her wisdom, her wit and the warmth she brings to all she does. It will not be the same without her."

While we are excited for her as she steps into this new chapter of life, we feel deeply the loss of her daily presence. We are diminished by her departure, but we remain grateful for the legacy she leaves behind – one of passion, purpose and a love of learning.

Ms Devine, we send you off with love, admiration and immense gratitude. Your contribution to Channing is immeasurable, and your impact will be felt for many years to come. Enjoy every moment of retirement – you have more than earned it. And wherever your adventures take you next, know that you'll always have a home at Channing with us.

Battlefields



OVER THE May long weekend, Year 9 explored the battlefields of Belgium and France. Highlights included Tyne Cot Cemetery, Beaumont-Hamel, the Thiepval Memorial, Vimy Ridge and attending the Menin Gate ceremony. Year 9 students Emma L, Yasmin L and Nell H-C represented the school in the ceremony, laying a wreath on behalf of the school to commemorate the fallen from our area.

Although the First World War ended over a century ago, we can still look to it – and to the Western Front in particular – for examples of enterprise, heroism, initiative and innovation under the extreme duress of armed conflict. We know that the students will all come away with their own thoughts and impressions. Hopefully, some may be inspired to return one day – and we hope they do.

Above all, we must continue our learning, and do so with an open mind and without prejudice. We know that this brief Western Front experience will be of benefit and relevance to them in their studies at Channing and in the years to come.



Berlin



FROM THE Weimar Republic and the Nazi regime to the Cold War and the Berlin Wall, the city of Berlin is laced with historical significance. From 28 November to 1 December, 69 Year 11 History students had the privilege of travelling to the German capital to develop their knowledge and understanding of topics they have covered in the IGCSE curriculum.

After an early start on Thursday and an extremely delayed flight, we were greeted by a cold and rainy Berlin. Our first visit was to the Berlin TV Tower, which was definitely not an experience for the faint of heart. With 360° views of the city, we were able to clearly see its main street, Unter den Linden (under the Linden trees), as well as the difference in power output between where Berlin would have been divided into East and West Berlin.

Friday saw us taken on a guided tour of the memorial at Sachsenhausen, a concentration camp located north of the city. Seeing the scale of the Nazis' abhorrent actions was immensely hard-hitting and a lot to take in. Following that, we set out to see the Palace of Tears and the Topography of Terror. The Palace of Tears (Tränenpalast) is a former crossing point between East and West Berlin, and the museum detailed what life was like during that time period. The Topography of Terror is a knowledge centre based on the site of major Nazi instruments:

the headquarters of the Gestapo, the high command and security service of the SS and, from 1939, the Reich Security Main Office. Later that evening, the group toured the Reichstag, walking up to the top via the circular walkway in the dome. It provided not only wonderful night-time views of Berlin but also a history lesson on the building and German government.

Although the weather only seemed to get colder, on Saturday our first stop was the DDR Museum. An interactive and enticing exhibition, the museum led us through what life was like during the time of the German Democratic Republic. In the afternoon, we took a guided tour of the city and were treated to a gorgeous sunset over the infamous Brandenburg Gates to close the day. Even though by Sunday it seemed like we had done everything, that was certainly not the case. Checkpoint Charlie was the Allies' name for the most used Berlin Wall crossing point, and the museum was abundant with information on the Cold War period. To top everything off, we completed our trip with lunch at an enormous Christmas market. Though we had visited smaller ones previously, as well as the Mall of Berlin, this was definitely the most exciting.

Auf Wiedersehen, Berlin!

By Nina F, Year 11

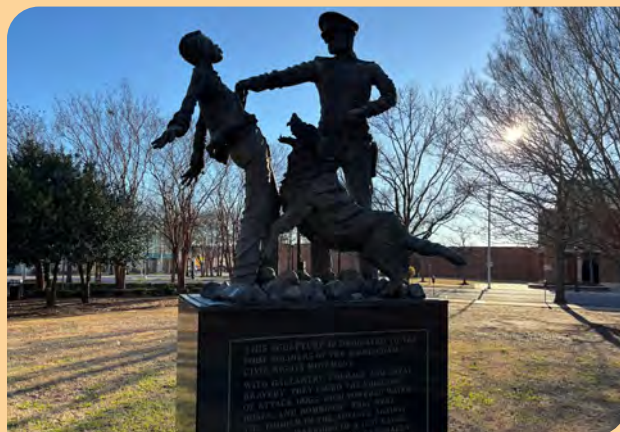
USA trip

Walking Through History: Channing Students Explore the American Civil Rights Trail

DURING February half-term, Year 12 and 13 History and Politics students embarked on an unforgettable journey through the heart of the American Civil Rights movement. The trip, spanning several states, took them from Atlanta, Georgia, to Montgomery and Birmingham in Alabama, and finally to New Orleans, Louisiana. It was a powerful and eye-opening experience, blending deep historical insight with the joy of exploring vibrant American culture.

The journey began in Atlanta, where students visited the Atlanta Civil Rights Museum – a sobering yet inspiring introduction to the struggles and triumphs of the Civil Rights movement. They went on to explore Martin Luther King Jr's childhood home and church, followed by a visit to Ebenezer Baptist Church, where King's journey as a leader began. These sites offered a poignant reminder of the indelible mark King left on the world. At the King Center, students paid their respects at his tomb, pausing to reflect on how far the fight for equality has come – and how far it still has to go.

It wasn't all solemn moments. At Coca-Cola World, students enjoyed experimenting with flavour combinations in an interactive tasting experience that had everyone laughing, sipping and sharing their fizzy favourites.



From Georgia, the group travelled by train to Birmingham, Alabama, where they visited the Birmingham Civil Rights Institute. One of the most powerful moments came at Kelly Ingram Park, site of the infamous 1963 attack on children who had joined a Civil Rights protest. The use of police dogs and fire hoses against young activists left a lasting impression and served as a visceral reminder of the violent resistance faced by those demanding change.

In Montgomery, students deepened their understanding of the movement by visiting the site where Rosa Parks sparked the Montgomery Bus Boycott – a pivotal act of defiance that ignited a broader national struggle for Civil Rights. They also toured the home of Dr King, guided by someone who had personally known him, offering rare and intimate insights into King's character and leadership. A sweet surprise came in the form of Crumbl cookies, gifted by the staff – much to the students' delight.

The final leg of the trip brought the group to New Orleans, with a brief detour through Mississippi. In Louisiana's most iconic city, students visited the Louisiana Civil Rights Museum and learned about the state's unique role in the movement. They also found themselves swept





up in the Mardi Gras festivities – catching beads, toys and trinkets tossed from the colourful floats as music and celebration filled the streets.

Cultural immersion came in the form of local cuisine: gumbo, jambalaya, Po' boys and beignets were enjoyed at legendary spots like Acme Oyster House, Jimmy Buffett's Margaritaville and Raising Cane's. One evening was spent letting off steam at Dave & Buster's arcade – a fun contrast to the day's deeper reflections.

Students also explored The Presbytère Museum, where they learned about the devastating effects of Hurricane Katrina and the complex interplay of natural and human causes. Though sobering, the museum also testified to the resilience of the people of New Orleans. Students wandered through the French Quarter, travelled by streetcar to the Garden District (home to celebrities like Nicolas Cage and Sandra Bullock), and visited the final home of Jefferson Davis, gaining a more nuanced perspective on the city's layered history.

A major highlight was the Bayou boat tour, where students encountered alligators, turtles, eagles and even a few friendly raccoons. The natural beauty and biodiversity



'THIS WAS AN EDUCATIONAL JOURNEY LIKE NO OTHER – ONE THAT COMBINED THE WEIGHT OF HISTORY WITH THE JOY OF EXPLORATION.'

of Louisiana left a powerful impression, offering a peaceful counterpoint to the emotional intensity of earlier stops.

This was an educational journey like no other – one that combined the weight of history with the joy of exploration. From dancing to marching bands to confronting the complex legacies of the past, students returned with memories they will cherish and insights that will stay with them long after. It was a journey that educated, inspired and reminded all who took part that the struggle for equality and justice is both historical and ongoing.





Year 7 and 8 Book Club 2025.

Library

IT'S BEEN A PRODUCTIVE AND EXCITING YEAR IN THE LIBRARY. WE'VE CONTINUED TO SUPPORT THE WHOLE SCHOOL READING INITIATIVE AND TEACHING AND LEARNING ACROSS THE CURRICULUM. IN THE SUMMER TERM, MS LEVONTINE TOOK ON THE ROLE OF ACTING SENIOR SCHOOL LIBRARIAN, AND WE WELCOMED MS HUNTLEY AS OUR TEMPORARY LIBRARY ASSISTANT WHILE I WAS ON SABBATICAL.

ISOBEL RAMSDEN
SENIOR LIBRARIAN

IN YEAR 7 and 8 Book Club, we read and discussed a wide range of books, including *Ghost Boys* by Jewell Parker Rhodes – a deeply moving story raising awareness of the Black Lives Matter movement – and *The Tokyo Ghost Café* by Julian Sedgwick and Chie Kutsuwada, a collection of Japanese ghost stories told in both text and manga forms. We also time-travelled to 19th-century London with *The Agency for Scandal* by Laura Wood (about an all-female detective agency), and debated the ethics of using an anonymous blog to expose bullies in *Being Miss Nobody* by Tamsin Winter. One of the highlights of the year was discussing Lucy Strange's chilling gothic story *The Ghost of Gosswater*, followed by an online video call with the author herself. Pupils also created embroidered book pouches and took part in book-themed quizzes and games.

Students in Year 9-11 Book Club enjoyed a varied selection across genres and styles – from the verse novel *The Poet X* by Elizabeth Acevedo, about a teenage girl who dreams of becoming a slam poet, to the sci-fi comedy classic *The Hitchhiker's Guide to the Galaxy* by Douglas Adams, and

After the Fire by Will Hill, a thriller inspired by real-life events surrounding the Branch Davidian cult in Waco, Texas. This year also saw lively debates around book-related

topics, including the merits of adapting books for screen and the pros and cons of rewriting or editing children's classics to reflect modern views on discrimination.

The library played a key role in Channing's inaugural Arts Week, which coincided with World Book Day in March. In a whole-school assembly, Year 12 Lit Soc students and Year 8 Literacy Officers debated the merits of classic crime writer Agatha Christie and rising star Holly Jackson, author of the *A Good Girl's Guide to Murder* trilogy. Students then read extracts from both authors in form time before voting – it was a close-run contest, but Channing's Queen of Crime remained Agatha Christie.

On World Book Day itself, pupils stepped into the role of detective to solve a murder mystery. Using clues left at the crime scene (the library), they had to work out who had murdered a fictional library assistant, and explain who, why and how.

In the spring term, students had the chance to hear from three visiting authors. Tamsin Winter spoke to Year 8 about her four novels, which explore the highs and lows of school, friendships and social media through the eyes of teenage girls. Author Tanya Landman visited Year 9 to talk about her historical thrillers for young adults: *Apache*, *Buffalo Soldier* and *Hell or High Water*. The first two feature young female protagonists in late 19th-century North America – an Apache girl seeking revenge after the murder of her family, and a young African American girl who disguises herself as a boy to enlist in the US Army after emancipation. Tanya also spoke about her gothic retellings of classics such as *Jane Eyre*, *Wuthering Heights* and *Frankenstein*, and the elements that help create tension, horror and suspense.

'THE LIBRARY PLAYED A KEY ROLE IN CHANNING'S INAUGURAL ARTS WEEK, COINCIDING WITH WORLD BOOK DAY.'



Author Joyce Efia-Harmer leading an assembly National Reading Champions Quiz 25

Later in the term, Joyce Efia Harmer led an assembly for Years 10 and 11 about her debut novel *How Far We've Come*, set on a plantation in 1830s Barbados. The novel follows an enslaved girl who becomes entangled in a time-travel plot when a 21st-century descendant of the family who enslaved her makes contact. In her Year 9 creative writing workshop, Joyce encouraged pupils to craft intense scenes using techniques such as in medias res, cliffhangers and "show, don't tell."

Other highlights this year included Year 7 and 8 teams taking part in the regional trial of the National Reading Champions Quiz in March. Our teams did Channing proud by finishing 12th and 15th out of 25 schools. The library also coordinated the donation of pre-loved books to the local food bank, the Alexandra Wylie Tower Foundation, for distribution in the community.

A big thank you goes to our wonderful pupil librarians this year: Ettie B-R, Cara C, Elika D, Julia H, Aggie N, Feodora P, Sophia R and Penelope T. They've promoted resources and events through displays, posters and reviews, and helped with shelving, labelling and many behind-the-scenes tasks. Our Year 12 Library Leader, Orla O'N, has also been a fantastic ambassador for the library.

Finally, we were excited to launch a new online resource: PressReader. Hugely popular with MFL, English and Politics students, PressReader provides access to over 7,000 newspapers and magazines in more than 60 languages through both mobile and web apps. Titles include *The Guardian*, *The Daily Telegraph*, *The Week*, *The Week Junior*, *New Scientist*, *Libération*, *El País*, *Bild*, *The Washington Post*, *Vogue* and *BBC Wildlife*.



Tamsin Winter workshop

Mathematics and STEM

THIS ACADEMIC YEAR STARTED WITH A BANG – QUITE LITERALLY – WITH THE STEM TRIP TO CERN, ORGANISED BY MS COOPER.



HELEN WOOTTON
HEAD OF MATHEMATICS



Exploring the world of particle physics at CERN in Geneva

CERN Trip By Evangelina

In the autumn term, we travelled to CERN in Geneva, where our group delved into the fascinating world of particle physics. The museum showcased the fundamental building blocks of our universe, highlighting particles such as quarks and leptons. A standout exhibit focused on the Large Hadron Collider (LHC).

I learned how the LHC accelerates particles to near-light speeds, leading to groundbreaking discoveries such as the Higgs boson. The interactive displays made complex concepts accessible and emphasised the importance of science communication. We also took part in an experiment using dry ice and alcohol, which allowed us to observe particle interactions – modelling what happens in the LHC. This visit deepened my enthusiasm for STEM and demonstrated the collaborative nature of scientific research.

By Catrin

On the last Friday in September, at quarter to five in the morning, a group of thirty STEM students and teachers met at Heathrow Airport. After a delayed flight and train, we arrived in rainy Geneva. Our first stop was the UN buildings, which we toured – visiting conference rooms and viewing art, even listening in on an official debate. While fascinating, we were especially excited for CERN (the European Council for Nuclear Research), which we visited the next day.



Inspiring insights from Simon Singh on maths and career journeys

'DR PAULA COLLINS GAVE THE STUDENTS AN INCREDIBLE INSIGHT INTO THE DAILY LIFE AS A RESEARCHER.'

thank you to all the teachers who made this trip possible!

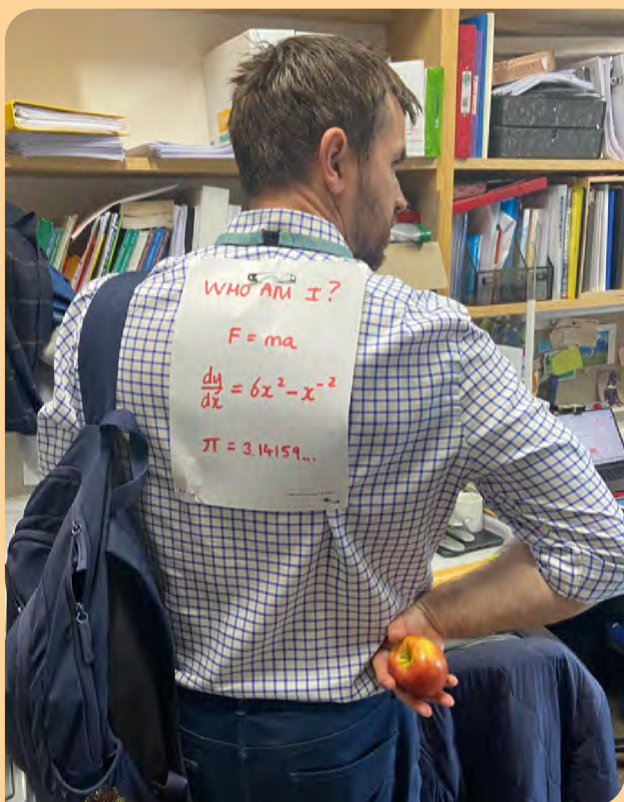
Christmas STEM Lecture

Mrs Wootton organised this year's annual Christmas STEM Lecture, featuring mathematician Simon Singh – a popular author, journalist and TV producer. He has won a BAFTA for his Horizon programme on *Fermat's Last Theorem*. As a warm-up to the event, Mrs Wootton recorded a reading of the first chapter of his book as part of Dr Haywood's Channing Reading Initiative.

The event was a sell-out, with students, parents and partnership schools enjoying Simon Singh's reflections on his career, his books – and even *The Simpsons*! Attendees had the chance to meet him and have books signed while enjoying mulled wine afterwards.



Students used maths to crack a murder mystery on World Book Day, solving clues like detectives.



Maths always has your back.

Competitions and Events

Ms Hadley organised a fabulous joint House competition with the Junior School. Students competed in timed rounds to build cubes using pyramids, solve Sudoku challenges, complete number relays and tackle a maths-themed crossword! It was fantastic to see Year 6 and Year 7 students collaborating so enthusiastically. Ms Hadley also ran the ever-popular Maths Ellery programme in the spring term. This year's challenge, Alien Invasion, had students using a wide range of mathematical techniques to locate aliens and save their fellow students!



Maths meets creativity with paper in KS3.

Year 6/7 Maths House Competition

This year's STEM Week had a medical theme, in keeping with Ms Cooper's vision. Students enjoyed maths jokes and puzzles during form time and were invited to guess which famous mathematician Mr Bowman had dressed up as – including Pythagoras, Einstein and Newton! Year 7 completed a Puzzle House challenge in lessons; Year 8 tackled Egyptian number puzzles; and Year 9 marked Pi Day with a trip to Bletchley Park and the National Museum of Computing.

Years 10–13 enjoyed a fascinating talk on STEM within Medicine from Channing parent Dr Judy King, a consultant oncologist at the Royal Free Hospital. She spoke about her career and her ground-breaking work in immunotherapy.

'STUDENTS ENJOYED MATHS JOKES AND PUZZLES DURING FORM TIME AND WERE INVITED TO GUESS WHICH FAMOUS MATHEMATICIAN MR BOWMAN HAD DRESSED UP AS.'

‘IT’S BEEN ANOTHER BRILLIANT YEAR IN THE UKMT MATHEMATICAL CHALLENGES, WITH MANY STUDENTS EARNING GOLD, SILVER AND BRONZE CERTIFICATES AND QUALIFYING FOR FOLLOW-ON ROUNDS.’

Year 10 Maths in Action Trip

Half of Year 10 attended the Maths in Action conference at the Emmanuel Centre, Westminster.

By Eleanor C and Georgie F

“Last Thursday, Year 10 Sets 1 and 2 went to the Emmanuel Centre to attend the Maths in Action talks. We began with Alison Kiddle, a maths communicator who asked whether it was more likely to be struck by lightning or win the lottery. Using probability theory, we explored how maths applies to everyday life – and even how it helped her on *Who Wants to Be a Millionaire*.

Next, Zoe Griffiths shared her favourite shapes and wowed us with a display of smoke rings. Before lunch, we solved puzzles led by *Guardian* writer and author Alex Bellos. A maths teacher then shared her tips for GCSE success – including the story of how she taught her daughter maths at age five!

Finally, broadcaster Emily Grossman spoke about interpreting statistics on live TV, and how maths helps us assess the reliability of studies. The day ended with a fun game of mathematical Heads and Tails – Isla M represented our school. Though we didn’t win, we had a fantastic time. Thank you to Mrs Wootton, Miss Williams, Mr Bowman and Ms Diaz for a fun and inspiring trip.”

UKMT Mathematical Challenges

It’s been another brilliant year in the UKMT Mathematical Challenges, with many students earning Gold, Silver and Bronze certificates and qualifying for follow-on rounds. Highlights include:

Senior Challenge

- Best in Year 13: Scarlett D
- Best in Year 12 & Best in School: Elise C
- Best in Year 11: Daisy A

Intermediate Challenge

- Best in Year 11 & Best in School: Kira S
- Best in Year 10: Imogen B
- Best in Year 9: Annika S
- Follow-on round qualifiers: Annika S, Imogen B, Kira S

Junior Challenge

- Best in Year 8 & Best in School: Lara G
- Best in Year 7: Madison Y
- Follow-on qualifiers: Lara G., Liliana B, AayuM

Well done to Liliana for achieving a Bronze award – especially impressive immediately after school exams!



Year 10 enjoying Maths in Action

Puzzle of the Week & Other Competitions

The Puzzle of the Week competition remains as popular as ever! Mrs Williams’ and Mr Daurat’s Year 9 class had the most correct answers and won the class competition, with Mr Daurat’s and Mrs Wootton’s Year 8 classes as runners-up. The top individual prize goes to Lara G in Year 8 for the most correct answers across the year!

Other highlights:

- Maths Feast at Elizabeth Garrett Anderson School: 8 Year 10s enjoyed a day of puzzles, coding and 3D visualisation.
- Senior Maths Regional Competition: Channing’s sixth form team (Elise C, Catherine S, Maddie B, Scarlett D) competed against 30 other schools.
- Hans Woyda Competition: Milla C gave an outstanding debut performance in Year 9.
- Athletics Club: Thanks to Mrs Williams and Mr Bowman for sharing their maths tricks each week!

Sixth Form Mentoring & Outreach

We’re so grateful to our Sixth Form students who have supported the department throughout the year. Many Year 12s have mentored students from Years 7–11 and helped run our popular Maths Drop-In sessions on Thursdays. A special thank you to subject leader Ashani P for her commitment across all areas – including the Simon Singh lecture!

Yael, Saskia, Caelle and Charlie have played a key role in running the Problem Solving Club for partnership primary schools, in collaboration with Channing Junior School.

We wish our Year 13 students the very best as they begin university. Good luck to Alisa K and Natalia B as they start their Maths degrees this September.

Farewells & Thanks

We wish all students and staff a relaxing summer – and send our warmest congratulations to Ms Cooper, who is expecting her second baby soon! We also bid farewell to Mr Bowman and Ms Hadley. Their contributions – to Athletics, the Year 6/7 transition, and beyond – have been hugely valued. We wish Ms Hadley every success in her Master’s and Mr Bowman all the best in developing his Maths Advance website.

MFL

LANGUAGES HAVE THRIVED AT CHANNING IN 2025, A YEAR IN WHICH WE HAVE INNOVATED AND EXTENDED WHAT WE DO IN THE MFL DEPARTMENT.



ELENI PAVLOPOULOS
HEAD OF MFL

THE BEST example of this was our very first Languages Showcase, a celebration of diversity within Channing and a spectacular cornucopia of culture, music, poetry, song and dance, drawing on nine different languages. This included Saskia C displaying immense linguistic virtuosity singing Shakira's *Estoy aquí*, Kezia C delivering *Déjeuner du matin* by Prévert with soulful intonation, and Elizabeth S and Sereny S reciting Goethe's *Gefunden*. Natasha B and Teresa G rendered Verlaine's *Green* with perfect expression and Pia M gave us a moving rendition of *La domenica dell'ulivo* by Pascoli. Year 8 students presented a fantastic array of readings, research and their song compositions, and their dance acts were met with wild applause. The willingness of so many students to perform in or about a foreign language and culture with such accomplishment in multiple languages is a testament that our student-linguists are more than 10% braver.

Our students also enjoyed multiple linguistic successes this year: Elizabeth S won the global Poesiae Recitation Competition for Year 12 with her authentic rendition of Eva Rechlin's *Die Wolke* and Agi T the Year 10-11 category of the Oxford German Olympiad for her German word games. They, and three more students, were invited to Oxford University for the prizegiving in June: Liliane B and Dahlia C for their song about football written and performed in



Very first Language Showcase in Year 12.

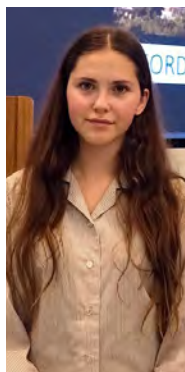
German to the tune of Beethoven's *Für Elise*, and Mariia S for her German board game design. Winnie D was commended for her French poetry translation in the Stephen Spender competition, and Rory M for French and Siana C for Spanish in the Anthea Bell Prize run by Queen's College, Oxford. Amelia S, Ellie S and Sereny S successfully completed the Langevity Programme – a six-week introductory course about languages and linguistics run by Emmanuel College, Cambridge.

Our student-linguists engaged in writing impressive articles in or about foreign language and culture in our new MFL publication *The Fearless Linguist*, an innovation introduced by Miss Becker, our new Head of French & Spanish, superbly edited by Sereny S and Pia M.

I was delighted that we were able to organise the first MFL trip to Oxford University, where 24 students met Channing alumnae, Professor Lähmann (who specialises in medieval German), participated in an interactive creative translation workshop at Queen's College, and met students and staff from Pembroke College's Languages Department.



Elizabeth S



Agi T



Mariia S



MFL trip to Oxford for an interactive translation workshop



MFL trip to Cambridge

‘OUR FIRST MFL TRIP TO OXFORD ALLOWED STUDENTS TO EXPLORE UNIVERSITY LIFE, MEET ALUMNAE, AND PARTICIPATE IN A CREATIVE TRANSLATION WORKSHOP AT QUEEN’S COLLEGE.’

Not to be outdone by the Other Place, four of our Year 11 linguists were invited to Girton College to find out about studying Modern Languages at Cambridge, where students study two languages. They learnt about taking a new language from scratch as their second language, with the exciting options including Arabic, Hebrew, Russian or Ancient Greek. They were inspired by the day, with Carlotta B-P’s review of the day being selected by the college’s fellows to win a prize – in summary: “A really exciting day; I learned a lot more about university life and how languages can influence your career.”

Students in every year group enjoyed a cornucopia of languages activities during Languages & Heritage Week and on Europe Day: all forms enjoyed a quiz which explored the source of loan words such as “almanac” (Arabic) and “slalom” (Norwegian). Year 7 students designed their own interpretations of 2D and 3D European monuments for our European Day of Languages Creative Competition, judged by Mrs Hughes. Lucia’s leaning tower of Pisa was the worthy

Amelia S commented: “It helped us to understand key aspects of university life, including the admissions process, interviews and the vast opportunities which studying languages can lead to.” Visits to the Oxford University Press’ Languages Department and the Ashmolean completed the day.



A cornucopia of language activities on Europe Day

winner. Further highlights included a Lanyard Challenge, introduced by Miss Becker. Students enthusiastically approached staff to find out the word (in French, German, Spanish or Latin) on their lanyard. Our status as a European Parliament Ambassador School continues to offer our students exciting opportunities, including learning about democracy. While Year 12 Junior Ambassadors were visiting a poetry, art and cultural workshop hosted by the European Parliament Liaison Office, back at school we ran a Tongue-twister Challenge. Students’ pronunciation was so impressive that 160 blue/yellow-themed reward cupcakes, baked by our wonderful catering team, disappeared in a flash. We are all looking forward to next year already!

German

GERMAN HAS HAD AN EXCEPTIONAL YEAR, NOT ONLY WITH MULTIPLE SUCCESSES BUT ALSO WITH TWO BRAND NEW TRIPS.



ELENI PAVLOPOULOS
HEAD OF GERMAN



Advent in Munich

THIRTY-ONE intrepid German learners in Year 9 and 10 set off to improve their knowledge of language, life and Lebkuchen in Germany last November.

A huge thank you to Frau Loosli, Ms Lindsay and Clémence, our French Language Assistant, who accompanied the trip. Here is a summary of student reviews by contributors Emma, Riana, Flores, Aenea, Sofia, Victoria and Bayla:

We went to the Science Museum with students from St Anna Gymnasium, getting to know them before walking back along the River Isar to their school to eat the cakes that they had kindly baked. They then gave us a tour around the school. It was very fun. We saw a German musical version of Dickens' *A Christmas Carol: Eine Weihnachtsgeschichte*. We had amazing seats in the theatre and were able to widen our German speaking by watching and trying to understand. It had some great costumes and characters. We went to see *Moana 2* (known as *Vaiana* in Germany) in the cinema. The film was in German, but it was surprisingly easy to understand. Es war sehr toll, interessant und ziemlich cool!

The Year 10s had the wonderful opportunity to go and see *Der Madrigalchor*, an advanced a capella group, sing live at the Hochschule für Musik und Theater München in Munich. It was an extraordinary experience to hear the classical music of another culture live during our visit. We also enjoyed our outing to the fascinating NS Dokumentationszentrum, where we explored the history of the rise of the Nazis and the role of Munich specifically.

The highlight of our trip was when we visited three lovely Christmas markets and explored them. We ordered our food in German and looked around at the traditional



German foods, such as Lebkuchen, Brezel and Schnitzel. We went to famous ones such as Weihnachtsmarkt am Marienplatz, Weihnachtsmarkt am Wittelsbacherplatz and Weihnachtsdorf im Residenzhof. Es hat sehr viel Spaß gemacht!

German Film at the British Film Institute By Matilde L

Year 8 German classes visited the British Film Institute. We had an informative talk about German history and culture and got to do lots of speaking and writing and saw clips of films that we had to analyse. We watched the movie *Berlin 36* in German, which is about an Olympic high jumper, Greta Bergmann, who wanted to compete in the 1936 Summer Olympics but was



prevented due to discrimination towards Jewish people in Germany at that time. The movie was very moving and intriguing and made us understand the struggles Jewish people had to face during those times. Thank you to Frau Loosli for organising this trip for us.

SENIOR SCHOOL

French

WE HAVE HAD A BUSY AND EXCITING YEAR IN THE FRENCH DEPARTMENT, INCLUDING DEBATING, THEATRE AND TWO TRIPS!



JEMMA BECKER
HEAD OF FRENCH & SPANISH



Nice Trip

By Natasha B

During half-term, a group of Year 11 and 12 students, accompanied by Ms Romero and Ms Pavlopoulos, travelled to Nice, France, for four days. We stayed with local residents, which was perfect to practise our French. Every day we had a three-hour French class, where we practised our conjugations and vocabulary, whilst practising our conversation skills with a French native. In the afternoon we did different activities: a guided tour of Nice, a crêpe-making lesson, lunch with pupils from the Lycée Stanislas, shopping on the main street, and we visited the Matisse museum. For me, the highlight of the trip was meeting pupils from Nice and being able to speak to them in French – we learnt about French culture and made some amazing new friends abroad!

Onatti Play

By Jasmine C and Sonia H

Year 9 French students had the exciting opportunity to watch a play in French. French actors from the theatre company Onatti came to perform *Prendre sa Revanche* for us. It was about two antique dealers, Ver and Hugo, who try



French debating competition

to fool customers by passing off fake antiques as real ones, but end up becoming the fools themselves when they are discovered. The play was entertaining and we found that the language was straightforward to understand. This, alongside the actors' delivery, meant that we could follow a whole play in a different language, despite only having studied French for two years and a term. What we really enjoyed about the play was how they allowed the audience to participate. We particularly enjoyed performing in it ourselves!

French Debating Competition

By Natasha B and Teresa G, Year 12

A team of two Year 12 French students went to St Paul's Girls' School to participate in the regional French debating competition. We had to prepare to debate in French, both for and against three motions: whether AI should be banned in schools, whether urban sprawl should be stopped, and whether, if we were in the place of Astérix, we would have made peace with the Romans. We were only told when we arrived whether we would be for or against the motions. It was an incredibly valuable experience, allowing us to develop our public speaking skills and our spontaneity in another language. It was also really nice to get to know other French students from different schools, and despite being slightly stressful, it was a very rewarding experience.

Careers with French Talk

By Darcy G

In March, I attended a really interesting talk from Stella Ramsden, our librarian Ms Ramsden's sister, hearing about both her time at Oxford studying joint honours Latin and French, and how this led to working in the animation industry in France. I found this talk really informative and enjoyed learning about what it's like to work in production for projects such as music videos, adverts and feature films. I was especially interested in hearing about Stella's



Year 8 getting stuck in with the Boulanger on their Normandy trip

experience of becoming immersed in speaking a second language and how living in a place where the language is spoken helps to improve understanding, fluency and confidence. As someone learning French, I found this really interesting and encouraging, as I too would love to improve my French by becoming more involved in speaking and communicating with others and having a deeper understanding of the language!

Normandy Trip

Year 8 French pupils went to Criel-sur-Mer in Normandy during Enrichment Week and had a wonderful sunny time whilst being immersed in the language and culture. Here is a summary of our trip by Charlotte R, Rafaella C, Amelia A, Thea T, Millie P, Emilia M, Alina K, Amalia G and Madame Romero:

After getting the ferry to Calais, we enjoyed a break at Le Touquet where we relaxed on the beach. We then had a guided visit in French at La Chocolaterie de Beussent where we got to try different types of chocolate and learned about how it was made. Once we arrived at Château de Chantereine, we met one of our animatrices, Louise, to play a scavenger hunt! Our second day started off with half the group completing challenges and the other half making bread. In the afternoon, we visited La Chèvrerie La Petite Caulette. There were so many animals: quails, geese, chickens, chicks, cats, and of course goats, which we got to hold! We also tried goat cheese. The afternoon ended at Le Tréport, where we ate ice creams, bought a few souvenirs and walked along the beach before going on its funicular to enjoy the seaside view.

On Thursday, we visited the market in Dieppe in the morning. We bought things to eat in a baguette on the beach. We then visited the school Rachel Salmona. In small groups, we went on a tour with French students, whilst completing puzzles to find the next room and the next

clue. Afterwards, we had a typical French goûter with the students and ate lots of petits pains whilst chatting to them in Franglais! The day ended with an evening visit to the beach of Criel-sur-Mer. We paddled in the sea, watched the sunset and played volleyball with some of the boys from the French school – it was lots of fun!

On our final day we went to La Boulangerie d'Escoeuilles, where we learned how to make more bread and ate freshly baked pain au chocolat. Before heading to Calais to board the ferry, we stopped off at L'Hypermarché Auchan where we bought final souvenirs and French treats. Merci to the Year 8s for being fantastiques on the trip and to Madame Pavlopoulos, Madame Garrill et Madame Loosli for accompanying.



Spanish

WE HAVE HAD AN EXCELLENT YEAR IN SPANISH,
INCLUDING A NEW TRIP TO CÁDIZ!



JEMMA BECKER
HEAD OF FRENCH & SPANISH



Year 8 Cádiz Trip

Year 8 Spanish pupils went to El Puerto de Santa María in the province of Cádiz during Enrichment Week and had a fantastic four days in the sunshine, soaking up the culture and improving their Spanish. Here is a summary of our trip from the following contributors: Aavu A, Amairah R, Roop N, Suki D, Silvia O M, Arya P, Gabby M A, Ramun N, India B, Amelia J, Ava K, Betsy L, Elli P, Iris F, Phoebe, Edie C and Señorita Becker:

When we arrived in Spain, we were greeted by our Spark chaperones, Niko and Pedro, and got the coach to our hotel, Hotel Pinomar, in El Puerto de Santa María. During the trip, we did a walking tour of El Puerto de Santa María, where we visited the bullring and then walked through the town's market, learning lots of new food vocabulary. Afterwards, we had churros con chocolate! It was very delicious, and we also had the chance to order our own drinks in Spanish. Next, we went to an old castle, El Castillo San Marco, which we had a tour around. We learned a lot about Spanish history, including the different religions and cultures which have shaped Spain, such as its Arabic and Roman influences. In the afternoon, we played padel and had to speak to the instructors in Spanish. At the end, we had an informal padel competition and even the teachers got involved! Later on that day, we had some time on the beach, which was really fun, and in the evening, we enjoyed pizza on the beach!

On the next day, we took a ferry from El Puerto de Santa María to Cádiz. When we arrived, we got to see the

town hall and cathedral and learn about their history. Next, we visited the food market. We bought lunch there in Spanish, and it was all very fresh, cooked in front of us. Then we went up the Torre Tavira and saw different parts of Cádiz with the cámara oscura, which was really cool! Afterwards, we went to a Roman amphitheatre, which was very well preserved. Later on, we got free time to go around the shops in Cádiz. We had the opportunity to buy souvenirs, gifts and food, and we even all got to get ice cream, which we ordered in Spanish. In the evening, we had tapas out at a restaurant.

On the last day of our trip, we made paella. We cut up the vegetables and learnt how to say all the ingredients in Spanish – it was really fun! After making paella, we had a flamenco class in Spanish. It was very interesting to learn how to dance the flamenco. After our flamenco class, we took part in a quiz in the park, where we split into groups and guessed the prices of Spanish food and drinks. We also wrote postcards about our trip to different staff members at Channing. Then we ate the paella we had made earlier in the day. There were options of seafood, chicken or vegetable paella. Once we finished our lunch, we received certificates from the teachers, such as for the person who spoke the most Spanish, the person who had been 10% braver and the person who had best demonstrated Channing's values. We then got the coach back to Seville Airport, where we began our journey home. We were tired, but we had a really fantastic time on our trip!

Thank you and gracias to the Year 8s for being such a pleasure to take to Spain, and to Señor Waring, Señor Jackson, Señorita Sequeira, Señorita Jiménez, Señorita Zuluaga y Señorita Gomez for accompanying!

Onatti Play

By Daisy C

In January, the Year 9 Spanish classes watched the brilliant Spanish Onatti play. Spanish actors from an MFL theatre company, Onatti, who are touring their play across the country, came to perform Primera Cita for us in the AC. It was a real joy to watch, from the entertaining storyline to the audience participation, which encouraged many girls to become a part of the show. The actors were excellent and constantly made us laugh. We learned lots of new words, and it was exciting when we heard phrases and vocabulary that we could understand from our learning. We were really lucky to have had the opportunity to watch this play, as we got to enjoy an amusing and engaging show, as well as learning new things to help us improve our Spanish skills.



Music

THIS YEAR HAS BEEN QUITE MOMENTOUS FOR THE MUSIC DEPARTMENT. THERE HAVE BEEN MANY WONDERFUL PERFORMANCES, INCREDIBLE ACHIEVEMENTS, AND STUNNING EXAMINATION RESULTS – BUT ALSO SADNESS AT THE DEPARTURE OF MISS ZANARDO AND MR FALLON.



PETER BOXALL
DIRECTOR OF MUSIC

MISS ZANARDO joined us in September 2010 as Assistant Director of Music and made an immediate impact, creating the now-renowned Concert Orchestra, which boasts over 60 players. She also founded the Brunner Show Choir, where competition for places has been fiercely contested over the years, and which has delivered numerous stunning performances. Miss Zanardo is an amazing and motivational teacher, having inspired students at all levels from Year 7 through to Year 13. The music team has been a constant for many years, and her departure truly marks the end of an era.

Mr Fallon had only been with us for 18 months, but his warm personality and charm made a great impact on the students. He established 'Live Lounge,' a contemporary music group, assisted Miss Zanardo with the Concert Orchestra, and led the music for the immersive Chicago Speakeasy experience.

In January, we welcomed Mr Kokkinos, who was Assistant Director of Music at Queenswood for many years. His friendly manner and excellent experience meant he fitted in immediately, making what could have been a difficult transition a seamless one. Alongside him came Mr Wedmore,



Above: Miss Zanardo. Below: Mr Fallon with students



a Graduate Assistant recently graduated in Music from Durham. Mr Wedmore was a great help in the classroom, supporting composition, assisting Mr Kokkinos with the Concert Orchestra, and coaching Live Lounge and Cremona Strings. Sadly, after two terms, he leaves us to join Brentwood School's music department. In his short time here, he made a real impact, particularly with our GCSE and A level students.



MAJOR CONCERT REVIEWS – 2024-2025

Year 11 Concert Tuesday 1 October 2024

On 1 October, we had our first formal concert of the academic year in the Arundel Centre. The concert actually formed part of the Y11 GCSE Music group's performance examination, with each candidate playing a solo piece on their main instrument. With a 'bumper crop' of 28 students, this was promising to be a special event indeed!

It certainly got off to a superb start with the flawless and mesmerising performance of Handel's 'Where'er You Walk', sung by Bela R, followed by two more Baroque pieces – Telemann's 'Vivace' played on the violin by Alexa L-B, and Scarlatti's *Sonata in A* played on the piano by Amber J. Then followed a beautiful rendition of the famous slow movement of Haydn's *Trumpet Concerto*, played flawlessly by Anna R-B. A well-known Chopin *Nocturne* came next, played with real expression by Bella A. The witty Dvorák '*Humoresque*' was then played on the violin by Jessica L, with a touching performance of Tchaikovsky's '*Douce Rêverie*' played on the piano by Emily G.

Staying with the piano, Tabitha W played '*Calm du Soir*' by Moszkowski, and then Kira S played the mesmerising '*Granada*' from Albéniz's Spanish Suite. Squire's '*Danse Rustique*' was rattled off superbly on the cello by Flora G and contrasted completely with Bella K's soothing vocal performance of Vaughan Williams' '*Silent Noon*'. '*Summertime*' was beautifully played on the trombone by Eleanor R, followed by that classic song '*Dream a Little Dream of Me*', sung by Beatrice McN.

Staying with the jazz idiom, Tal M played a delightful arrangement of '*My Funny Valentine*' on the piano. Then two engaging miniatures by Hartmann were played with real poise on the piano by Yutao W. Now that the chronological programme had firmly reached into the twentieth century, the rest of our performers bar one were all singers. Juliet B

'WITH A BUMPER CROP OF 28 TALENTED STUDENTS, THE YEAR 11 CONCERT SHOWCASED STUNNING PERFORMANCES, FROM HANDEL AND HAYDN TO RADIOHEAD AND WAITRESS, LEAVING THE AUDIENCE IN RAPTUROUS APPLAUSE.'

sang the gorgeous '*Cry Me a River*' classic, followed by another timeless classic from *West Side Story* – '*Tonight*', sung by Winnie D. Emily S then gave a lovely rendition of '*Love Look Away*', and Amara P gave a hypnotic performance of '*Losing My Mind*'.

We were reminded of last year's production by Delilah B's stylistic performance of '*All That Jazz*', and then a classic song from *Grease* – '*There Are Worse Things I Could Do*' sung by Ellie W. The ABBA song '*Slipping Through My Fingers*' was then sung convincingly by Estelle B, with Chloe L following with '*I Dreamed a Dream*' from *Les Misérables*. Nadia Z's '*How Could I Ever Know*' from *Secret Garden* was haunting and beautiful. Allegra L then really spiced things up with a stunning performance of Radiohead's '*Just*' on the electric guitar.

Then two songs from Waitress: firstly, Stevie B with a mesmerising performance of '*When He Sees Me*', and then a heartrending rendition of '*She Used to Be Mine*' by Martha R. Maya C closed the evening with Hamilton's '*That Would Be Enough*'.

A really stunning set of performances from a very talented group of musicians. The very appreciative audience of parents, friends and siblings gave rapturous applause as all participants gathered on the stage at the end for a final bow.

Autumn Concert Thursday 14 November 2024 – St Joseph's Church

On 14 November, some 220 students from all year groups performed at St Joseph's Church for our annual Autumn Concert. What a feast of music and talent the night proved to be!

Miss Zanardo kicked the show off with the huge Concert Orchestra playing a fabulous selection of numbers from Lloyd-Webber's *Phantom of the Opera*. This ensemble has reached a real zenith with this performance – one that Miss Zanardo, who has built this ensemble up from just 10 players when she arrived in 2010 to the 60-strong ensemble we saw last Thursday, can be rightly proud of!

The Conabor Choir then entertained with a humorous piece entitled '*The Broomsticks Flew All Around!*'. Mr Dodds' impressive Brass Ensemble then gave a delightful performance of '*A Whole New World*' from the musical *Aladdin*.

It was then the turn of Miss Zanardo's inimitable 'Brunner Show Choir', starting with the ethereal and beautiful '*Shall We Dream*' by Aussie composer Mike Atherton, followed by the upbeat '*Stitches*'.

Choir number three then took the stage with the first of three pieces in our 'sacred corner'. The Chamber Choir sang the Kyrie from Leavitt's *Petite Mass*; a mellifluous and lyrical setting. The Senior Strings with saxophonist Kezia C and soloists Eve C, Teresa G, Anna G, and Juliet B then performed the exquisite and poignant setting of the *Nunc Dimittis* by Burgon. The Conabor Choir finished this little trio of pieces with a touching *Agnus Dei* set by Morris Grey.

Then it was the turn of the Senior Strings on their own, performing Finzi's '*Romance*' – a beautiful rendition with the sound wafting around the amazing acoustic of St Joseph's.

Following this was something 'completely different' (in those immortal words): – the 100-strong Cantemus Chorus sang '*My Crazy Student Life*' by Pinkzebra, with lyrics that resonated with so many parents and students inside St Joseph's that evening!

Chacapella then took to the 'stage' to sing '*Royals*'; full of energy and excitement, this was a superb performance from this group that is run by Sixth Formers and who rehearse themselves.



The evening closed with two stunning performances from the Symphony Orchestra: firstly, the highly evocative '*Vltava*', describing the river running through the Czech Republic, and finishing with the hugely energetic last movement of Haydn's 104th Symphony – '*The London*'.

All of us in the Music Department are immensely proud of the students' achievements and superb performances at this concert.

Carol Concert December 2024

On Monday 9 December, we were at St Michael's Church for our annual Carol Concert, which this year was a very special event indeed. The theme of '*The Word*' shone throughout, with the thought-provoking readings chosen by Ms Wilkinson and ably read by the team of readers – students Esme E, Greta P, Emma L, Susie D, Anna R-B, Aimee R, and Eve J – selected by Mrs Kanmwa.

This theme was also reflected in the medieval writings set to music by Benjamin Britten in his *Ceremony of Carols*, which was performed in its entirety throughout the concert, accompanied by renowned harpist Sioned Williams, who left the church spellbound during her harp solo – *Interlude*.

With the Chamber Choir leading the combined choirs of Cantemus Chorus, Conabor Choir, and Brunner Show Choir, the beauty of Britten's music was fully realised. Special mention must go to the Chamber Choir, who took the lion's share of the work, starting with the haunting candle-lit processional of '*Hodie*' and with solos from Bella K, Bela R, Evie M, Hannah D, Georgie G, Sophie D, Scarlett D, Eliza C, and Lauren S.

Many congratulations to Miss Jenny Bacon, our Head of Vocal Studies, for her superb training of the Chamber Choir and Cantemus Chorus.

It was also an emotional event for our Year 13s, being their last Carol Concert, but especially for Miss Leisha Zanardo as she led her fabulous Brunner Show Choir for the final time.

Year 10 GCSE Concert – Thursday 23 January 2025, Arundel Centre

Thursday 23 January was the turn of our Year 10 GCSE Music students with their first formal concert of the academic year in the Arundel Centre. The concert included all but one of our Year 10 GCSE Music cohort, with each pupil performing a solo piece on their main instrument or voice, with the addition of an ensemble item too. There were 16



'WITH A DIVERSE RANGE OF PERFORMANCES, FROM CLASSICAL PIECES TO EMOTIVE VOCAL RENDITIONS, THE YEAR 10 CONCERT SHOWCASED IMPRESSIVE TALENT IN THEIR FIRST FORMAL STAGE OUTING.'

performances in total, and the concert was attended by a mixture of fellow pupils, parents, and staff.

Becky R started off the concert with a rousing and uber-confident vocal performance of 'I Can Hear The Bells' from the musical *Hairspray*, followed by Margot v P on the piano giving a hypnotic and flowing rendition of Einaudi's 'Gravity'. Then followed a convincing performance of the 1st movement of Rieding's violin concerto in B minor, Op. 35 by Solara W, coupled with a sensitive and reflective vocal performance of 'A Gaelic Blessing' by Rutter, sung by Chileshe G.

Next, the ever-popular 'Prelude in C', BWV 846 by J.S. Bach was played flawlessly on the piano by Ella B, followed by a meticulous reading of Cimarosa's 'Sonata in G', C.34, 1st movement, by Sabrina K. This was followed by a characterful and spirited performance of Rousse/Littorie's 'Fantaisie Valse' given by Ari A, and Ane J rounded off the first half of the concert with an unaccompanied confident rendition of Martini's 'Gavotte' on the violin.

Next, Nia H gave a personal account of Litten's 'Sad Ghost' on the piano, followed by a thoughtful performance of Mascagni's much-loved 'Intermezzo' from the opera *Cavalleria Rusticana*, played on the flute by Indy D. The ever-popular crooning number 'Blue Moon' by Rodgers & Hart came next, sung superbly by Susie D, contrasted by Darcy D's dextrous and spirited cello performance of Goens' 'Tarantelle', Op. 24.

What came next was a real treat by two of our Year 10 students, Serrana B on vocals and Renatta R A on the piano, who gave a rousing duet rendition of 'Always Remember Us This Way' from the hit movie *A Star Is Born*. This was followed by Georgina V on the recorder, who played superbly the 'Mexican Hat Dance' by Bullard.

The concert was rounded off by two final items. First, Imogen B gave a mature and articulate performance on the piano of two Scarlatti sonata movements – *Adagio e cantabile*

from *Sonata in A*, K.208 and *Allegro* from *Sonata in A*, K.209 – followed by Serrana's emotionally charged and powerful vocal and guitar rendition of Alexander/Mabe's 'The Climb'.

We wish to congratulate all our Year 10 GCSE Music students who took part in this concert for their fabulous performances, especially as it was their first formal outing on stage as a group since the beginning of their course. A final thanks must also go to the dedicated music teachers who prepared our students for this concert, and to Mr Boxall, Mr Kokkinos, and Mr Wedmore for their piano accompaniment on some of the items.

Music Theatre Evening – Thursday 13 February 2025

Eight of our Music Theatre examination candidates gave performances on the Thursday before the Spring half term in the Arundel Centre. The evening started with a hit from *Mamma Mia*, 'Honey Honey', sung and acted superbly by Hattie H in Year 10, and then followed by Evie D from Year 7 singing 'Castle on a Cloud' from *Les Misérables* – a very delicate and moving performance.

Hettie F from Year 8 then followed with a delightful and well-characterised rendition of 'Quiet' from *Matilda*. There was then great athletic action from Manon D, also in Year 8, with her powerful performance of 'Red Ryder Carbine Action BB Gun' from *A Christmas Story*.

We then moved on to our Sixth Form candidates, all of whom are either taking Grade VIII or a Diploma in Music Theatre. Scarlett D gave a very poignant performance of 'There are Worse Things I Could Do' from *Grease* – sung with much pathos and good characterisation. Saskia C really captured the essence of that beautiful song from *Jekyll and Hyde* – 'In His Eyes', displaying great breath control and some powerful moments.

Georgie G performed 'A Part of That' from *The Last Five Years*, followed by 'Adelaide's Lament' from *Guys and Dolls*. Both performances were very polished indeed, and acted superbly.

Finally, Evie M also sang two songs: 'Stars and the Moon' from *Songs for a New World* and the iconic showstopper, 'Don't Rain on My Parade' from *Funny Girl*. Evie was able to show off both her dramatic and vocal capabilities in two stunning performances.





A Level Music Recitals at St Michael's – Saturday 8 March

Our five A Level music students had the wonderful opportunity to perform their recital programmes in full at St Michael's 'Saturdays at Six' series of concerts on 8 March.

First to perform was Hannah D, who played two pieces on the piano: a sonata by Haydn, played with a great sense of style and accuracy, which contrasted beautifully with 'New Kid' by Chris Norton, a very upbeat and exciting jazz-style piece delivered with real flair. Hannah finished with the haunting song from *The Last Five Years* – 'Still Hurting' – capturing the mood beautifully in a moving rendition.

Natalia B then took to the stage with a violin recital that began with Stravinsky's introduction to his *Suite Italienne* – a crisp and exciting start – followed by the ethereal and enigmatic '*Pièce en forme de Habanera*' by Ravel. Natalia mesmerised with her complete control of the violin in this beautifully poised performance. Then the fireworks followed in a dazzling display of virtuosity with Brahms' '*Scherzo*'.

Georgie G started her recital with the charming *Prelude* to Paul Reade's *Victorian Kitchen Garden Suite*, played with immense detail and superb tonal quality. Next came another song from *The Last Five Years* – 'A Part of That' – sung with real feeling. Georgie finished with the well-known 'Adelaide's Lament' from *Guys and Dolls*, giving an absolutely fabulous characterisation of this comic song – a real showstopper!

Eliza C also began her recital on the piano with a Spanish flavour in '*Rumores de Caleta*' by Albéniz. Eliza encapsulated the essence of the piece beautifully in this well-controlled performance. She then gave two absolutely stunning performances of great showstoppers: 'Gimme Gimme' from *Thoroughly Modern Millie* and 'When It All Falls Down' from *Chaplin*. There were real shades of Roxie Hart in these performances, which wowed the audience.

Finally, Evie M gave her recital of four songs, starting with the powerful 'At Last' delivered superbly. Then came a complete contrast with the warm and heartfelt 'We've Only Just Begun' by the Carpenters, which led into a mesmerising performance of 'Feeling Good' – certainly, we all felt good after that! Evie's final number looked back to last year's production with a dazzling, sparkling, sensational rendition of 'All That Jazz'.

While the audience was not huge, they were greatly appreciative, and our students received well-deserved rapturous applause. Our thanks go to Mr Paul Dean, Director of Music at St Michael's, for inviting our students to perform and for making us feel so welcome.



'THE UNIFIED BRASS SOUND OF THE ENSEMBLE WAS VERY IMPRESSIVE, WITH THE PLAYERS PERFORMING WITH ABSOLUTELY FLAWLESS TUNING THROUGHOUT.'

Channing Chamber Music Evening – 13 March

Thursday, 13 March, heralded the return of Channing's Chamber Music Evening, a wonderful showcase of the school's smaller ensembles across all age groups.

We got off to a superb start with the solemn, ringing opening chords from Purcell's *Funeral Music for Queen Mary*, played by the Brass and Drum Consort. The unified brass sound of the ensemble was very impressive, with the players performing with absolutely flawless tuning throughout.

Next, we turned to Saint-Saëns' iconic French masterpiece *The Swan*, arranged for flute quartet and performed by the Intermediate Flute Ensemble. The dulcet tones of the flute group complemented the flowing melodic lines so well that I could almost imagine a swan gliding by somewhere across the Channel.

Moving back into the Baroque, we were treated to the first movement of Vivaldi's concerto for violins, lute, and continuo, led by Catherine S as the guitar soloist. She ran rings around a difficult guitar part, and the whole ensemble played with lovely poise and clarity throughout.

We then skipped forward in time to hear the Senior Flute Ensemble's performance of *Peacherine Rag*, played with stylish cheekiness and rhythmic precision. All the players had their moments, but the group communicated wonderfully throughout, especially in musical imitation and conversation.

Next came the smallest group of the evening, Purcell's *Sound the Trumpet* for vocal duet. Bella K and Anna R-B sang with wonderful vocal agility and a clear appreciation of Purcell's contrapuntal writing, and the joyous crescendo on each long "sound" filled the space gloriously.

Kezia C starred on clarinet in the third movement of Mozart's *Kegelstatt Trio* alongside Yutao W and Elizabeth S, showcasing Mozart's writing at its sweet and elegant best. The purity and variety of tone quality from all the



instrumentalists here is not something you hear very often, and I, for one, would love to hear the whole trio in the future.

A performance of Martelli's arrangement of Tchaikovsky's *Humoresque* was the first of two string quartets. Particular praise must go to Sophie L, who played the cello part warmly and assuredly in an arrangement that placed the instrument front and centre. The ensemble played with real rhythmic bite in the *Humoresque* patterns while maintaining Tchaikovsky's native Russian charm in a graceful performance of the classic.

Our second string quartet expressively played J. Long's arrangement of Mancini's *Moon River*. Here, the violin playing of Thea I and Yasmin L sounded remarkably like a vocal line, bringing out the wanderlust in Mancini's writing.

Our night ended on a stunning high with the first movement of Mendelssohn's *String Octet in E-flat*, one of the mainstays of the string chamber music repertoire. Elizabeth S was at her virtuosic best, leading the ensemble with Romantic energy and gusto in a fabulous performance of the work in all aspects. There was a notable transparency and lilt to all the contrasting lines, and communication and rhythmic ensemble was very impressive, especially in such a difficult work.

This concert, and the whole evening, demonstrated Channing's musical talent at its very best – both in virtuosic brilliance and in the focus on teamwork and communication in everything they do.

Choral and Orchestral Concert – Thursday 20 March – St Joseph's Church

On 20 March we had our second visit of the year to St Joseph's Church for our annual Choral and Orchestral Concert. This year it was the turn of our Channing Community Choir – which included parents, friends, siblings, and staff – to sing alongside the Cantemus Chorus and Conabor Choir in a performance of Fauré's *Requiem*, accompanied by our own Symphony Orchestra.

The concert began with an electrifying and arresting brass fanfare by Malcolm Arnold, led by our Head of Wind Studies, Mr Patrick Dodds, before we relaxed into Bruch's *Romance for String Orchestra and Solo Viola*, directed by our



Head of Strings, Mrs Laura Dodds. Our viola soloist, Zoe Q (Y13), played with real expression throughout, accompanied sensitively by the Senior Strings.

The Symphony Orchestra then took to the stage for Massenet's *Meditation* from his opera *Thaïs*, featuring violin soloist Natalia B (Y13). This very famous piece of luscious romanticism left the audience spellbound with its gorgeous sweeping melodies, played by Natalia with musical poise and delicacy.

Next, the Symphony Orchestra performed the first movement of Brahms' *4th Symphony*. This "tragic" symphony, with its weeping melodic opening and fanfare-like second theme, was a seriously ambitious piece for the orchestra to tackle, but they rose to the challenge and gave a magnificent performance of this iconic Brahms work.

We then had a short interval while the stage was reset and our choirs assembled to sing Fauré's *Requiem*. This sublime and intimate work received a deeply moving performance, from the lyrical *Kyrie* to the mysterious *Offertoire*, featuring a lovely semichorus from the Chamber Choir (coached by our Head of Vocal Studies, Miss Jenny Bacon) singing the *Hostias* section. The ethereal *Sanctus* followed, with harp accompaniment, leading to the glorious



Hosanna fireworks. Evie M gave a stylish and exquisite rendition of the famous *Pie Jesu*.

The Community Choir's performance of the *Agnus Dei* was beautiful and a prelude to the uplifting *Libera Me*, also featuring a semichorus from the Chamber Choir. Excitement returned in the central section with the highly passionate *Dies irae* before a triumphal return of the opening melody, giving a true sense of freedom. The paradisaical final movement, *In Paradisum*, was sublime.

To finish, our singers and instrumentalists gave an electrifying performance of several songs from *Les Misérables*, culminating in a stunning climax in the final bars and bringing an end to a wonderful evening of music-making.

Our thanks go to so many members of the music team who worked so hard to produce a memorable event for our students, parents, and friends.

Channing Jazz Evening – 2 April 2025

On the last night of the Spring Term, we held the 17th 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, Ms Andrea Vicary on piano, and Mr Alex Keen on bass.

The quartet opened the evening with a well-known jazz standard, followed by a series of superb vocal solos from Juliet B, Hannah D, Eve C, Teresa G, Anna G, Georgie G, and Evie M. Chacapella also performed their excellent arrangement of *Feeling Good*.

A saxophone duo of Natalia B and Cristina C sparked with their rendition of *Sweet Georgia Brown*, and Mr Dodds' Brass Ensemble gave a beautiful performance of the well-known *Can't Take My Eyes Off You*. Kezia C absolutely shone on saxophone in Armando's *Rhumba*.

The final act was the school Jazz Band, led by Mr Travis, playing a set that closed with Duke Ellington's iconic *Caravan*.

The whole night was a brilliant showcase of our talented jazz musicians, inspired by playing alongside our four jazz pros. What a night!



Sixth Form Concert – Wednesday 30 April

Wednesday 30 April was a special evening for our music department in the annual Sixth Form Concert. It was a chance for our tremendously talented sixth form students to perform, and marked our Year 13s' final concert as Channing students. It's fair to say they rose to – and surpassed – the occasion.

We started with Samuel Coleridge-Taylor's *Impromptu in B minor*, played with gusto by Mei-Xing L. Her control over the long romantic phrases was impressive, bringing a lush tone out of the AC piano, starting the evening beautifully.

Next we heard a personal favourite: *If I Loved You* from *Carousel*, sung by Eve C, who exemplified a theme across the evening of characterful and expressive singing and playing. Eve showcased a lovely warm tone throughout the ballad, with especially well-controlled dynamic contrast.

Maya H-B's performance of J Smith's *Don't Watch Me Cry* was a tearjerker, as she sang with deep feeling and showed off her vocal agility in wonderful riffs.

Elizabeth S broke the spell with a fiery performance of Paganini's *Caprice No. 24*, where her dazzling technique was on full display. Her negotiation of string crossings and right-hand pizzicato passages was spectacular and a reminder she is truly going places.

After a brief lesson on tuning from Mr Boxall, Kezia C highlighted a relatively unknown composer,





‘ON BEHALF OF THE MUSIC DEPARTMENT, IT HAS BEEN AN HONOUR TO TEACH SUCH A TALENTED AND HARDWORKING GROUP. THE STANDARD OF MUSIC MAKING IN THIS COHORT IS NOTHING SHORT OF EXCEPTIONAL, AND THIS CONCERT WILL BE REMEMBERED FOR A LONG TIME.’

Fernande Decruck, playing the first movement of her *Sonata in C sharp minor* with stunning virtuosity. She brought out a variety of colours throughout the piece and played the flourishes with effortless ease.

Moving to a more well-known composer, Catrin C’s performance of the first movement of Vivaldi’s *Gardellino Concerto* featured a buoyant and light flute sound – especially in her ornamentation – which captured the Baroque style perfectly.

Zoe Q’s performance of Chopin’s *Ballade in G minor* was awe-inspiring and deeply moving. Her playing featured beautifully expressive rubato and fantastic power in the climaxes, delivered with emotional commitment that radiated from the stage.

Next came the first duet, performed by Georgie G and Beatrix D, with *Serenity* for clarinet duet. The piece showcased their beautiful tone and wonderful musical dialogue, a joy to listen to.

Simran T’s performance of *Remembrances* from *Schindler’s List* was another deeply moving moment, particularly in the unaccompanied statement of the main theme, where her vibrato and tone quality were on full display.

Evie M reprised *Hallelujah* from her Year 7 performance – an exemplary demonstration of how simplicity in music can yield its most poignant moments. Every word seemed thoughtfully chosen, including musical terms like ‘minor’ and ‘major,’ all sung with a velvet-smooth tone or a stunning high belt that filled the theatre.

Scarlett D’s rendition of *Slipping Through My Fingers* was profoundly affecting, full of melancholy and goodbye, taking ABBA’s lyrics and music to a new emotional level.

With a much-needed injection of humour, Georgie G’s performance of *Adelaide’s Lament* from *Guys and Dolls* highlighted the character’s charm and situation, through crystal-clear diction and subtle, effective character choices.

Beatrix D and Lauren S gave the first of several vocal duets, performing *City of Stars* from *La La Land*. Their mellow harmony was beautifully sung, vividly portraying two characters yearning for success.

Hannah D sang Lin-Manuel Miranda’s *Breathe* with soaring emotion, a rollercoaster performance that showcased her wide vocal range, piercing high belt, and strong character work, bringing Nina to life on stage.

Eliza C’s *Gimme Gimme* was a masterclass in pacing and storytelling through song, with jazzy bounce and energy, delivering a showstopping finish.

Natalia B gave the final instrumental performance with César Franck’s *Sonata in A minor*, a masterpiece of the violin repertoire. She played with consistent, sweet tone – especially on the E string – encapsulating the silky, mysterious French quality of the piece, with deeply soulful phrasing that was a joy to hear.

Our final two vocal duets brought Year 13 singers together for *For Good* and *It Takes Two*, evoking tears as they captured the journeys of all our Sixth Formers and the bright futures that lie ahead.

Every performance was filled with inspiring passion and joy in music-making. On behalf of the music department, it has been an honour to teach such a talented and hardworking group. The standard of music making in this cohort is nothing short of exceptional, and this concert will be remembered for a long time. BRAVA.



Recordings of this year’s concerts and musical highlights can be accessed via the digital version of the school magazine, available at www.channing.co.uk. We invite you to revisit these memorable performances, or experience those you may have missed, by following the embedded links throughout the Music section. We hope you enjoy this opportunity to celebrate the musical achievements of our students.

Politics

THIS IS MY FINAL ARTICLE FOR THE SCHOOL MAGAZINE. AFTER 22 YEARS AT CHANNING, 15 OF THEM AS HEAD OF POLITICS, I AM RETIRING THIS SUMMER. LIKE ALL GOOD POLITICIANS, I AM DOING SO TO SPEND MORE TIME WITH MY FAMILY!



WENDY DEVINE
HEAD OF POLITICS

CONGRATULATIONS to the students who took part in the two Model United Nations (MUN) conferences we attended this year. The MUN group meets once a week, and I have been greatly impressed with their enthusiasm and willingness to be thrown into the deep end by attending a conference, debating with students from many other schools and thinking on their feet. I hope the students enjoyed the experience and that they will continue to attend MUN next year, when many of them will be in Year 12.

The Year 12 students were very fortunate indeed to welcome David Sumberg, former Member of Parliament and Member of the European Parliament, who came to talk to them about his career in politics. Mr Sumberg is also the grandfather of Sophia S, a Year 12 Politics student! I am old enough to remember the downfall of Margaret Thatcher, partly prompted by a famous resignation speech in the House of Commons by Sir Geoffrey Howe. What I hadn't realised was that Mr Sumberg was seated behind Sir Geoffrey in the now-famous photograph from that speech. He talked with great humour about how a fellow MP, Norman Fowler, arrived with seconds to go before the start of the speech, forcing all the MPs to squish together, thus leaving the impression that Mr Fowler was sitting on his knee!

Mr Sumberg said no one anticipated the drama that would ensue after Sir Geoffrey famously denounced Mrs Thatcher for undermining policies on economic and monetary union in Europe that were backed by her colleagues and the governor of the Bank of England: "It is rather like sending your opening batsmen to the crease, only for them to find, as the first balls are being bowled, that their bats have been broken before the game by the team captain." Mr Sumberg also spoke about his career in the Commons and gave the students some sage advice about the benefits of working hard and never giving up.

In February half-term, 40 joint History and Politics students visited four southern states in the USA for a civil rights trip. In what was my final trip at Channing, it could not have been bettered. My highlights were the Martin Luther King Centre, the Rosa Parks Museum and New Orleans, where we were fortunate to be there at the same time as Mardi Gras. What a wonderful experience. A huge shoutout to my colleagues, Mr Raine, Ms Feeney and Mr Martini-Phillips, who were the best travel companions.



Channing students getting ready to debate at a Model United Nations conference

One of the highlights of the academic year in the Politics department is always the trip to Westminster for a conference where a range of MPs and political figures talk about the issues of the day and take questions from the student audience. The theme of the conference this year was 'the state of the state'; speakers included Richard Tice MP, Emily Thornberry MP, Daisy Cooper MP and Alastair Campbell. I am pleased to say that this year's audience was respectful and asked some very searching questions of the speakers, many of whom always look nervous when being quizzed by young people!

Congratulations to Aimee R and Lauren S, worthy joint winners of this year's Politics prize. I am leaving Channing at the same time as the most wonderful Year 13 students, who have been an inspiration to me this year. They have been passengers on two years of a political rollercoaster; I wish them luck and happiness as they embark on their university journeys.

Finally, I want to pay tribute to my two wonderful colleagues in the Politics department – Mr Martini-Phillips and Mrs Garrill. We have been the happiest of departments, supporting each other (mostly them to me), sharing ideas, jokes (usually bad ones), always looking out for each other and never once doubting our dedication to the students or our profession. I shall miss them both. I am leaving Channing at a time of unprecedented uncertainty in the world, but I know that the students at this amazing school are in safe hands as they steer the stormy waters ahead. Channing, it's been a joy.

Psychology

THIS HAS BEEN A GROWTH YEAR FOR PSYCHOLOGY. NOT ONLY HAVE THE NUMBER OF STUDENTS STUDYING PSYCHOLOGY INCREASED, BUT WE ALSO WELCOMED MR HAMILTON AS A NEW MEMBER OF THE DEPARTMENT.



PHILIP STARR
HEAD OF PSYCHOLOGY



THE YEAR 12 students have been a great group to teach. They quickly got to grips with the demands of studying A levels and have strived to achieve highly in all areas of the course. Their determination, enthusiasm, hard work and being 10% braver has been outstanding. We are really pleased with their end-of-year exam results and look forward to seeing them make more progress next year.

The Year 13 students have continued to work with enthusiasm. The start of the year saw them juggle the demands of UCAS applications, personal statements, mock exams and regular classwork and homework assignments. This was an exceptionally busy time, but their resilience was amazing. By the time the exams came around, they were ready...

As Psychology has such an important role to play in learning, I was delighted to be able to share some of this knowledge and research with colleagues, introducing them to the concept of the learning pit, developed by James Nottingham. This theory, supported by psychological research, shows how desirable difficulties and cognitive conflict in learning aid greater progress.

The Year 12 subject leaders, Rachel and Sophie, have been delivering Psychology Society to younger years, and this has been very popular. Topics ranged from mental health to phobias, giving younger students an insight into Psychology at Channing. Rachel and Sophie have also been involved in publishing this year's issues of Neuro Narratives. All Year 12 students have written articles on psychology topics that they have a personal interest in, ranging from the

psychology behind financial decision-making to the effects of the breakdown of families.

In September, Dr Guy Sutton delivered a Brains for Psychologists introduction to neuroscience event to Year 13 students. This was a fantastic opportunity for students to enrich their knowledge and learn about the most recent research into brain functioning. Dr Sutton also performed a brain dissection and showed students some truly fascinating research into brain-computer interfacing. He will be back next year to deliver this to Year 12s.

This year, it has also been great to introduce students in Year 9 to the area of animal behaviour and evolutionary psychology through the Extended Learners Project. Students were taught some of the key principles in the study of animal behaviour and then tasked with recording the behaviours of the water birds in Waterlow Park. Upon completion of the projects, the students will be eligible for an AQA Unit Award Scheme accreditation.

Finally, I was delighted that Channing was able to host the Girls' Schools Association annual Psychology Cluster Meeting. This was a great opportunity for teachers from eight other girls' schools to meet and discuss all aspects of psychology education. It was a great event, and it was wonderful to put Channing firmly on the Psychology map. We are already planning a Psychology lecture series for next year, with some extremely interesting psychologists signed up to take part, so next year is lining up to be an incredibly exciting one.



Dr. Sutton's neuroscience event enriched Year 13's knowledge with brain dissection and cutting-edge research.



Rosslyn Hill chapel in Hampstead

Religion, Philosophy & Ethics

STUDENTS OF RELIGION, PHILOSOPHY & ETHICS (RPE) AT CHANNING HAVE ENGAGED WITH SOME OF LIFE'S BIGGEST QUESTIONS IN DYNAMIC AND CREATIVE WAYS THROUGHOUT THE YEAR.



JACQUI NEWMAN
DEPUTY HEAD (ACADEMIC)

IN YEAR 7, pupils began their studies by exploring Britain's major world religions alongside weekly Philosophy lessons. They delved into key philosophical ideas and the principles of respectful debate and inquiry. As part of their work on Buddhism, students took part in a class presentation project, *A Day in the Life of a Buddhist Monk*, which offered an imaginative and reflective way to engage with the faith's daily practices and values.

Year 8 students deepened their understanding of religious diversity by completing an independent research task exploring different Christian denominations. Their findings were presented through thoughtful and well-crafted posters – a task that proved both informative and hugely popular.

In Year 9, students turned their attention to ethical questions around crime and punishment, examining a range of religious responses to contemporary justice issues. These lessons culminated in passionate, well-argued debates on capital punishment – demonstrating students' growing confidence in tackling contentious moral dilemmas with nuance and empathy.

Across Years 7 and 8, all pupils participated in the national Spirited Arts competition organised by NATRE. This creative project invited students to respond to one of several thematic prompts exploring religion, philosophy and spirituality through any artistic medium. Channing students truly impressed with their creativity – submitting everything from paintings and poetry to decorated cakes. Narrowing the field to ten entries for national submission was no easy task.

At A level, our Philosophy students have taken their academic curiosity even further. In the spring, Year 12 students completed an independent reading project, reviewing key philosophical texts and recommending new titles to be added to the Channing library – creating a growing Philosophy canon for future students. They also entered the THINK! Philosophy Essay Competition run by the Royal Institute of Philosophy.

Additionally, Years 12 and 13 benefited from access to a much sought-after A level Philosophy webinar led by leading academic and author Michael Lacewing, which brought clarity and depth to some of the course's most complex material.

From creative expression to formal debate and from independent research to national competitions, it's been a rich and rewarding year for RPE at Channing – and one which shows that philosophical curiosity and thoughtful discussion are very much alive in our classrooms.

I would like to thank Mr Iberi, who joined the department in January following the departure of Mr Headey and Ms Kiff. I am pleased to confirm that Mr Iberi will remain with us next year and will continue to teach the Year 10 and Year 12 classes both for the rest of this term and in the new academic year. We are very grateful to him for the consistency and support he has brought to the department in recent months.

Looking ahead, we are delighted to share that we have appointed a new Head of Department, Mr Martin, who will be joining us for the new academic year. He brings a wealth of experience gained most recently in two GSA and HMC schools where he has also been a Head of Department. We are excited about the future of RPE under his leadership.



Science

IT HAS BEEN A BUSY AND EXCITING YEAR IN THE SCIENCE DEPARTMENT, WITH A WIDE RANGE OF TRIPS, COMPETITIONS AND CLUBS ENRICHING OUR STUDENTS' EXPERIENCES BEYOND THEIR DAY-TO-DAY LESSONS. FROM DISSECTIONS AND BRIDGE-BUILDING TO NATIONAL COMPETITIONS AND UNIVERSITY VISITS, OUR STUDENTS HAVE HAD COUNTLESS OPPORTUNITIES TO SUCCEED AND EXPLORE SCIENCE IN ACTION.



CLAIRE SPINKS
HEAD OF SCIENCE

KS3 SCIENCE

Clubs and Enrichment

Year 7 and 8 students had a diverse array of lunchtime clubs. In the Autumn Term, Mrs Hillier's biology modelling club used air-dry clay to create 3D versions of cells, digestive systems and flowers. Ms Mohabeer followed with a popular six-week "Witchcraft and Wizardry" session, where students brewed potions and cast magical spells. In the Spring Term, Dr Spinks ran a forensic science club, helping students solve the "music room murder" with fingerprinting and analysis. During the Summer Term, Mr Daw led students in engineering challenges – designing bridges, helicopters and building strong structures.



Hands-on biology in Air Dry Clay Club



The ever-popular Anatomy Club, running every term, involved dissections of eyes, hearts, mice, frogs, rats and pig brains. Meanwhile, Year 9 students attended the CREST Awards club after school on Thursdays. This year, Scarlett C, Maya S and Mariia S earned bronze awards for creating bath bombs, while Zeruchi B, Hero K, Violet L and Alizeh M gained their bronze awards for exploring animation history and building a flip-book machine.

Trips and Visits

In Spring, Year 7s visited the Royal Institution's Young Scientist Centre for a cosmetic chemistry workshop, crafting bath bombs and lip balms while learning about neutralisation and solubility.

In June, twelve Year 9 students joined the North London STEM Challenge Day at Middlesex University. Activities ranged from forensics and diagnostics to robotics. Sophia E



Anatomy Club: the human body explored through dissections and detailed studies



Ocular Lecture at the Arundel Centre

and Emma were on the winning team and will represent North London in a regional final.

Year 9s and 10s also attended a fascinating lecture by consultant eye surgeon Mr Jacobs, who discussed conditions caused by UV exposure and diabetes, and demonstrated eye surgeries through video.

Competitions

KS3 students achieved notable success in several competitions. Year 7s and 8s took part in an online Physics quiz with questions tailored to local science history – did you know a famous electricity pioneer is buried in Highgate Cemetery?

Aria B in Year 7 won the regional RSC “Chemistry Around Us” poster competition for her excellent explanation of candle combustion.

In the national “Step into the NHS” competition, Delphi M and Penelope B were crowned London regional winners for their musical entry about drama therapists, while Lili, Amelia, Dahlia and Amandine earned Highly Commended awards.

KS4 BIOLOGY, CHEMISTRY AND PHYSICS

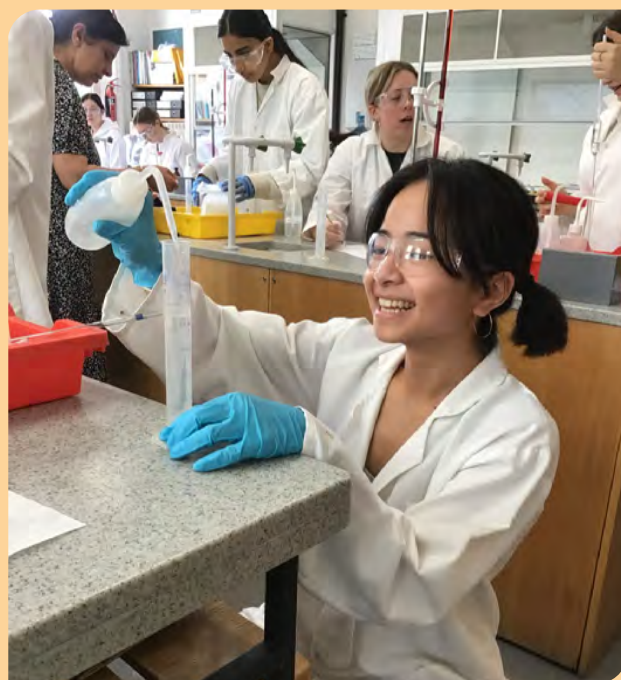
Clubs

Year 10 students joined Marine Biology Club (or “Fish Club”) to explore careers in marine science, veterinary work and biology. They learned about tropical fish care, aquarium biology and even designed a new club badge.

Competitions

Year 10 students impressed in the Physics Summer Poster Competition, with entries covering biographies, news stories and key physics concepts. In the Biology Challenge, students completed online papers testing their knowledge beyond the curriculum. Special congratulations go to Evangelina U, Isabella N, Emma F, Isabella M, Minnie M, Vittoria D, Rebecca R and Emily G for earning awards.

As part of their study of microbes, all Year 10s entered the MiSAC competition, which drew entries from 105 schools. We are proud that Ella C was commended for



creativity in the KS4 group with her entry on fungal diseases and drug resistance.

Our RSC Top of the Bench team – Lucy D and Yasmin L (Year 9), Leila A (Year 10) and Elika D (Year 11) – represented Channing in the Middlesex heat, answering six rounds of chemistry questions under pressure. Their discussion spanned everything from flame tests to the Great Smog of London.

During Channing STEM Week, students entered the British Science Week UCL “Clean Air” poster competition, designing innovations to improve air quality. Year 10 students Evangelina U, Isabella N and Taryn S received bronze CREST awards for their hard work. Particular congratulations go to Saira C, Ella C, Pavi G and Sophie B, also in Year 10, who won the national Senior 2 category – their work now appears on the BSW website!

In May, all Year 10 students participated in the National Scientific Thinking Challenge. Twenty students earned bronze awards (top 40% nationally) and fifteen earned silver (top 25%). Huge congratulations to Ella C, Freya L, Imogen B, Vittoria D and Yeva M who achieved gold, placing them in the top 10% nationally.





Year 12 Chemistry students explore the intricacies of gin-making at Sacred Gin's microdistillery in Highgate.

KS5 BIOLOGY, CHEMISTRY AND PHYSICS

Clubs

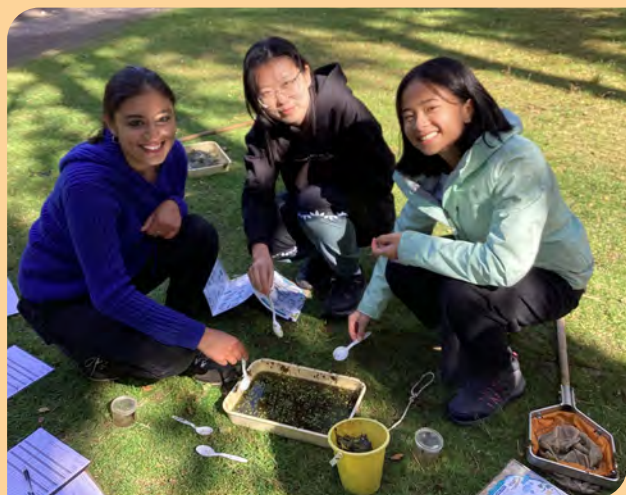
Sixth Form students met weekly for Science Journal Club with Mrs Hosseini, reading and debating *New Scientist* articles. Aspiring medics also attended regular medical discussion groups led by Ms Wilberforce.

Trips and Visits

In September, Year 12 biologists visited the Field Studies Centre at Epping Forest to investigate pond biodiversity. They planned and carried out fieldwork, collecting data to calculate Simpson's Diversity Index and practising key A-level practical skills.

In May, Year 12 Chemistry students visited Sacred Distillery on Highgate Hill, where they saw vacuum distillation in action and learned about vapour pressure, flavour chemistry and stereoisomers. Thank you to Ian Hart and Hilary Whitney for hosting an engaging session.

Later that month, Year 12 STEM students returned to the Royal Institution for a colour chemistry workshop. They experimented with dyes on fabrics and used colorimetry to determine concentrations, then enjoyed a talk on skeletal muscle research by PhD student Maira Cordelle. The day concluded with thrilling fiery demonstrations.



Year 12 Biodiversity course

Competitions

Taking part in Sixth Form science competitions requires courage and advanced knowledge, and our students rose to the challenge.

In January, five Year 12 chemists – Natasha H, Mei-Xing L, Phoenix M, Eva S and Catherine S – entered the UK Chemistry Olympiad. Natasha H received a bronze award for her efforts.

In February, a Channing team travelled to Cambridge for the Chemistry Race. They tackled complex problems requiring knowledge beyond the syllabus in a high-energy, timed competition. It was a great learning experience and students found it exhilarating.

In June, twelve Year 12 students entered the Schools' Analyst Competition, assuming the role of chemists evaluating soil from a proposed housing site. They analysed samples and considered how to safely redevelop the land. Congratulations to Liv C, Elise C, Mei-Xing L, Natasha H, Hana D, Tanvee S, Eva S, Alanna F, Lottie S, Yining Z, Orla M and Catherine S for their teamwork and analytical skills.

Also in June, ten students (Catherine S, Yining Z, Eva S, Natasha H, Hana D, Elise C, Tanvee S, Liv C, Mei-Xing L, Orla O and Alanna F) took on the Cambridge Chemistry Challenge (C3L6), which stretches students with university-level questions. Results are due later this summer – we have high hopes!

Final Thoughts

This year, Channing students have embraced science in all its forms – from solving crimes to tackling climate issues, from eye surgery to aquatics. They've demonstrated creativity, critical thinking and courage throughout, supported by our fantastic teaching staff. We would like to express special thanks and best wishes to Ms Fung, who retires this year after 26 years of dedicated teaching at Channing; she will be much missed.

Sport

WE'VE HAD A FANTASTIC YEAR OF SPORT AT CHANNING, MARKED BY GROWTH, OPPORTUNITY AND EXCITING DEVELOPMENTS ACROSS OUR PROGRAMME.



KANDIS NELSON
DIRECTOR OF SPORT

THIS YEAR saw a significant expansion in both our curricular and extra-curricular sport offerings, with a wider range of fixtures available across all year groups. From competitive matches to engaging workshops, students were given more opportunities than ever to participate and thrive.

A particular highlight was hosting our first-ever Junior and Senior School Cheerleading, Dance and Gymnastics Showcase, which celebrated the diverse talents and dedication of our students in a truly memorable way.

YEAR 7 FOOTBALL AND NETBALL PRESEASON

To kick off the day, students took part in a fantastic two-hour netball masterclass led by two phenomenal London Mavericks Super League players, Vicki Oyesola and Kira Rothwell. Vicki ran a dynamic defensive session focused on interceptions and ball tracking, while Kira led an energetic attacking session centred on movement and powerful passing. The session concluded with match play, giving students a chance to apply their new skills.

It was especially inspiring to hear students' thoughtful questions about the players' journeys into elite netball – particularly Kira's, which began in Year 7! In the afternoon, students showcased their football abilities in high-energy



Above: Year 7 Netball Preseason. Below: U12 and U13 Athletics Team

sessions led by Mr Garnett and Ms Adebayo. With a focus on breaking lines through running with the ball and creating space off it, the girls rounded off the day with small-sided games. Their enthusiasm, effort and teamwork were outstanding throughout – well done to all involved!

ATHLETICS AT CHANNING

Cross Country

In February, Thomasina R represented Channing and Haringey in the Middlesex Cross Country Championships. She produced an excellent run, finishing with a time of 12 minutes 14 seconds and placing 37th out of 84 in the Year 8 and 9 combined race.

Haringey Athletics Competition

In May, our students competed in the Junior and Inter Haringey Athletics competitions, vying for a place in the Middlesex Championships. Both events were packed with impressive performances. A special mention goes to Inter Girls athlete Chileshe G, whose outstanding 200m sprint





Here and right: Channing Cheer, Dance and Gymnastics Showcase

earned her a place on the Haringey team, and to Lily W for a powerful javelin throw.

From the Junior Girls category, congratulations to Erica W for her strong 75m hurdles run, Chloe R-S for her performance in the 200m, and Siena R for her speed in the 300m – each of whom also qualified to represent Haringey. We're incredibly proud of all our athletes.

CHANNING DANCE, CHEER AND GYMNASTICS SHOWCASE

In March, we proudly hosted our first-ever Junior and Senior School Cheerleading, Dance and Gymnastics Showcase. It was a truly special evening, celebrating student talent and dedication across a range of disciplines.

The event opened with a high-energy performance from our Key Stage 3 Eagles Cheerleading Squad, setting the tone for the night. Year 6 and 7 dancers impressed with a dynamic and expressive routine, while advanced gymnasts from Years 4 to 8 and the Key Stage 2 gymnastics squad delivered powerful performances that captivated the audience.

A standout moment came from Sereny S, who performed a stunning piece blending ballet from the RAD Advanced 1 syllabus with Latin dance elements. Our trampolinists showcased exceptional control and technique, and the evening featured elegant contemporary and classical ballet ensembles.

The showcase concluded with an electrifying routine from our Key Stage 2 Eagles Cheerleading Squad. We're already excited for what next year's showcase will bring!



BARCELONA FOOTBALL AND NETBALL TOUR

During October half term, we took 40 students from Years 8 to 11 on an unforgettable Football and Netball tour to Barcelona. The group included two U16 netball teams and two U13 football teams.

We stayed at the fantastic Cambrils Park Resort in Salou and made full use of the excellent facilities. Students learned to use gym equipment correctly and took part in strength and conditioning circuits. Netball players joined an inspiring masterclass led by international stars Sasha and Kadeen Corbin, and demonstrated excellent teamwork in matches against other touring schools.

Footballers trained at the world-class Futbol Salou Complex and worked with a coach from Winning Soccer Skills. They also had the exciting opportunity to play against local Barcelona schools – an incredible experience.



Year 8 - 9 Barcelona Football Group



Year 9 - 11 Barcelona Netball Group

Off the pitch, students toured the city's landmarks, including Gaudí's masterpieces, the Arc de Triomf, the Olympic Stadium and the former FC Barcelona stadium. They also visited the Sagrada Família and explored local markets and shops. Despite some unexpected weather, the trip was a huge success.

SELF DEFENCE AT CHANNING

This year, we launched a new self-defence club in partnership with The Karate Academy. Sessions have started off brilliantly, with students learning essential techniques to build confidence and stay safe. Their enthusiasm and positive engagement have been inspiring. Karate will be on offer again next year, and we're excited to continue supporting students' growth through this valuable opportunity.

FOOTBALL AT CHANNING

This was a breakthrough season for football at Channing. For the first time, we entered more teams into the ESFA and ISFA competitions and debuted in the Middlesex and Sisters n Sport Cups, alongside continued participation in the Haringey leagues and friendlies with South Hampstead and Francis Holland.

We also improved facilities. In partnership with St Aloysius' College, we now have home pitches for 9- and 11-a-side matches, reducing travel time and allowing parents to spectate. New pitch markings and goals have been installed at the Junior School MUGA, and new kits are giving our players a stronger team identity. End-of-season awards now recognise both performance and participation.

Fixture Highlights:

- U12s reached the last 32 in the ESFA Cup and were runners-up in the Middlesex Cup and GSA 7-a-side tournament.
- U12 B team were runners-up in the South Hampstead tournament.
- U13s reached quarter-finals (ISFA Cup), semi-finals (Middlesex and Sisters n Sport), and won the ISFA Essex



U13 Football ISFA Regional Winners 2025

'THE BREAKTHROUGH FOOTBALL SEASON SAW CHANNING DEBUT IN PRESTIGIOUS COMPETITIONS, WITH U12S REACHING THE LAST 32 IN THE ESFA CUP AND U13S HEADING TO THE NATIONAL FINALS.'

Region 7-a-side. They now head to the national finals at St George's Park.

- U14s and U15s had extensive fixtures but exited in early rounds.
- First XI made their debut, facing ISFA finalists St Joseph's College and showing great resilience.

Looking Ahead:

This season, 77 girls represented Channing in one or more fixtures. We're aware of the need for more opportunities for non-A team players and have arranged additional friendlies for 2025/26. Long term, we aim to field full teams at U12–U18 level, with regular fixtures throughout the season.





U13A Netball Team at GAS Condoval Hall Netball Tournament

NETBALL AT CHANNING

Condoval Hall Tournament – U13

By Iris F

Nine girls travelled to Condoval Hall for a residential netball tournament, playing matches interspersed with outdoor adventures. Despite a mixed record, including a big win over Bedford Girls and a challenging game against Godolphin and Latymer, the team qualified for the second-tier cup. Sadly, poor weather cancelled the final day, but students enjoyed climbing, ziplines, laser tag and more. A fantastic and memorable weekend!

Haringey League

Our U12A and U13B teams competed in the Haringey League, gaining valuable experience and improving their tactical awareness and confidence. Both teams worked hard and made excellent progress across the season.

Sisters n Sport Netball

Our U13A team reached the quarter-finals of the Sisters n Sport Shield competition, showing determination and excellent teamwork. Matches were thrilling, whether they were dominant victories or close finishes. We are very proud of their achievement.

Middlesex County Schools

In October, our U15 and U16 teams competed in the

County Schools Tournament, putting in strong performances against top local teams but just missing out on progression. In spring, our U12 and U13s competed in the Middlesex Schools Tournament. The U13s made it to the quarter-finals, while the U12s impressed in their debut competition, gaining valuable experience and insight.

TALENTED ATHLETES AND SPORT AT CHANNING

This year, Channing students have shown incredible passion, skill and resilience across every area of school sport. We've also seen outstanding individual achievements from students representing elite programmes including:

- Tottenham Hotspur FC Youth Pathway
- London Pulse Hub
- London Mavericks Futures and U17 Academy
- Middlesex County Netball
- Middlesex Cricket

We are proud of every student who has trained, competed and grown through sport this year – whether on home soil or national platforms. As we look ahead to 2025/26, our aim remains clear: to grow participation, nurture excellence and continue making sport at Channing inclusive, exciting and empowering.

Head of Junior School's Report

AT THE JUNIOR SCHOOL, WE TALK A LOT ABOUT JOURNEYS. NOT JUST PHYSICAL JOURNEYS TO RESIDENTIALS AND DAY TRIPS, BUT PERSONAL ONES – THE STEADY, JOYFUL GROWTH WE WITNESS IN EVERY GIRL FROM THE MOMENT SHE ARRIVES IN RECEPTION TO THE DAY SHE MOVES ACROSS THE ROAD TO THE SENIOR SCHOOL.



DINA HAMALIS
HEAD OF THE
JUNIOR SCHOOL

THIS IS MY seventh year as Head of the Junior School, and one of the greatest privileges of the role is seeing that journey unfold. The girls who joined us on my very first day as bright-eyed Reception children are now the poised, confident young people preparing to take their next steps. To have watched them grow, year by year, into such thoughtful and capable individuals has been a joy.

In my office sits a set of seven wooden stacking dolls. Each one represents a year of a Channing girl's time at the Junior School. From the tiniest doll – our 4- and 5-year-old Reception girls – to the eldest 10- and 11-year-olds in Year 6, they are a visual reminder of how much our girls grow in confidence, independence and character.

One of the great joys of my role is getting to know each girl personally. In the autumn term, I host tea parties for Reception girls in their House groups, six at a time, to

share juice, cake and conversation. Girls joining in other year groups also attend, often with a buddy, giving me the chance to connect with them early on. At the other end of the school journey, I hold 'Moving Up' tea parties with Year 6 girls, where they reflect on their time at Channing and share what they've loved and what we might do even better.

These moments are part of what makes Channing so special: a school where every child is known, valued and encouraged to thrive.

Transition is an important part of school life, not just for those joining us but for every girl moving up year to year. Each summer, all Reception to Year 5 girls take part

in Moving Up Morning, where they spend time with their new Form Teacher, Teaching Assistants and classmates. For our new girls, it's a chance to begin making friends and feel part of the community before the term even begins.

'TO HAVE WATCHED THEM GROW, YEAR BY YEAR, INTO SUCH THOUGHTFUL AND CAPABLE INDIVIDUALS HAS BEEN A JOY.'





All smiles at the Year 6 Moving Up Tea Party

Every year, new girls receive a version of *Connie's First Day*, a storybook written by the girls that introduces the routines and spaces of the school. Named after our motto Conabor (Latin for "I will try"), the story reflects our belief that every girl can take on new challenges when she feels supported and secure.

The Channing Promise, written and updated this year by our Junior and Senior School girls, is central to life here. It encourages all members of the community to treat others with respect and kindness, to show awareness of others' feelings and to make the most of opportunities with a positive and appreciative attitude.

Alongside the Channing Promise, we nurture eight Channing Characters, which help the girls navigate daily life with confidence, purpose and joy. These are: Resilience Robin, Perseverance Squirrel, Empathy Rabbit, Responsibility Badger, Bravery Mole, Independence Owl, Respectfulness Hedgehog and Curiosity Fox.

The characters are deeply embedded in our teaching and pastoral support. Girls, staff and parents refer to them during classroom reflections, in leadership roles and when resolving friendship issues. They serve as both guideposts and mirrors for personal growth.

Our curriculum is designed to spark curiosity, stretch thinking and provide space for each girl to find her voice. Specialist teaching, hands-on experiences and an extensive co-curricular programme all contribute to this.

Girls take part in a wide range of clubs, from music technology and cheerleading to baking and debating. We offer residential trips starting from Year 3, and day trips throughout the year that link to and extend their

'WE ARE PROUD OF HOW THE GIRLS SUPPORT ONE ANOTHER AND EMBRACE NEW CHALLENGES - WHETHER IT'S TRYING OUT FOR A TEAM, PERFORMING IN A PLAY OR HELPING A NEW FRIEND SETTLE IN.'

classroom learning. Leadership is encouraged through roles such as School Council representatives, Channing Character Champions, and Sports and Performing Arts Leaders.

We are proud of how the girls support one another and embrace new challenges – whether it's trying out for a team, performing in a play or helping a new friend settle in.

Channing is a community of pupils, staff, governors and families who work in partnership to ensure each girl feels known and supported. From the teddy bear gifted to Reception girls by the Channing Association to the House-coloured water bottles they receive, to the many opportunities parents have to get involved – we know that feeling part of something bigger matters.

We are grateful to every parent for the trust you place in us. Whether your daughter joined this year or several years ago, her journey through the Junior School is unique – and we are honoured to walk it with her.



Art & Design Technology



ROB FELLOWS
ART & DESIGN
TECHNOLOGY LEAD

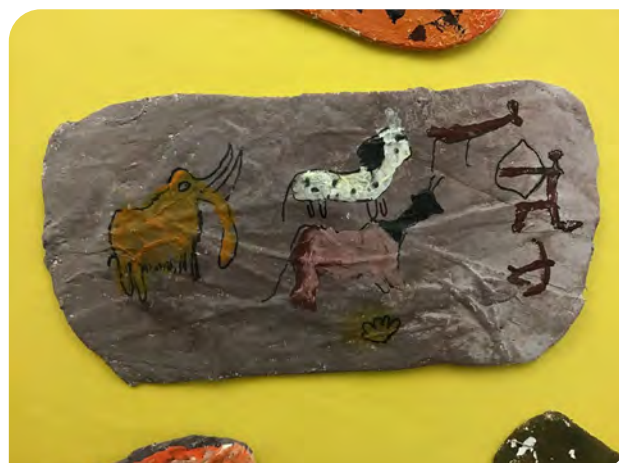
IT'S BEEN AN EXCITING YEAR OF CREATIVITY AND INNOVATION IN THE JUNIOR SCHOOL'S ART, DESIGN & TECHNOLOGY DEPARTMENT, WHERE PUPILS HAVE TACKLED A WIDE ARRAY OF HANDS-ON, IMAGINATIVE PROJECTS.

THROUGHOUT the year, pupils have explored the work of a diverse range of artists, both past and present. In Art lessons, our girls studied the bold dots of Yayoi Kusama, the thought-provoking street art of Banksy, and the expressive cut-outs of Henri Matisse. These artistic icons provided inspiration for the girls' own interpretations, created using various media and techniques. These studies not only deepened their understanding of artistic expression but also encouraged them to find their own creative voice.

A highlight this year was the introduction of a topic on Stone Age art. Year 3 pupils were transported back in time as they examined the imagery created by early humans. They made their own 'cave' panels using Modroc to add texture and authenticity to their designs. This immersive project offered a fascinating intersection of history and art, and the children relished the opportunity to create something both tactile and visually impactful.

Design & Technology lessons have also been a hive of activity and invention. In Year 5, pupils combined creativity with technology by designing and making night lights. They were introduced to coding software, which allowed them to programme colour sequences for the lights within their structures – blending engineering and aesthetics in a modern learning experience. Year 3 pupils enjoyed designing and constructing their own marble runs, learning about forces, motion and the importance of precise construction.

Meanwhile, Year 6 pupils took on the challenge of upcycling old clothes into new and useful items. This eco-conscious project sparked discussions about waste reduction while developing valuable sewing and design skills. They also visited the 'Little Hands Design' studio, where they turned unwanted school uniform into adorable plush toys using sewing machines. This hands-on experience was not only fun but also highly rewarding, giving the children a sense of pride in reusing and repurposing materials.



Year 3 cave art



Year 5 Ceramics workshop

Food Technology brought another delicious dimension to the curriculum, with Year 4 pupils creating healthy and colourful Hawaiian poke bowls. These tasty and nutritious creations allowed the girls to explore seasonal vegetables, knife skills and presentation – and they thoroughly enjoyed sampling the fruits of their labour!

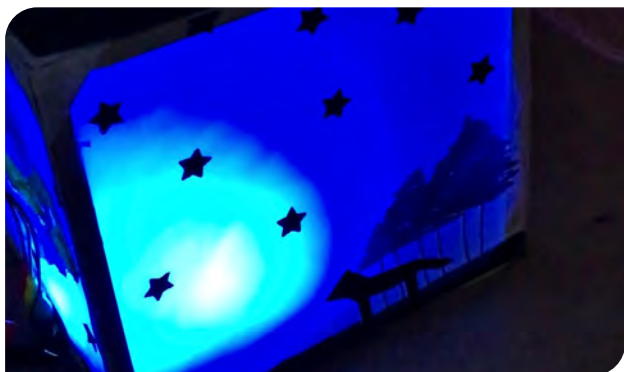
Workshops and cross-curricular opportunities further enriched the children's experiences. Year 5 pupils ventured into the Senior School's Ceramics Department, where they created beautiful tiles inspired by the designs of William Morris. This gave them a valuable opportunity to work with clay and learn new techniques in a specialist environment.

The entrepreneurial spirit was also alive and well, as our eldest pupils took part in the Junior Entrepreneur Programme. They worked collaboratively to develop two successful mini-businesses: one class designed and produced colourful hair bows, while the other crafted charm bracelets. These handmade items were a huge hit with their peers and sold out quickly during playground sales. The project offered invaluable insight into product design, marketing and teamwork – skills that extend far beyond the Art & DT Room.

We are also incredibly proud of our budding artists whose work was selected for display in prestigious competitions. A number of pupils had their artwork chosen by judging panels for the Young Art competition, exhibited at the @OXO Gallery, and the Fourth Plinth Schools Awards, displayed at City Hall. These accolades are a testament to the exceptional talent and dedication within our school community. Our pupils and staff also took part in a school-wide photography competition on the theme 'Living in

London'. Girls were encouraged to think outside the box, and we were delighted by the images submitted. It was a real challenge for the judges to pick winners from the high-quality array of entries on display in the Junior School on Founders' Day.

From cave walls to ceramic tiles, and from poke bowls to programmable lights, it's been a wonderfully creative and dynamic year. The Junior School Art and Design & Technology department has provided endless opportunities for exploration, innovation and expression. We are proud of every pupil's achievements and look forward to another year filled with imagination and artistic adventure!



Year 5 Night Light DT project



Fourth Plinth art competition winner



DULCIE WRIGHT
CHARITY & SCHOOL
COUNCIL LEAD

Charity & School Council

THIS YEAR, Channing pupils, staff and families have gone above and beyond in showing kindness and compassion, raising thousands of pounds for a range of charities and supporting those in need both locally and globally.

A standout effort was our fundraising for Just One Tree, a reforestation charity tackling climate change through global tree planting. Pupils learned about collective action and environmental responsibility, raising funds through a sustainable book swap that encouraged sharing and recycling.

During the festive season, our community focused on spreading joy to those who need it most. Money raised through collections at school performances for Christmas Day at Jacksons Lane helped create a special day for individuals who might otherwise spend the holiday alone. Generous contributions also supported Rosslyn Hill Chapel's Food Kitchen, providing essential supplies to families facing food insecurity. Our productions not only showcased incredible talent, but also became meaningful opportunities to support important causes: every ticket sold made a real difference.

National charities felt the Channing spirit, too. Through non-uniform days, we raised funds for Save the Children and the NSPCC.

One particularly touching initiative was our participation in the Jellycat Appeal, supporting The Toy Project. Pupils donated their cherished Jellycat soft toys, giving them new homes with children in need of comfort. This simple act of kindness showed how even small gestures can have a big impact.

Through all these efforts, one message has been clear: Channing cares. Our pupils are learning that charity goes beyond donations – it's about empathy, action and making thoughtful choices. Whether supporting global initiatives or lending a hand locally, our school community continues to demonstrate the true power of kindness.



Save the Children Christmas Jumper fundraising



Computing



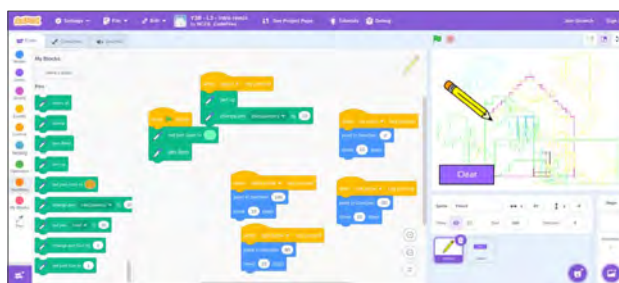
LACHIE JANES
COMPUTING &
DIGITAL SAFETY LEAD

THIS YEAR, Computing at the Junior School has continued to thrive, equipping pupils with essential digital skills while fostering a strong understanding of online safety. Through dedicated Computing lessons and the seamless integration of technology across the curriculum, pupils have engaged with a variety of virtual learning platforms, using them to share their work, receive feedback, and complete assignments.

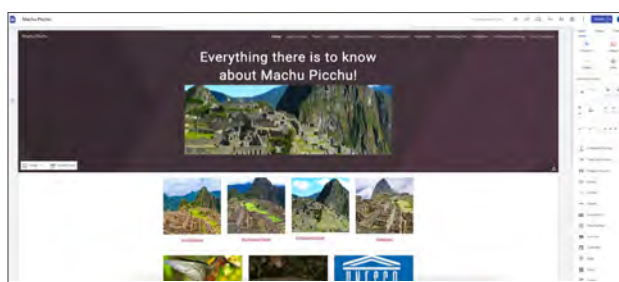
In EYFS and Key Stage 1, pupils have been enthusiastically using iPads alongside Seesaw to document and showcase their learning, while Year 2 have taken their first steps into touch typing on Chromebooks. Key Stage 2 pupils have further developed their digital fluency using Google Classroom to organise their work and have become increasingly confident when using Google's suite of tools, including Docs, Slides, Sheets and Forms. This year, the school also expanded its use of Canva as a dynamic desktop publishing tool, allowing pupils to present their work in creative and professional ways, both in lessons and for homework.

Technology has enriched learning across all year groups, with pupils engaging in coding through apps such as Bee-Bots, 2Code on Purple Mash, Scratch Junior, and Scratch, before progressing to more advanced programming with Sphero and Marty Robots. Lessons have also made use of technology for interactive quizzes and educational videos that deepened understanding in a range of subjects.

Music lessons have embraced technology, too, with pupils developing both digital literacy and practical composition skills. Key Stage 1 explored the playful possibilities of Chrome Music Lab, Lower Key Stage 2 composed using GarageBand, and Upper Key Stage 2 collaborated on music production in Soundtrap while learning notation in Noteflight. These experiences gave pupils valuable insight into recording, mixing, and structuring music digitally.



Year 3 Computing work



Year 6 Computing work

Online safety remains a cornerstone of our Computing curriculum, delivered through the Jigsaw PSHE scheme and supported by the newly introduced Project Evolve resources. Pupils have engaged in meaningful discussions about navigating the digital world safely, reinforced by Safer Internet Day 2025, which focused on 'Staying Safe Online'. Our Digital Leaders played a key role in promoting online safety, creating an informative video, producing an engaging activity for all classes, and designing striking posters.

Beyond the classroom, extra-curricular clubs such as Minecraft Club, 3D Modelling, and M-Tech have given pupils further opportunities to develop their digital skills. The UKS2 Marty Robot Club proved particularly popular, with pupils programming robots to complete all kinds of unexpected tasks.

As we look ahead, the Junior School remains committed to innovation in Computing, ensuring that pupils not only become adept and responsible users of technology, but also develop the creativity and critical thinking needed for the digital future. By combining technical skills with a strong emphasis on online safety, we aim to empower every pupil to navigate the digital world with confidence and curiosity.

Drama



LUCY LYNCH
DRAMA LEAD

2024–2025 HAS BEEN A VIBRANT AND IMAGINATIVE YEAR FOR DRAMA IN THE JUNIOR SCHOOL. PUPILS FROM RECEPTION TO YEAR 6 HAVE DEVELOPED PERFORMANCE SKILLS, CONFIDENCE AND CREATIVITY THROUGH ENGAGING LESSONS, GROUP ACTIVITIES AND THREE MAJOR STAGE PRODUCTIONS.

RECEPTION pupils delighted audiences with their festive production of *The Jolly Christmas Postman*. This charming adaptation of the popular storybook involved every child taking part in a retelling filled with familiar fairy tale characters, festive songs and simple dialogue. The inclusion of dancing added an extra layer of joy and merriment to the production, making it a memorable experience for all.

In the Summer Term, Year 2 pupils performed a magical version of *The Wizard of Oz*, bringing Dorothy's journey to life with energy and enthusiasm. With colourful costumes, catchy songs and strong teamwork on stage, pupils told the story with confidence and clarity. This performance showcased their creativity, ensemble work and growing stage presence – creating special moments for their audience to cherish.

Year 6 pupils dazzled on stage in their Spring Term production of *Mary Poppins Junior*. They gave a polished and professional performance, featuring strong lead roles, confident ensemble numbers and complex choreography. The production also gave pupils the chance to demonstrate leadership and teamwork behind the scenes, taking on roles involving props, costume, hair and make-up, as well as set changes. It was a captivating showcase of talent and collaboration – and a true celebration of their creativity and progress throughout their time at the school.

Lessons provide an inclusive environment for all pupils, with a focus on developing key drama skills, performance etiquette, and the ability to articulate themselves with

confidence, value others' opinions and work harmoniously in groups. Pupils across all year groups build drama skills appropriate to their age and stage. In Reception and Key Stage 1, learning through imaginative play and storytelling helps to build early drama and communication skills. Cross-curricular links with English, Music, PSHE and History make learning more meaningful and engaging. In Key Stage 2, peer performance opportunities allow pupils to learn and deliver scripted dialogue. Schemes of work based on Royal Opera House productions such as *The Nutcracker* and *Alice in Wonderland* have enabled pupils to explore dance, singing and musical theatre techniques.

Beyond the classroom, our Key Stage 1 and Key Stage 2 Drama Clubs offer pupils further opportunities to develop their improvisation and performance skills through vocal warm-ups, immersive storytelling, script work and devised pieces with costume and props. Assembly showcases, introduced this year, have given pupils the chance to present their work in front of a supportive audience.

From taking part in Michael Rosen poetry recitals, to learning about the origins of silent film and the conventions of slapstick, to creating their own movie trailers using iMovie and delving into the Shakespearean world of *A Midsummer Night's Dream* – the Drama curriculum at Channing gives pupils the freedom to express themselves creatively and fosters a collaborative spirit in a safe and supportive environment.

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

Spring term production of 'Mary Poppins'



English



SARAH MCHARD (EY & KS1)
JOSÉ WESTERMAN (KS2)
ENGLISH LEADS

THIS YEAR has been a vibrant celebration of creativity, imagination and a deepening love of literature throughout the Junior School. Our girls have immersed themselves in a rich tapestry of exciting activities – from honouring beloved authors to crafting original stories and exploring complex ideas through poetry. A true highlight has been the flourishing success of our Reading for Pleasure initiative, which has sparked immense enthusiasm and helped cultivate a lifelong love of books.

Nurturing Foundational Skills and Engaging Our Community

During the Autumn Term, our Parent Talks offered a comprehensive insight into our holistic approach to English. Parents learned how our teaching of reading, writing and spelling is rooted in the latest evidence-based best practices. We showcased how homework thoughtfully balances engaging paper-based activities with effective online tasks, ensuring a well-rounded and impactful learning experience for every child.

A spectacular moment for the entire school was World Book Day. The MUGA transformed into a vibrant

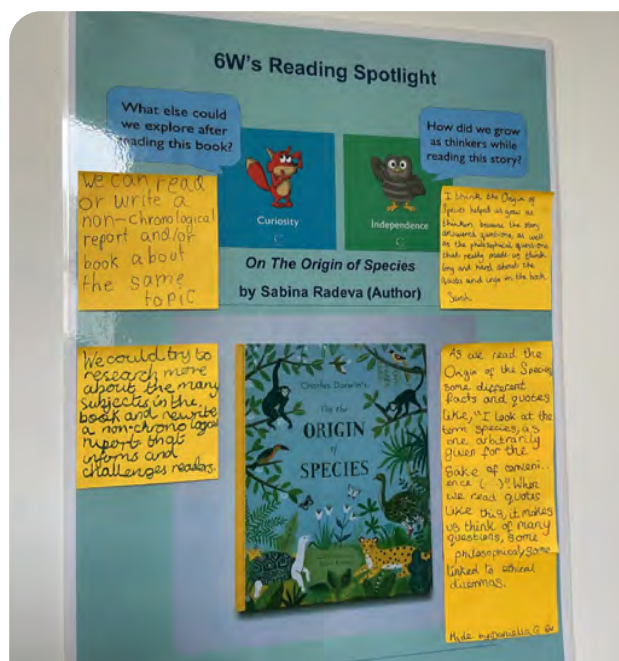
‘A SPECTACULAR MOMENT FOR THE ENTIRE SCHOOL WAS WORLD BOOK DAY. THE MUGA TRANSFORMED INTO A VIBRANT KALEIDOSCOPE OF CHARACTERS FOR OUR COSTUME PARADE, AS STUDENTS AND STAFF PROUDLY SHOWCASED THEIR FAVOURITE LITERARY FIGURES.’

kaleidoscope of characters for our costume parade, as students and staff proudly showcased their favourite literary figures. We were thrilled to welcome acclaimed author and poet Joseph Coelho, whose online visit captivated and inspired students with his enthralling storytelling and poetry. Years 5 and 6 tested their literary wits in the National Literacy Trust’s Great Big Footy and Booky Quiz, while in the playground, “Guess the Number of Pages,” hosted by Ms Jupp and our enthusiastic Library Leaders, drew eager queues. Throughout the day, the school paused for “Drop Everything And Read” moments, fostering a calm, focused atmosphere steeped in stories. Our dedicated Library Leaders also shone, leading delightful story times for Reception classes, and assemblies across the school echoed with the power of books. Meanwhile, students in the library collaborated to create imaginative “big books.”

Our commitment to fostering a genuine love of reading extends beyond specific events. The “Reading Spotlight”



Year 1 World Book Day book blanket



Year 6 Reading spotlight poster



posters have truly transformed our school's reading culture. Thanks to dynamic QR codes (in KS2) and insightful reviews from children and staff, these displays actively promote higher-order thinking and spark spontaneous, informal book talk. Girls, parents and visitors alike have commented on how they introduce new authors and genres. This initiative has also provided teachers with invaluable insights into the girls' reading preferences and a fresh awareness of contemporary authors resonating with them, enriching daily read-aloud sessions and fostering a lively literary buzz. This summer term, we've even seen the magic of reading blossom in the playground, as girls enthusiastically choose books for outdoor reading – a relaxed environment that undeniably fuels a love of stories.

A Journey Through Creative Writing and Rich Texts

Throughout the year, we have seamlessly woven creative writing into our curriculum, linking it meaningfully with other subjects and enriching our English learning experience at every stage. For example, Reception was captivated when Beegu's (Alexis Deacon) spaceship crash-landed in their outdoor area, sparking curiosity, empathy and imaginative storytelling through letter writing. Year 1 found inspiration in Mini Grey's *Traction Man*, creating deliciously villainous characters that culminated in a vibrant class assembly. Year 2 delved into Roald Dahl's *George's Marvellous Medicine*, which stimulated descriptive writing rich with powerful adjectives and alliteration, inspiring independent reading at home.

Year 3 journeyed through time and across continents – from ancient Greece and Egypt with *The Egyptian Cinderella* to the Stone Age in *Stone Age Boy*. Their curiosity was piqued by Ted Hughes' *The Iron Man* and the mischievous

'WE ARE INCREDIBLY PROUD OF THE ENTHUSIASM AND DEPTH OUR GIRLS HAVE SHOWN, LAYING A ROBUST FOUNDATION FOR THEIR FUTURE LITERARY JOURNEYS.'

Boggarts in *The Spiderwick Chronicles*, before finally meeting the remarkable heroines of *Charlotte's Web*. Year 4 used Michael Morpurgo's *My Friend Walter* as a springboard for diverse writing, including diary entries, information texts and vivid descriptive narratives. Their exploration of Varjak Paw also culminated in a memorable assembly.

Year 5 immersed themselves in a rich selection of core texts. Their study of *Street Child* was enhanced by a visit to the Ragged School Museum, connecting them to the real-life Jim Jarvis. *The Girl Who Stole an Elephant* inspired thrilling chase scene writing, while the long-time favourite *Skellig* allowed pupils to explore atmospheric poetry about its mysterious, suit-wearing angel.

Finally, Year 6 embarked on incredible journeys through time – braving mythical seas with *The Odyssey*, which sparked a philosophical autumn assembly; experiencing WWII through Emma Carroll's *Letters from the Lighthouse*, creating insightful character profiles; and, inspired by Darwin's *On the Origin of Species*, tackling complex concepts by researching animal migration – even connecting to Aristotle's ancient ideas!

It truly has been a year of inspiring discoveries and profound growth in English. We are incredibly proud of the enthusiasm and depth our girls have shown, laying a robust foundation for their future literary journeys.



Tummy-warming hot chocolates in Forest School



CHRIS RICH
FOREST SCHOOL LEAD

Forest School

THIS YEAR, Forest School has once again been a place of wonder, learning and growth for our Junior School pupils. In our mature woodland, full of beech, holly, laurel and yew trees, sessions have provided rich, hands-on learning experiences that have nurtured a deep respect for the natural world. Whether under golden autumn leaves or wrapped in winter scarves with mugs of hot chocolate, the girls have embraced nature with healthy curiosity.

A core part of Forest School is the development of practical, hands-on skills. The girls have learned to use tools safely and confidently – from potato peelers for whittling decorative wands, to bowsaws for cutting branches and loppers to chop up discarded Christmas trees. These activities not only build coordination and resilience, but also foster responsibility and independence. It's been a joy to see pupils supporting one another – guiding a friend with a new tool, or working together to build a sturdy den from branches and tarpaulins.

Artistic expression has flourished in our woodland classroom. Inspired by the natural sculptures of Andy Goldsworthy, pupils created beautiful land art using leaves, stones, twigs and petals. These temporary installations encouraged close observation of natural patterns and

textures, offering a calm, reflective contrast to the more active elements of the sessions.

Adventure and play have been ever-present. Tree climbing, rope sliding and navigating a rope bridge between trunks gave the girls the chance to test their limits in a supportive environment. Games such as sardines – enhanced with camouflage nets – turned the woods into a living playground. In sensory activities, blindfolded pupils used their hands to identify trees by their bark and leaves, building confidence and deepening their connection with the natural world.

Wildlife observation has been a quiet highlight. While studying the pond, pupils discovered frogs, newts and a range of aquatic insects. During winter birdwatching – especially as part of the RSPB Big Schools' Birdwatch – the girls spotted robins, magpies, woodpigeons and even bright green parakeets. On one particularly still morning, a small group noticed movement near a quiet patch of undergrowth, catching a fleeting glimpse of fox cubs emerging cautiously from a nearby den. These magical moments reminded us all of the richness of life that shares our woodland space.

In spring, pupils created seed bombs to encourage wildflower growth and learned about pollinators and biodiversity. Tree identification using both bark and leaves helped the girls recognise and name many of the species in our forest, deepening their understanding of the ecosystem around them.

Above all, the girls have shown tremendous personal growth throughout the year. Their empathy for one another, care for the environment and joy in shared discovery have been truly inspiring. Forest School continues to offer a space where learning is led by curiosity, where mud is welcomed, and where every pupil leaves with a deeper sense of connection to nature, their peers and themselves.

As always, our thanks go 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.

Geography



SOPHIE SNOWDOWNE
GEOGRAPHY LEAD

THIS YEAR IN THE JUNIOR SCHOOL, OUR BUDDING GEOGRAPHERS HAVE BEEN ON A JOURNEY OF DISCOVERY – EXPLORING NEW PLACES, BOTH NEAR AND FAR, AND DEVELOPING A REAL CURIOSITY ABOUT THE WORLD AROUND THEM.



ACROSS THE school, pupils have enjoyed a wide range of geography-based learning, from map reading and research projects to workshops, trips and talks from parents about their home countries. Whether learning in the classroom or beyond it, the girls have approached each topic with enthusiasm and energy.

In an exciting development, the Junior School site was tracked in February and a Cross-Curricular Orienteering Course was created for pupils. Year 5 led the way in exploring the trail, which spans from the driveway around the school down to the Forest School area. We are looking forward to embedding the course into our curriculum next year, linking it with all subject areas and enhancing outdoor learning experiences for pupils.

Reception pupils began the year by getting to know their new school – after all, learning how to find your way around is an essential first step! In Year 1, the girls discovered what life is like in the North and South Poles and headed outside to explore their Wonderful Weather topic, while Year 3 explored the features of rivers, with a particular focus on the River Nile.

The Spring Term saw Year 2 diving into the geography of the British Isles. Meanwhile, Year 4 and Year 5 broadened their horizons with topics on Kenya and India. These studies involved learning about the climate, daily life and culture of these countries, then drawing comparisons to life in the UK. A huge thank you to the parents who came in to share their personal stories about life in other countries – these talks brought the topics to life and added a wonderful real-world dimension to the girls' learning.

Above: Geography at Channing exemplifies our Fearless Learners approach, fostering curiosity and confidence in exploring the world around us

In the Summer Term, the Reception girls returned to the themes of India and Kenya through their Once Upon a Time topic, thinking about the similarities and differences in stories, homes and everyday life around the world.

Year 5 had an unforgettable experience at PGL. During their two-night residential stay, the girls enjoyed navigating their way around the site. Activities included fieldwork skills, the giant swing, abseiling, orienteering and even a spot of archery training!

Year 6 finished the year with a trip to the Isle of Wight to study coasts and erosion. A boat tour around The Needles gave them a close-up look at sea stacks, stumps and other dramatic coastal features. The sea was calm, the learning was exciting, and the chair lift ride to the beach was an absolute hit!

It's been a fantastic year for Geography across the Junior School. From workshops and field trips to cross-curricular learning and hands-on exploration, the girls have built strong geographical knowledge and, more importantly, a deep interest in the world and how it works.

Thank you to all the teachers, parents and pupils who made this year such a success. We're already looking forward to next year, which promises even more exciting topics – including climate change, sustainability and further development of map skills and orienteering.

Here's to another year of adventure, discovery and global thinking!



A Journey Through Time



ALISON FROST
HISTORY LEAD

A YEAR OF HISTORY AT CHANNING JUNIOR SCHOOL

THIS YEAR in History, our pupils have embarked on an exciting journey through time, developing a deeper understanding of different historical periods, their place in the broader timeline, and how the lives of people were shaped by the world around them. Through exploration, artefact investigation, role play and celebration, our young historians have been learning how to piece together the past – one story at a time.

We began the Autumn Term with a powerful and joyful celebration of Black History Month, themed A Carnival of Heroes. With the support of Bigfoot Education, pupils sang, danced and celebrated the achievements of Black men and women who helped shape our society.

EYFS pupils were treated to a memorable workshop based on the story *My Friend Flo*, inspired by the true journey of Floella Benjamin. Through role play and storytelling, our Reception children explored what it meant for a young girl to leave her home in Trinidad and arrive in 1960s London as part of the Windrush generation. The story brought to life themes of friendship, hope and courage, giving our youngest pupils a meaningful and age-appropriate introduction to this important part of history.

In November, Year 6 led a poignant assembly for Armistice Day, commemorating the moment fighting ceased on the Western Front in 1918. At 11am, the school paused in silence to honour not only those who lost their lives in the First World War, but also all those affected by conflict since. The maturity and respect shown by our pupils was deeply moving.

Year 3 took part in an exciting Museum Takeover Day at Lauderdale House, stepping into the shoes of curators and coin designers as they explored the lives of the building's former inhabitants. The opportunity to handle historical artefacts and learn about fascinating figures from the past brought the era vividly to life.

As the new year began, we celebrated a truly special moment: our school's 140th anniversary! At the Junior School, a commemorative lunch was very much enjoyed by the pupils.

Assemblies throughout the year reflected historical themes. Year 3 took us deep into the heart of Ancient Egypt, sharing fascinating facts – including the story of Pharaoh Pepi, who smeared his servants in honey to keep flies away! Year 1 led us on a time-travelling tour of toys through the decades, showing how childhood has changed – and, in some ways, stayed the same – over the years.

Workshops across the school deepened our historical knowledge, from Year 4's thrilling Aztec Day to Year 2's exploration of The World of Flight, and a powerful session with a Holocaust visitor. This offered older pupils a reflective and meaningful engagement, especially poignant as we marked the 80th anniversary of the liberation of Auschwitz-Birkenau.

As the summer term arrived, Year 2 celebrated Monarchs Day in royal style. Dressed in regal attire, they enjoyed a traditional tea party, learning about the kings and queens who have shaped our nation.

Meanwhile, Year 3 marched proudly into Roman Britain with a visit to the site of Verulamium in St Albans. Wearing their Celtic and Roman finery, they explored stunning mosaics, the ancient hypocaust and a treasure trove of Roman artefacts – enriching their understanding of life in Britain under Roman rule.

It has been a truly remarkable year of historical discovery. From ancient civilisations to modern-day heroes, our pupils have explored a diverse and inspiring range of topics. As we look ahead to next year, we can't wait to see where our time-travelling adventures will take us next!

House Activities



DULCIE WRIGHT
HOUSE ACTIVITIES LEAD

THIS YEAR, the Junior School showcased its true house spirit in numerous and meaningful ways. Each of our four houses – Spears, Goodwin, Sharpe and Waterlow – took on the challenge of collecting food donations for the Alexandra Wylie Tower Foundation (AWTF). The AWTF plays a vital role in supporting local families in need, particularly during the winter months when pressures can mount. Thanks to the generous contributions from pupils and their families, this year's food drive was a tremendous success.

Mountains of tinned goods, pasta, rice and treats came pouring in as each house competed in a friendly rivalry to collect the most donations. The results were astounding. Boxes overflowed, and it quickly became clear that every pupil had embraced the spirit of giving. Whether it was a single can or an entire shopping bag, each item helped make a genuine difference. Our school community can be proud of the compassion, teamwork and generosity that made this initiative so impactful.

One of the most memorable moments of the year came just before Christmas, when our Year 6 House Captains had the special opportunity to visit the AWTF warehouse. There, they volunteered their time by sorting through donations, creating care packages and organising supplies for delivery. It was hard work, but also incredibly rewarding. The House Captains returned with glowing reports about how meaningful the experience was and how proud they felt to represent their houses – and the school – in such an important way.



Year 6 Food Bank volunteering



House Buddy Easter form time

Embracing the season's cheer, the House Captains launched their first competition of the academic year: the House Art Competition. In the run-up to Christmas, pupils were invited to give their favourite Channing Character a festive makeover. Creativity flowed across all Key Stages, and eight winning designs were selected to be transformed into unique Christmas baubles – each one destined to be hung and celebrated year after year.

But the year wasn't only about competitions and giving. It was also filled with joy, connection and the celebration of house identity. One of the regular highlights was our House Buddy Form Times, where pupils from different year groups had the chance to bond, support one another and share in the fun. These moments helped foster a strong sense of family and community within each house, with older pupils stepping into mentorship roles and younger pupils finding friendly faces across the school.

A cherished event was our annual 'Blue Tuesday', a heart-warming tradition where House Buddies gather for a hot chocolate and a chat. Connected to the Samaritans initiative 'Blue Monday', it gives pupils time to connect with others. Seeing children from different year groups come together so naturally over warm drinks and warm conversation was a lovely reminder of the strength of our school's community spirit.



House Buddy Brew Tuesday

JUNIOR SCHOOL

Library



CAROLINE JUPP
LIBRARIAN

THE JUNIOR School Library is not only a peaceful space to enjoy reading for pleasure but also a vibrant hub buzzing with activity – from fun challenges and rewards, to a sketch-booking club and colourful displays designed and created by pupils. The library continues to expand its collection with the latest fiction releases, inspirational biographies, dyslexia-friendly titles, manga, and wellbeing books that celebrate neurodiversity, catering to the diverse reading tastes of our pupils.

Over the year, Reception pupils visited the library regularly for story time, enjoying favourites such as *Rabbit Bright* and *Ten Fat Sausages*. Year 1 pupils took great delight in the quirky tales set in Moominland, while Year 2 enjoyed making mini folding museums based on *The Museum of Me*, reflecting their own nonfiction interests and collections. Year 3 and Year 4 pupils grew in confidence as readers, tackling ever longer series such as *Murder Most Unladylike* and *The School for Good and Evil*. Year 5 explored and reviewed different genres of fiction to help inform their reading choices, and Year 6 particularly enjoyed forming book groups, selecting their own sets of books to read and discuss in depth.

Avid Year 6 readers also took part in the Bibliobuzz Children's Book Awards, voting alongside other young readers in Haringey to choose the winning title of 2025: *The Island at the Edge of the Night* by Lucy Strange. Our Bibliobuzz Book Club met weekly to discuss the six shortlisted books, and pupils were invited to Alexandra Palace for a special event to meet the authors, attend book signings, and take part in writing workshops. We were also thrilled to host a Bibliobuzz workshop at school, led by Lucy Strange herself, before attending the exciting awards ceremony.

The highlight of the reading year is always World Book Day – and 2025 was no exception. Pupils and teachers alike dressed up as their favourite book characters and took part in a high-spirited parade. It was a joyful celebration of books, enhanced by a virtual visit from renowned poet and author Joseph Coelho. Each form also wrote and illustrated a giant book inspired by their favourite stories, often including themselves and staff as characters in their imaginative tales.

In May, we held our annual book fair, giving pupils and parents the chance to purchase popular titles and boost engagement with reading. Rewards earned from hosting the fair allowed pupils to select favourite titles for their classroom book corners.

As ever, our Reading Champions and Library Leaders have done a fantastic job in spreading a love of reading across the school. Our Library Leaders have had great fun organising events such as the hugely popular Winter Reading Challenge, while our Reading Champions hosted a special crafting session and book swap to help promote a more sustainable approach to reading.



Year 6's Reading for Pleasure group enjoying their journey through the book 'Amari'



Giant books made by pupils for World Book Day



A successful Book Swap



Maths



ANDREA ALFARO PALACIOS (EY & KS1)
DANI DAVARI (KS2)
 MATHEMATICS LEADS

BUILDING ON the success of last year's Maths Through Stories competition, the Junior School celebrated the joy of numbers and problem-solving with a dedicated Maths Week based on this much-loved theme. A highlight of the week was a captivating workshop led by Curious Maths, where pupils were immersed in mathematical adventures inspired by the delightful picture book *365 Penguins*.

These sessions offered our girls a unique opportunity to explore challenging mathematical ideas in a fun and engaging context, while working collaboratively to solve puzzles embedded within the story. The combination of narrative and mathematics sparked both curiosity and creativity, reinforcing the idea that Maths is not just about numbers but about thinking, exploring and discovering.

Throughout the week, classes also delved into a variety of picture books carefully chosen to align with mathematical concepts appropriate to each year group. This approach brought Maths alive in classrooms across the school, making abstract ideas more tangible and engaging. Whether counting, estimating, measuring or identifying patterns, pupils experienced mathematical learning in ways that were meaningful and memorable, helping them to see the subject as a dynamic part of their everyday lives.

To round off this exciting week, the Junior School once again joined the national celebrations of NSPCC Number Day. Pupils took part in the popular Dress Up for Digits event, arriving in a dazzling array of Maths-themed costumes – from human calculators and number lines to shape superheroes. It was heartwarming to see the imaginative efforts of our pupils, who not only expressed their love of Maths but also raised valuable funds for the important work of the NSPCC. Their creativity and kindness were truly commendable.

In addition to the themed week, our pupils embraced further mathematical challenges during the academic year. In November, children in Years 4 to 6 enthusiastically participated in the Primary Mathematics Challenge (PMC),

a national competition organised by The Mathematical Association, which presents pupils with a variety of thought-provoking, non-routine mathematical problems. More recently, in June, pupils from Years 2 to 4 took on the First Mathematics Challenge, also designed to stretch and inspire young mathematicians. These competitions offer an excellent opportunity for pupils to put their problem-solving skills to the test in a fun yet demanding context. We are incredibly proud of all who took part; they demonstrated persistence, determination and courage. A special congratulations goes to our Year 6 pupils, who excelled in the PMC's Bonus Round, earning well-deserved awards.

Throughout the year, our Mathematics curriculum has continued to be enriched through the Power Maths programme. We have built upon our established foundation, using a mastery-based approach that supports deep understanding and encourages pupils to embrace challenges with confidence. This child-focused programme, grounded in the UK curriculum, promotes active learning through a blend of hands-on activities, pictorial representations and structured discussions. Our pupils have thrived in this environment, developing not just their skills but a resilient and positive attitude towards problem-solving and mathematical thinking.

From the imaginative storytelling of *365 Penguins* to the thrill of national competitions and the structured support of Power Maths, this academic year has offered our pupils countless opportunities to experience the beauty and excitement of Mathematics. It has been a joy to see their enthusiasm grow, and we look forward to building on this momentum in the year ahead.



MFL & Inclusion



ANA JIMENEZ
MFL & INCLUSION LEAD

AT CHANNING, we believe that learning a new language opens doors to understanding different cultures and helps children become confident, curious, and inclusive global citizens. From the moment pupils begin their journey with us, they are immersed in fun, interactive, and meaningful language lessons. Spanish is introduced in Reception, while French begins in Year 3, ensuring a strong foundation throughout the primary years.

Spanish from the Start

In Reception, children learn simple but essential language skills such as greetings, numbers 1–10, and colours. These are taught through songs, games, and visual activities that make language learning exciting and engaging for our youngest learners.

As they progress, Year 1 pupils build on this foundation by introducing themselves, counting to 40, and discussing the months of the year. By Year 2, they are comfortable with numbers up to 50 and begin exploring topics like birthdays, family, pets, and articles such as *el* and *la*.

Year 3 broadens their scope with numbers up to 100, weather vocabulary, and classroom objects. This term, they are learning directions through a lively dance routine.

Year 4 pupils dive deeper into grammar, exploring articles and descriptive language, alongside learning shapes, colours, and famous Spanish artists like Picasso and Miró. They also explore historical contexts such as the Tudors while studying the Spanish alphabet and phonics.

By Years 5 and 6, pupils are mastering complex grammar including verb endings, gender agreement, and regular verb conjugation. Cultural topics such as breakfast foods, Spanish-speaking countries, and festivals enrich their understanding, blending language mechanics with cultural appreciation.

French from Year 3

French starts in Year 3 with essential communication skills: greetings, introductions, numbers to 20, and colours. Pupils learn about fruits and the days of the week through interactive, sensory-based activities.

In Year 4, vocabulary expands to body parts and transport in the autumn term, with the alphabet, dates,

and weather covered in spring. Summer focuses on leisure and sports, all designed to build spoken confidence and listening skills.

Year 5 introduces family members, planets, and verbs, while Year 6 covers school subjects, clothing, and daily habits. By the end of Year 6, pupils confidently discuss seasons, habits, gender rules, and physical descriptions, preparing them well for secondary language learning.

Celebrating Inclusion and Neurodiversity

This year, we proudly celebrated Neurodiversity Week, highlighting the importance of inclusion and recognising each individual's unique strengths. A special project saw students from Year 2 to Year 6 create a vibrant sunflower display representing what makes them special. This beautiful collaboration became a powerful visual reminder of our school values: kindness, tolerance, and respect for all.

Year 6 pupils worked closely with students from Year 12 to bring the sunflower project to life. Through joint art sessions, storytelling, and discussions, pupils not only created something beautiful but also forged inter-year friendships that fostered understanding and empathy.

A whole-school assembly during Neurodiversity Week introduced pupils to important concepts such as autism, ADHD, and other ways brains can work differently. The assembly helped everyone appreciate that while we may learn, think, or communicate in different ways, each person brings something special to our school community. The key message was clear: being different is not a weakness – it's a strength. In-class activities encouraged reflection and expression, allowing pupils to explore what makes them, and those around them, uniquely brilliant.

Looking Ahead

Our language curriculum and inclusive ethos go hand in hand. Whether through greeting someone in a different language or recognising the value of neurodiverse minds, our pupils continually develop skills to help them thrive in a multicultural, diverse world.

With every lesson, conversation, and celebration, we're not just teaching vocabulary – we're fostering empathy, connection, and confidence in every child.



Music

MUSIC IS A VIBRANT AND VITAL PART OF LIFE IN THE JUNIOR SCHOOL; PUPILS ARE OFFERED A RICH AND VARIED EXPERIENCE FROM THEIR VERY FIRST DAY.



MIMI MUNRO
MUSIC LEAD

OUR CAREFULLY sequenced curriculum supports musical development from Reception through to Year 6, combining singing, instrumental work, movement, listening, composing, and performing in a joyful and inclusive environment. From thunderstorm soundscapes in Reception to composing motifs for *Winnie the Pooh* characters in Year 6, every year group embarks on a creative and meaningful journey.

Reception to Year 2: Laying the Foundations

In the early years, we focus on musical awareness through exploration and play. Reception pupils keep a steady beat with action songs and body percussion, and explore sound contrasts such as loud/soft or metal/wood. They begin to use voices and instruments to represent real-world sounds like traffic or rain. So-mi handsigns introduce pitch, and listening to orchestral pieces such as *Storm Interlude* from *Peter Grimes* reveals music's expressive potential.

In Year 1, children refine rhythmic skills through ta, titi, and rest patterns, and begin relating pitch contour to tuned instruments. In projects like *How to Look After Your Dinosaur*, they compose rhythms to match story scenes, explore dynamics, and use simple graphic scores. *The Nutcracker* helps them link music with movement and character.



'FROM THUNDERSTORM SOUNDSCAPES IN RECEPTION TO COMPOSING MOTIFS FOR WINNIE THE POOH CHARACTERS IN YEAR 6, EVERY YEAR GROUP EMBARKS ON A CREATIVE AND MEANINGFUL JOURNEY.'

Year 2 pupils become more confident in ensembles, maintaining ostinati and creating compositions using repetition and pattern. They begin reading melodic notation (m-r-d) and respond with greater nuance to tempo, dynamics, and pitch, laying the groundwork for more advanced skills.

Years 3 to 6: Skill and Imagination

By Year 3, pupils explore more complex musical ideas. A cross-curricular Ancient Egypt unit inspires creative singing, composing, and the production of digital music using GarageBand. Pupils notate rhythms, sing in rounds, and improvise using pentatonic scales and minor chords.

Year 4 covers a broad stylistic range – from blues and fireworks-inspired compositions to djembe drumming and Tudor melodies. Pupils improvise, compose using digital



sequencers, and learn three-part singing. Ensemble playing and instrumental technique continue to grow in confidence.

In Year 5, ukulele playing takes centre stage in the autumn. Spring features Latin American music and ensemble skills, while summer focuses on composing atmospheric “space music” using Soundtrap, tuned percussion, and digital instruments. In Year 6, pupils compose using triads and passing notes, learn chord symbols, and use DAWs to arrange their work. Singing in harmony becomes routine, and lyric-writing projects link music to literacy. The Year 6 musical production is a highlight – this year’s *Mary Poppins* was no exception.

Beyond the Classroom: Performing Together

Our musical life extends well beyond the classroom. A major highlight is the Winter Celebration at St Michael’s Church, a festive concert showcasing our choirs and part-singing in a beautifully atmospheric setting.

In the Summer Term, the Key Stage 2 Showcase Concerts celebrate our thriving extra-curricular music programme. These events feature our mariachi band, folk band, string orchestra, choirs, chamber ensembles, and the ever-popular Breakfast Brass – a joyful celebration of the musical diversity within our school.

We also offer a specialist Year 1 and 2 strings programme, introducing young pupils to violin and cello in small group lessons, supported by our expert string team. From Key Stage 2, pupils may choose to learn from the full range of orchestral instruments in our 1:1 peripatetic programme.

Pupil Voice and Leadership

This year, our Performing Arts Leaders have made a valuable contribution to the department. These pupil ambassadors help plan events, support rehearsals, and offer feedback that shapes our provision. Their passion and leadership ensure

that the music we make reflects the creativity and voice of our pupils.

Whether it’s exploring rhythms on a djembe, writing music for outer space, or singing by candlelight in a historic church, music in the Junior School is an exciting and enriching part of school life. It encourages creativity, confidence, collaboration – and above all, joy.



Pastoral Care



MOLLY BRANT
PASTORAL CARE LEAD

THIS YEAR, we have continued to foster a warm, inclusive environment where every girl feels safe, supported, and empowered to be herself. A strong sense of community runs through all that we do, and the wide variety of leadership roles on offer ensures that every girl has the opportunity to contribute meaningfully to school life. From Reception to Year 6, these roles help girls build confidence and responsibility, modelling leadership in different forms.

Children's Mental Health Week was a memorable occasion. The theme, Know Yourself, Grow Yourself, encouraged the girls to reflect on self-awareness, care, and compassion. Throughout the week, pupils engaged in a variety of thoughtful activities, including yoga, embracing nature, guided meditation, and expressive drawing. The week ended with our joyful 'Dress to Express' day, which gave every girl the opportunity to celebrate her individuality.

Supporting wellbeing remains a central focus. This year, the girls have taken part in several fundraising and outreach events, developing empathy, compassion, and an understanding of their role in the wider community. We were particularly proud of our KS2 pupils who visited Cheverton Lodge Care Home to sing for the residents.

To mark Anti-Bullying Week, the Junior School community came together for a special assembly and engaging form-time activities centred around the themes of kindness, inclusion, and respect. Wearing odd socks offered a simple yet powerful reminder of the importance of celebrating differences and standing up for others. These themes are closely aligned with our Unitarian values, encouraging girls to reflect on empathy, acceptance, and compassion in their everyday interactions.

Our commitment to digital wellbeing was strengthened through a parent workshop led by Dr Kathy Weston from Tooled Up. The session explored the complexities of smartphones and provided practical advice to support children in navigating the online world with balance and confidence. It prompted valuable conversations between home and school about the opportunities and challenges of growing up in the digital age.

Transition support is a key part of school life, helping girls feel confident and prepared for what lies ahead. Our annual 'Moving Up Day' offers the girls the chance to meet their new Form Teachers and classmates in a positive, relaxed setting. Alongside this, our 'New Families' Morning' gives incoming girls and their families a warm welcome and the chance to explore the school and make early connections.

To complement these events, we continue to share age-appropriate versions of *Connie's First Day* for all girls joining Channing. It offers new girls a helpful and engaging way to explore key areas of the school before they begin



Aiming high in the Yoga studio

their Channing journey. In September, our Reception girls were thrilled to hear the story read aloud on their first day, offering familiarity and an instant sense of belonging.

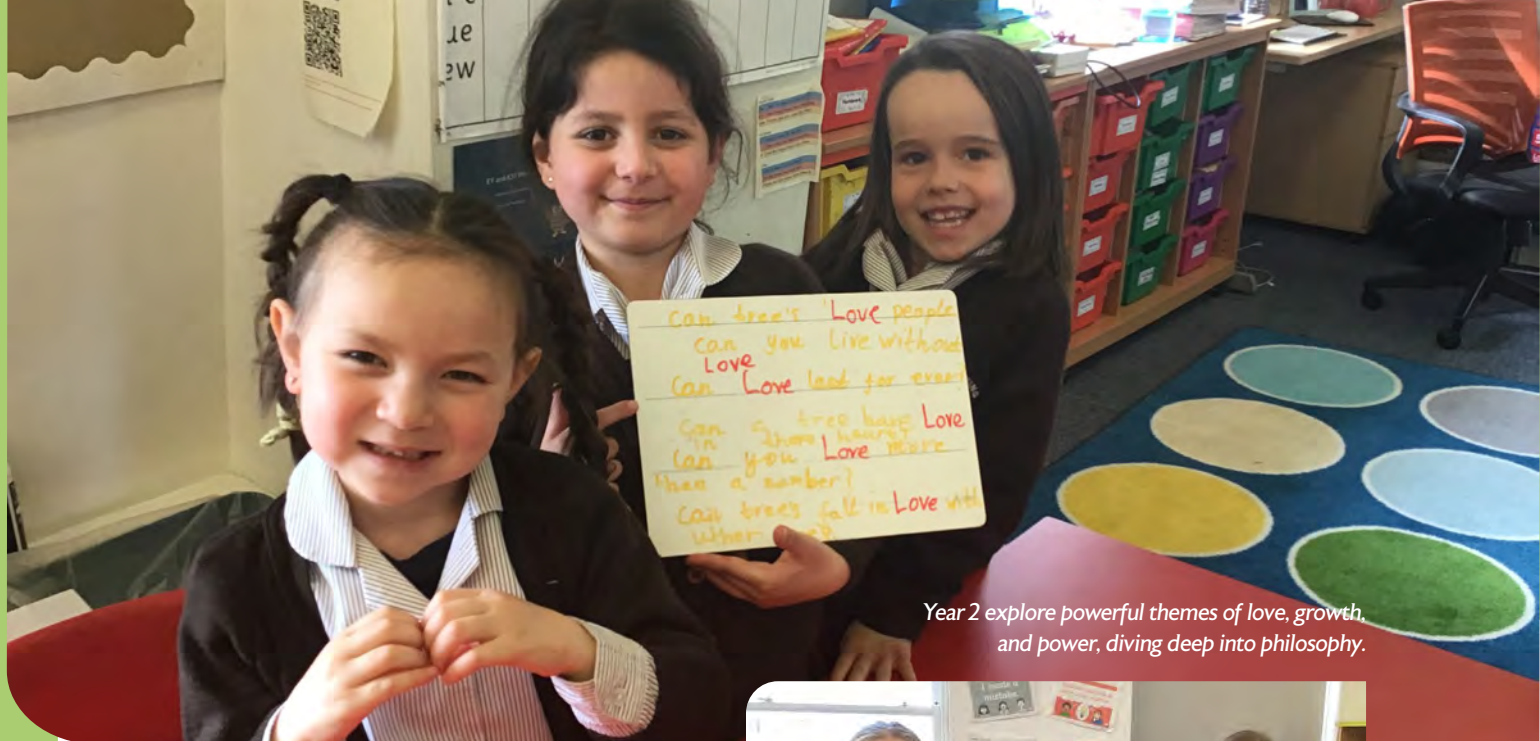
Our unique setting beside Waterlow Park continues to enrich our curriculum in countless ways. Forest School remains a much-loved aspect of school life, offering girls opportunities to explore, reflect, and connect with nature through hands-on learning. The embedding of Channing Character themes into Forest School helps the girls connect their personal development with their natural surroundings.

Our Channing Character Champions have worked closely with Miss Hamalis to enhance character education, while School Councillors have taken their responsibilities seriously, leading initiatives such as clarifying playground rules, conducting a whole-school survey, and reviewing the school's calm spaces. Their input has helped ensure that all voices are heard and valued.

Our Head Girls have led by example, presenting weekly awards and welcoming visitors with warmth and confidence. House Captains and their Year 5 Deputies have brought great energy to their roles, rallying their peers and celebrating achievements with pride. In the Library, Reading Champions and Library Leaders have inspired a love of reading through book recommendations and engaging displays. Sustainability Officers promoted eco-friendly habits with initiatives such as their popular summer bike and scooter wash.

Our Digital Leaders have helped ensure technology is used safely and creatively across the school, while Sports Leaders have promoted teamwork, participation, and a healthy lifestyle. A highlight of the year was the introduction of the Performing Arts Leader role. These pupils supported various events and confidently narrated the Reception Winter Production, inspiring our youngest performers.

Each of these leadership opportunities fosters key life skills such as teamwork, public speaking, and empathy. We are incredibly proud of how the girls have embraced their roles with enthusiasm and integrity. As we look back on a rich and joyful year, it is clear that leadership, kindness, and community continue to thrive at Channing.



Year 2 explore powerful themes of love, growth, and power, diving deep into philosophy.

Philosophy



CHARLOTTE ROBERTSON
PHILOSOPHY LEAD

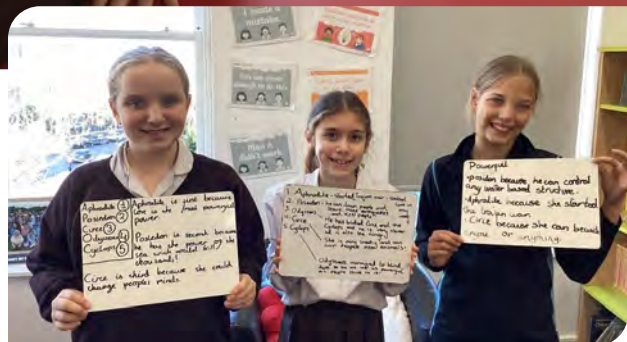
EVER WONDERED what makes a true philosopher? According to Stephen Fry, patron of SAPERE (soon to be rebranded as 'Thoughtful'), it's not about having all the answers to life's toughest questions – it's about asking the right ones. This powerful insight is at the heart of our Junior School's Philosophy programme, where pupils are encouraged to challenge, reflect, and, most importantly, question the world around them.

This year marks an exciting shift for SAPERE, the charity that has inspired our philosophical journey. As they embrace their new name, they continue to promote philosophical inquiry as a vital tool for personal growth, critical thinking, and lifelong learning. We were thrilled to integrate this approach into our curriculum; it has helped to foster a deeper understanding of the world and has cultivated essential life skills in our young learners.

In our Philosophy lessons, we've been diving into some of the trickiest, most thought-provoking questions. The 4Cs of Philosophical Thinking, a core concept from SAPERE/Thoughtful, stand for Caring, Collaborative, Creative, and Critical thinking. These form the backbone of the P4C (Philosophy for Children) method, empowering pupils to think deeply, express themselves thoughtfully, and engage in meaningful, reflective discussions.

One of the most exciting aspects of our Philosophy curriculum has been each year group's exploration of 'big ideas' – concepts that philosophers have wrestled with for centuries. From the moment they begin their journey with us, our pupils are encouraged to explore these abstract ideas in ways that are both meaningful and age-appropriate.

Reception began their philosophical thinking by sharing their ideas about happiness. Year 1 explored the many dimensions of friendship – what makes a good friend and why friends matter. Year 2 grappled with the powerful themes of love, growth, and power, while Year 3 tackled the eternal tension between truth and belief – what do we



know and what do we only think we know? Year 4 examined hierarchy in societies, discussing fairness, leadership, and who gets to make the rules, whilst Year 5 explored the tricky terrain of deceit and bravery, challenging each other to think about courage and consequences. Finally, Year 6 centred some of their enquiries around beauty. Their discussions spanned aesthetics, envy, belonging, and the idea that beauty might be more than skin deep.

Before diving into these big topics, each class began by setting their own ground rules for enquiry. These agreements help to foster a safe, respectful, and open-minded environment – where every voice is valued, and curiosity is celebrated. With these foundations in place, pupils felt empowered to express their thoughts, listen to others, and challenge ideas in a spirit of shared discovery.

As we further embed Philosophy into our curriculum, our pupils are also developing their ability to self-reflect. Whether as individuals, in small groups, or as a whole class, pupils regularly assess their progress in the 4Cs of Philosophical Thinking. These skills are central not only to academic success but also to navigating the world with confidence and compassion.

PSHE



KATIE MARSHALL & MONICA GRAYSON
PSHE & EMOTIONAL MANAGEMENT LEADS

AT CHANNING, we believe that learning goes beyond reading, writing, and mathematics. Helping girls understand their feelings, build strong friendships, and make kind choices is just as important. That's why the PSHE and Emotional Wellbeing Curriculum is a key part of Channing life. This year, we've continued using the Jigsaw Programme and introduced something new and exciting: our Friendology Programme. Together, these programmes have made a big impact on how we support each other in school.

What is PSHE and Why Does It Matter?

PSHE stands for Personal, Social, Health, and Economic education. It's a subject that helps children develop the knowledge, skills, and understanding they need to lead confident, healthy, and independent lives. It also helps them become responsible and caring members of the community. At Channing Junior School, our PSHE lessons help us talk about feelings, friendships, families, and staying safe. It's where we learn how to take care of ourselves and how to treat others with kindness and respect.

The Jigsaw Programme

We have been using the Jigsaw PSHE Programme for several years now, and it's become a familiar and supportive part of our school week. Jigsaw is designed to help children develop emotional literacy, resilience, and a strong sense of identity. Each year group works through six exciting 'puzzles' or topics across the school year, including:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Each lesson begins with a calm meditation, giving the girls time to relax, focus their minds, and prepare for thoughtful discussion. These mindfulness activities have become a much-loved part of PSHE, helping the girls feel grounded and ready to learn. Lessons also include games, stories, and sharing time, all designed to help the girls understand their feelings and build confidence. The programme teaches that it's okay to feel different emotions and shows positive ways to handle them.

A New Addition: The Friendology Programme

This year, we introduced the Friendology 101 programme for the very first time – and it has been a big hit! Friendology is all about helping the girls become "friendship ninjas" –



people who understand how friendships work and how to make them better. The programme gives the girls clear language and strategies to build positive friendships and manage tricky social situations.

One of the most exciting parts of Friendology is the use of shared language. Terms like "friendship fires," "Talk-it-Out," and "Friend-o-Meter" have become part of everyday conversation in our classrooms and during lunch and break times. These terms help the girls talk more clearly about what's happening in their friendships and work out how to solve problems in positive ways.

We've seen a huge improvement in how the girls support each other, speak up for themselves, and sort out conflicts calmly and respectfully. Teachers have also noticed that the girls are more reflective and thoughtful about their friendships. They're using the skills from Friendology not just in school but beyond the classroom too.

Why Emotional Wellbeing Matters

Learning how to look after our emotional wellbeing is an essential life skill. The Jigsaw and Friendology programmes help us create a safe and caring environment where every girl feels seen, heard, and valued. By giving the girls the tools to recognise and manage their emotions, solve friendship issues, and make responsible decisions, we are setting them up for success in all areas of life.

As one of our girls put it:

"Friendology helped me understand how to be a better friend and how to stop little problems turning into big ones."

We're proud of the way our girls have embraced these lessons and applied them in real life. The success of the Friendology programme this year shows how powerful it can be when children are given clear tools and supportive spaces to grow emotionally and socially.

As we look ahead to next year, we're excited to continue developing our Emotional Wellbeing Curriculum and helping our girls become not just great learners, but great friends and thoughtful individuals too.



Students showcasing their creativity in a vibrant, spring-themed Easter Bonnet Parade

Religious Education



DINA PARMAR
RELIGIOUS EDUCATION LEAD

THIS ACADEMIC year, pupils across all year groups have explored the rich tapestry of world religions, celebrated diverse festivals, and developed a deeper appreciation for the beliefs and practices of others. From engaging classroom activities to joyful community events, our pupils have had countless opportunities to deepen their understanding, ask meaningful questions, and develop a genuine appreciation for diversity and shared values.

Our RE journey has been enriched immensely by the support of our wonderful parents, who delivered a series of interactive workshops. These sessions brought religious festivals to life, giving pupils a first-hand look into different cultural and faith traditions. From creating symbolic decorations to exploring meaningful traditions, every workshop was filled with excitement and learning.

During Rosh Hashanah, pupils listened to a beautifully read story that helped them understand the significance of the Jewish New Year. For American Thanksgiving, they explored the traditions of gratitude and harvest, creating

colourful paper sweetcorn and pumpkin pies to reflect this cultural tradition.

Workshops on Diwali helped pupils understand the significance of light over darkness and good over evil through storytelling and discussions. Chinese New Year was met with much enthusiasm as pupils discovered the importance of the 12 zodiac animals, the lucky symbolism of the colour red, and the rich tales passed down through generations.

We also explored the Sikh festival of Vaisakhi, which celebrates both the formation of the Khalsa and the beginning of the harvest season. Pupils were captivated by the core values of Sikhism and how these shape the daily lives of its followers. Other parent-led sessions included Holi, the colourful Hindu festival that marks the arrival of Spring. Our workshop on Ramadan introduced pupils to the importance of fasting, reflection, and generosity in the Islamic tradition. Pupils also enjoyed learning about Nowruz, the Persian New Year, and a fascinating talk on naming ceremonies rooted in Christian and West African family traditions.

In Year 1, the children explored the similarities and differences between Islam, Christianity, and Judaism, learning how each faith has unique beliefs and practices. They delved into stories and celebrations from each religion,



Crafting for Thanksgiving



Rangoli pattern made by Year 3



Chinese New Year talk



Joy and confidence at the Winter performance

discovering shared values and special traditions.

Year 2 loved learning about the different religions from around the world this year and relating it to their own experiences. They particularly enjoyed learning about the Rites of Passage in Christianity and creating a tree for their classroom display.

In Year 3, pupils were captivated by the story of Diwali and demonstrated great creativity while making diyas and rangoli designs. Their curiosity also flourished during lessons on Jewish celebrations, where they developed a stronger understanding of traditions linked to Sukkot and Passover.

In Year 4, pupils explored the peaceful teachings of Buddhism and celebrated its festivals through art by creating lotus flowers, symbolising purity and enlightenment.

In Year 5, pupils enjoyed rich discussions as they explored big questions and expanded their understanding of world faiths and belief systems. Their thoughtful contributions showed a growing confidence in making connections across traditions and values. Our learning wasn't limited to the classroom. A memorable trip for Year 5 was their visit to Bhaktivedanta Manor. There, pupils engaged with Hindu traditions in a meaningful way – walking through tranquil gardens, feeding the cows, having a bullock cart ride, taking part in yoga, and gaining first-hand insight into temple worship.

In Year 6, girls enjoyed exploring the topic of 'Expressing Faith through the Arts', with highlights including looking at religious artwork and analysing the symbolism, colour choice, and meaning behind each piece. They particularly enjoyed designing their own Islamic prayer mats, thoughtfully incorporating patterns and motifs that reflected their understanding of Islamic art. This unit encouraged thoughtful discussion and deepened their appreciation for the role of art in religious expression across different cultures. They also responded deeply to learning about the Sikh religion. They showed incredible insight into its core values of equality, selfless service, and devotion to one God. Their thoughtful questions and mature reflections

demonstrated a profound appreciation for Sikh traditions and the rich history of this faith.

Our pupils also embraced seasonal celebrations with great enthusiasm. The festive period was marked by our Winter Show, where pupils performed with joy and confidence, bringing warmth to the whole school community. The event was followed by our traditional festive lunch and carol singing at St. Michael's Church, where pupils joined in song, laughter, and togetherness.

The Easter Bonnet Parade was another seasonal highlight, with pupils proudly wearing their creatively designed bonnets in a colourful display of springtime celebration.

This year, Religious Education has inspired our pupils to explore the beauty of faith, culture, and shared humanity. Through storytelling, art, discussion, and celebration, pupils have developed further knowledge and continued to display values that go beyond the classroom.



Residential Trips



High spirits at the Year 3 camp

Year 3

Year 3 celebrated the end of their year with a brilliant overnight camp at Channing in June! Packed with engaging activities like archery, Bush Tucker Trials and energetic scavenger hunts (featuring teachers with water pistols!), the trip was non-stop fun. Evenings brought the magic of firelighting, tasty s'mores and a unique (almost) silent disco on the MUGA. Though sleep was limited, spirits were high as the children tackled challenges, built resilience and strengthened friendships through shared experiences. This action-packed adventure provided the perfect, memory-making end to a wonderful Year 3.

Year 4

Year 4 recently enjoyed an unforgettable overnight stay at Ufton Court, where they stepped back in time and immersed themselves in the fascinating world of Tudor history. From the very start, the experience was hands-on and interactive. The pupils explored the grand Manor House and its surrounding gardens and grounds, where they learned about the workings of the estate and daily life on a Tudor farm. Activities such as making wicker fences, milling wheat into flour, 'milking' model cows and meeting friendly goats brought their learning vividly to life.

On arrival, the pupils received a warm welcome from the 'servants' of the house – members of the Ufton Court staff in role – who introduced the children to the tensions and dangers of the Tudor period. The pupils took on the roles of petty constables, investigating strange events and searching for evidence of hidden Catholic practices. They embraced this dramatic challenge with great enthusiasm and curiosity.

The visit was packed with activities designed to deepen the children's understanding of the Tudor era through storytelling, character role-play and dramatic reenactments. The hands-on nature of the experience helped the pupils connect meaningfully with the past and consider how people's choices were shaped by the beliefs and laws of the time.

A particularly memorable moment came during the Tudor banquet. The pupils learned about the significance of feasting in Tudor society and were treated to a sumptuous



Year 4 stepping back in time at Ufton Court

meal, followed by a delicious cake and traditional dancing – an evening of fun and celebration that they will long remember. The following morning, during 'The Raid and Trial', they were challenged to decide the fate of the Perkins family, accused of breaking religious laws. As soldiers loyal to the Queen, the pupils weighed the evidence carefully, engaging in thought-provoking discussions about fairness and justice.

Throughout their stay, the pupils demonstrated curiosity and enthusiasm, asking thoughtful questions and making strong historical connections. Their time at Ufton Court brought their History lessons to life in the most vivid way, leaving them with lasting memories and a deeper understanding of the Tudor world. They returned home excited to share their experiences and newfound knowledge with classmates and families alike.

Year 5

This Summer Term, the Year 5 girls set off for their eagerly anticipated residential trip to PGL Liddington. The two-night stay was full of adventure, challenge and many unforgettable moments.

The girls threw themselves wholeheartedly into every activity – from flying through the air on the giant swing to a high-energy game of archery tag that brought out plenty of competitive spirit (even among the teachers!). Canoeing on the lake gave them a chance to work together in a calmer, scenic setting, and the much-loved sensory trail, navigated blindfolded, really tested the girls' trust in one another.



Year 5's eventful PGL at Liddington



Year 5 PGL

One evening's activity, the balloon splash challenge, proved a particular favourite. The girls were tasked with creating protective cases to encase water balloons, with the goal of dropping them from a height without bursting. It was brilliant to see their creativity and problem-solving skills in action, as well as the laughter and cheers when some balloons survived the fall!

Beyond the main activities, life at PGL was full of opportunities for the girls to show their responsibility and organisation. The daily room inspections became a lively highlight, with the girls eager to demonstrate how neatly and efficiently they had kept their rooms – everything was carefully organised, even down to the girls' neat arrays of snacks! And, of course, no PGL trip would be complete without the call-and-response chants that echoed around the site. These catchy chants quickly became earworms that the girls found themselves belting out long after returning home.

For many, this trip was a chance to step outside their comfort zones – whether overcoming a fear of heights or spending two nights away from home with friends. It was inspiring to see how the girls supported one another, rising to each challenge with positivity and maturity. By the time they returned to school, the girls had not only developed new skills but also strengthened their friendships and grown in confidence. It was a fitting way to round off their Year 5 journey and a valuable preparation for the longer residential ahead in Year 6.

Year 6

This summer, our Year 6 pupils rounded off their primary school years with an unforgettable residential trip to the Isle of Wight. The five-day adventure was packed with discovery, fun and lasting memories. With suitcases full of excitement and a sense of independence in the air, the girls departed on Monday morning, travelling by coach and ferry to reach their destination.

Upon arrival, the girls were welcomed to Tapnell Farm Park, their home for the week. Staying in sleeping pods, the group embraced the novelty of their accommodation. Each pod offered a cosy and unique sleeping arrangement, creating a real sense of community and excitement. The girls had full, private access to the farm's many facilities: whether racing each other on pedal go-karts, bouncing on the trampolines, tackling the climbing wall, or meeting furry and feathered friends in the petting zoo, every corner of the park brought a new opportunity for fun.

Tuesday's itinerary began with a special visit to the Wildheart Animal Sanctuary. This sanctuary, dedicated to rescuing and rehabilitating animals previously kept in captivity, gave the girls a glimpse into the power of animal welfare and conservation. They asked thoughtful questions and were genuinely moved by the tales of recovery and hope, gaining a deeper understanding of the importance of ethical treatment of animals.

That afternoon, the girls headed to the beach for an exciting water sports session. Although the glorious sunshine and calm seas didn't provide the waves needed for surfing, spirits remained high. Instead, the group took part in a series of games on a giant paddleboard, working as a team to stay balanced and afloat. Their laughter could be heard across the shoreline.

Wednesday's adventures began with a journey back in time at Carisbrooke Castle. The girls climbed ancient stone steps, walked along the medieval walls, and imagined life during a time of knights and queens. Highlights included visiting the castle keep and learning about the donkeys that once worked the historic water wheel. In the afternoon, they joined a guided Fossil Walk along one of the island's fossil-rich beaches. With eyes scanning the shoreline, the girls discovered ancient imprints and learned about the prehistoric past of the Isle of Wight – one of the UK's most famous fossil-hunting destinations. Their curiosity and enthusiasm made them excellent amateur paleontologists for the day!

Thursday brought a taste of royal life with a visit to Osborne House, Queen Victoria's former summer residence. The girls were captivated by the opulence of the palace, wandering through its grand rooms and soaking in the beauty of the surrounding gardens. A fun and educational workshop saw them take on the roles of Victorian maids and butlers, immersing themselves in the lives of those who worked behind the scenes at royal estates.

The final evening was one of the most talked-about parts of the trip: an action-packed session at Tapnell's Aqua Park. Climbing, jumping and splashing their way across the floating obstacle course, the girls pushed themselves to try new challenges, cheered one another on, and ended the week with squeals of delight.

As the girls boarded the ferry back home on Friday morning, there was a strong sense of pride and accomplishment in the air. They had grown in confidence, deepened friendships, and created memories that would stay with them for years to come.



Year 6's residential trip to the Isle of Wight



Reception enjoying their Rainbow Fish workshop

Trips, Workshops & Visits

Reception

Reception pupils have enjoyed a vibrant and varied year, filled with meaningful learning experiences that sparked curiosity, encouraged creativity, and deepened their understanding of the world around them.

From the very beginning of the Autumn Term, the girls approached school life with great enthusiasm. A visit from Pond Square Dental Practice proved both educational and entertaining, as the children learned how to care for their teeth and even had a turn brushing some giant teeth! Their learning was further enriched by a series of parent-led workshops on Rosh Hashanah, Diwali, and Thanksgiving. These interactive sessions offered the girls a chance to explore different cultures and religions in a hands-on and engaging way.

As part of Black History Month, the girls participated in an immersive storytelling session inspired by the real-life experiences of Floella Benjamin and her journey to Britain with the Windrush generation. Led by Flo's friend Tara, the girls danced, acted out scenes, and reflected on the contrasts and connections between life in Trinidad and the UK.

The Spring Term was just as enriching. A movement-based workshop centred around The Rainbow Fish allowed the girls to dive into an underwater world through music and dance. They also enjoyed a series of talks and activities led by parents about Holi, Nowruz, Lunar New Year, and Vaisakhi, bringing these vibrant celebrations to life through

storytelling, traditions, and creativity. Meanwhile, a special Mathematics workshop cleverly wove together storytelling and number work, encouraging the development of early mathematical skills.

As summer arrived, Reception continued their

exploration of global cultures with an energetic Indian dance workshop linked to their learning about India and the Taj Mahal. Through movement and music, the girls experienced a joyful introduction to Indian culture. They also took part in a fascinating parent-led talk about Christian and West African naming traditions, prompting conversations about the significance of names and family heritage.

The year ended on a high note with a nature-themed adventure in Highgate Wood. During an eco-art workshop, the girls gathered natural materials and transformed them into imaginative works of art, inspired by their surroundings and their own creativity. Working together in small groups, the girls developed their teamwork skills – sharing ideas, taking turns, and supporting one another as they created their pieces.

Reception's first year at school has been nothing short of exceptional. Whether learning through stories, movement, celebration, or nature, the girls embraced every opportunity with curiosity and joy. It has been a pleasure to watch them grow in confidence, empathy, and independence, ready to take on all that Year 1 has to offer.

Year 1

This year has been full of exciting adventures for our Year 1 girls, as they ventured beyond the classroom to bring their learning to life through a series of hands-on trips and workshops.

In the Autumn Term, the girls took part in an engaging geography workshop, Awesome Arctic – Poles Apart. They explored the wonders of the North and South Poles, learning about the contrasting climates, animals, and landscapes of these frozen worlds. From imagining life as a penguin to stepping back in time to explore ancient polar creatures, it was an unforgettable start to their learning journey.

The Spring Term took the girls out into their local community. On a discovery walk through Highgate, they used maps to spot key features of the area and understand

'FROM THE VERY BEGINNING OF THE AUTUMN TERM, THE GIRLS APPROACHED SCHOOL LIFE WITH GREAT ENTHUSIASM.'



Year 1 exploring Hampstead Heath

what makes it special. With curious eyes and clipboards in hand, they identified familiar streets, landmarks, and buildings, developing a stronger sense of place.

Their geographical skills were put to the test again on a visit to Hampstead Heath, where they took part in a workshop, All About Maps. They explored the grounds using simple map-reading skills and played fun games to practise using directional language like North, South, East, and West. They even hunted for hidden treasures, turning the Heath into an exciting outdoor classroom full of adventure and teamwork.

In the Summer Term, the girls took on the role of plant scientists during their visit to Kew Gardens. Surrounded by the beauty of nature, they observed a wide variety of wild and garden plants, learning to identify deciduous and evergreen trees. They examined trunks, stems, leaves, flowers, and seeds, and explored how plants grow and survive in different environments. It was a fantastic opportunity to connect their science learning to the real world, sparking awe and wonder at the natural world.

Each trip this year has offered the girls a chance to deepen their understanding through real-life experiences. From navigating local landscapes to uncovering the secrets of the Arctic and the wonders of plant life, Year 1 has certainly been a year of exploration and discovery.

Year 2

This year, our Year 2 classes have had a fantastic time exploring History and Geography through some exciting trips and workshops.

One of our first adventures took us into the heart of the City of London, where we walked the historic streets that were once engulfed by the Great Fire of London. We visited key sites, including Pudding Lane, and learned how the fire spread, how it changed the way buildings were made, and how it led to improvements in fire safety. After a long walk exploring the sights, we had the chance to dress up in clothes from 1666. Some of us became Samuel Pepys, writing diary entries about the fire, while others took on the role of the maid who first spotted the flames on Pudding Lane. We even tried writing with quills and ink – just like people did in the 17th century. It was a fun and memorable way to step into the past and bring history to life!

The Spring Term took us to Hampstead Heath, where we developed our map skills in the great outdoors. Armed with compasses and maps, we learned how to follow directions, read symbols, and locate landmarks. It was a fun and practical way to understand how maps help us navigate the world.



Historic costumes in Year 2's Great Fire of London workshop



Year 3's exciting trips brought history and deep-sea exploration to life.

In the Summer Term, we stepped back in time to learn about the Coronation. During a special workshop, we explored the lives of two remarkable monarchs: Queen Elizabeth I and Queen Elizabeth II. We compared their reigns, clothing, and the challenges they faced, discovering how the role of a monarch has changed over the centuries. As part of our learning, we took part in a pretend royal ceremony. Dressed in crowns and robes, we acted out the crowning of a new monarch and proudly waved to the cheering crowds as we paraded through the streets. To celebrate all we had learned, we held a colourful garden party, complete with bunting and delicious treats – fit for royalty!

These trips have not only deepened our understanding of important topics but also sparked curiosity, teamwork, and a sense of adventure in every child. Year 2 have truly been learning with their feet as well as their minds!

Year 3

What an incredible year it has been for Year 3, packed with thrilling trips that brought learning to life in the most exciting ways! The adventure began at Lauderdale House, where the children stepped back in time to the Tudor era. They crafted their own coins, organised a grand welcome event for visitors, and uncovered the fascinating history hidden within the walls of this remarkable building.

Next, the pupils transformed into deep-sea explorers at the Natural History Museum, embarking on a treasure hunt through the exhibits before diving thousands of metres below the waves in an immersive ocean adventure. They marvelled at coral reefs in the daylight zone, came face to face with a giant squid in the twilight zone, and discovered the glowing wonders of the midnight zone – even testing their knowledge with the playful challenge of Jellyfish or Plastic Bag?



Year 4 venturing behind the scenes at Tottenham Hotspur Stadium, stepping into football history

Creativity took centre stage at the Van Gogh Museum, where a spectacular light and sound exhibit transported the children into the world of this iconic artist. After learning about Van Gogh's life and masterpieces, they picked up their brushes to create their own vibrant interpretations of his work.

The journey through history continued at Roman Verulamium, where the class admired beautifully preserved mosaics and stepped into the shoes of ancient Romans. They bartered in a lively market role-play, examining curious goods of the time, and ended their visit with a stroll to the hypocaust – a stunning example of Roman engineering that brought warmth to homes centuries ago.

From Tudor coins to bioluminescent sea creatures, Van Gogh's brushstrokes to Roman mosaics, Year 3's adventures have been nothing short of extraordinary. What an amazing year it has been!

Year 4

This term, Year 4 embraced learning beyond the classroom with two unforgettable experiences – one that brought football dreams to life and another that transported them back in time to the heart of an ancient civilisation.

The adventure began with a thrilling visit to Tottenham Hotspur Stadium, one of the most impressive sporting arenas in the world. Our stadium tour took the girls behind the scenes of this world-class venue, exploring areas usually reserved for elite players and coaches. We stepped into the home and away changing rooms, where famous names prepare for match day. With real kits on display and pre-match routines explained, the experience felt incredibly real.

From there, we followed in the footsteps of football legends, walking through the players' tunnel and out pitch-side, where the scale of the stadium could truly be felt (and heard!). We also explored the NFL changing rooms, discovering how the stadium seamlessly transforms to host American football as part of its innovative multi-purpose design. It was a brilliant day that allowed the girls to explore what goes on behind the scenes of a top-tier sporting event.

Later in the term, our immersive Aztec Day brought history to life in the most dynamic way possible. Through drama and role-play, pupils reimagined the world of the Aztecs, acting out scenes from daily life, rituals, and ancient ceremonies. From noble warriors to bustling market sellers and temple priests, each role deepened understanding through experience and imagination.

The creativity continued as pupils became Aztec artists, crafting clay sun gods and designing vibrant masks inspired by traditional symbolism. These hands-on activities allowed everyone to connect with the culture in meaningful, creative ways.

Both experiences shared something special: a sense of curiosity, energy, and active learning. Whether sitting in the stadium dugout or moulding sun gods out of clay, pupils engaged deeply, asked insightful questions, and created memories that will last far beyond the classroom.

Year 5

This year, Year 5 enjoyed a series of exciting day trips that brought their learning to life and created memorable experiences beyond the classroom.

In the Autumn Term, the girls visited the Ragged School Museum as part of their History topic on the Victorians. They stepped back in time to participate in a Victorian lesson led by "Miss Perkins," a strict, costumed teacher who recreated a 19th-century classroom where the girls practised their chalk and slate work and focused on the three Rs: reading, writing, and arithmetic. Following the session, the girls explored the museum's exhibition, learning about the real-life Jim Jarvis who inspired their class text, *Street Child*. This visit offered a rich blend of historical insight and connection to their reading, making the past come alive in a meaningful way.

Another highlight was their visit to the Royal Courts of Justice, where the girls experienced the workings of the legal system through a mock trial focusing on the Suffragette movement. In this re-enactment, Emmeline Pankhurst stood trial, charged with inciting damage to public property as part of her campaign for women's voting rights.



Year 5 exploring spirituality, culture, and tradition at Bhaktivedanta Manor



Year 6 nurturing their curiosity at the Science Museum



Year 6 visit to HMS Belfast

in 1912. This engaging role-play helped pupils understand both the justice system and the determination behind the fight for women's suffrage, offering a powerful insight into this pivotal period in history.

During the Summer Term, Year 5 visited Bhaktivedanta Manor, a Hare Krishna temple set within 78 acres of beautiful gardens and farmland. The girls explored the spiritual sanctuary through a range of activities, including a tour of the grounds, feeding the temple's protected herd of cows, and a bullock cart ride. They also took part in a traditional dress-up workshop, visited the shrine, and enjoyed a traditional feast. To round off the day, the girls experienced yoga and meditation sessions, providing a calm and reflective close to a full and varied day. This trip supported their RE topic, Belief in our Community, offering a unique opportunity to learn about different faiths and cultures in an engaging and hands-on way.

Each of these trips deepened the girls' understanding of their topics while providing wonderful opportunities for social growth and shared experiences outside the classroom.

Year 6

What a truly remarkable year it has been for our Year 6 girls! From scientific explorations to historical deep-dives, creative endeavours, and thrilling adventures, their journey has been packed with enriching experiences that have brought their learning to life. We believe these carefully chosen trips and workshops have not only deepened their academic understanding but also fostered independence, resilience, and a broader appreciation for the world around them.

Our adventures kicked off in the Autumn Term with an exciting trip to the Science Museum. Stepping into this iconic institution, the girls were captivated by its amazing collection, a testament to human ingenuity and discovery. The highlight was undoubtedly the hands-on workshop, where their knowledge of physics was put to the test through live experiments. Watching demonstrations of forces like gravity in action brought classroom theories to vivid, tangible reality, sparking curiosity and a deeper understanding of the scientific principles that govern our world.

The Spring Term saw us delve into history in a truly immersive way with a visit to the renowned HMS Belfast.

This incredible warship provided a unique opportunity for the girls to directly apply their knowledge of WWII, gained through their History lessons and their reading of Emma Carroll's poignant *Letters from the Lighthouse*. Walking the decks and exploring the compartments of this historical vessel offered a powerful, tangible connection to the past, making the events of WWII resonate on a deeply personal level.

Beyond history, their creativity flourished at the Little Hands Design Cooperative. Here, the girls learned invaluable upcycling skills, transforming old school uniforms into fabulous teddy bears through stitching, sewing (using machines!), and embellishing. The individuality and character revealed in each unique bear were truly amazing!

This term also brought a profound experience: a special talk from an individual whose family survived the Holocaust. This personal testimony offered an incredibly moving and essential human perspective on the devastating impact of WWII, fostering empathy and understanding.

As the Summer Term unfolded, the girls embarked on their highly anticipated week-long residential to the Isle of Wight. This adventure-filled trip was a highlight for many! They embraced the challenge of surfing, experienced the joy of learning about rescued tropical animals at an animal sanctuary, journeyed back in time exploring the historic Carisbrooke Castle, and revelled in all the fun that the fantastic Tapnell Park Farm had to offer. These experiences fostered teamwork, independence, and a sense of wonder.

Finally, in crucial preparation for their Year 7 transition, the girls participated in a vital workshop: Independent Travel, delivered by the London Transport Museum and TfL Citizens. This programme is specifically designed to equip Year 6 children with the confidence and skills needed for safe and responsible travel on public transport before they start secondary school. It covers essential aspects like journey planning and the benefits of active travel, empowering them for their next exciting chapter.

We are incredibly proud of the growth and learning each Year 6 pupil has demonstrated throughout these diverse and enriching experiences. They are now well-equipped with newfound knowledge, practical skills, and cherished memories as they prepare for the exciting journey ahead into Senior School.

Science



SARAH CANNING & KATIE MILLER
SCIENCE LEADS

THIS YEAR, the Junior School has been buzzing with curiosity as students dove deeper into the world of science by focusing on scientific skills. With more hands-on experiments, inquiry-based learning, and critical thinking, young learners have been developing key scientific abilities across all year groups. From exploring the properties of materials to investigating life cycles and simple machines, students are not only learning facts but discovering how to think like real scientists. The excitement in our classrooms is proof that science is truly sparking imaginations!

Autumn Term

Year 1 became weather investigators for part of the term. The children explored different types of weather, measuring rainfall and temperature. They enjoyed observing the sky each day and recording their findings like real scientists. It was a fun and hands-on way to learn about the world around us.

In Year 2, the girls explored natural and manufactured materials through hands-on experiments and investigations, discovering their unique properties and uses. They took on a fun design challenge, creating everyday objects from unusual materials like wool and cardboard. This sparked laughter, creativity and surprising insights into the strengths and limitations of different materials. Along the way, they built scientific knowledge, teamwork and problem-solving skills.

The girls in Year 4 had an exciting time exploring the world of physics through hands-on investigations. They loved discovering how sound is made and travels, using different materials to test vibrations and volume. During their electricity unit, the children enthusiastically identified circuit components and worked together to build working circuits.



Year 2 making scarves out of wood



Year 4 with Rudolph and his nose so bright when testing an electric circuit

A festive highlight was creating circuits to make Rudolph's nose light up – combining science and creativity in a fun and memorable way!

Spring Term

Year 3 girls explored how shadows are formed by investigating different materials. They tested a variety of objects to see whether they were opaque, translucent or transparent, and predicted what kind of shadow each would create. Using torches, they observed the shadows produced and carefully recorded their findings in a table. They also explored how moving the torch changed the shape and size of the shadow, deepening their understanding through hands-on discovery and discussion.

The Year 5 girls completed an exciting project on space, exploring everything from the planets in our solar system to the wonders of black holes and galaxies. They researched fascinating facts, built models and created eye-catching presentations to share their learning. Their creativity and curiosity shone brightly, making the project a stellar success!

'FROM EXPLORING THE PROPERTIES OF MATERIALS TO INVESTIGATING LIFE CYCLES AND SIMPLE MACHINES, STUDENTS ARE NOT ONLY LEARNING FACTS BUT DISCOVERING HOW TO THINK LIKE REAL SCIENTISTS.'



Year 1 sorting plants into fruit and vegetables

The Year 6 girls investigated whether yeast is a living organism through a fun and fascinating experiment. They combined warm water, sugar and yeast in a bottle, then stretched a balloon over the top. Over time, they observed the balloon begin to inflate as the yeast produced gas. This simple but exciting investigation helped the girls understand that yeast is alive – it feeds, respire and gives off carbon dioxide. The experiment sparked lots of curiosity and discussion as they explored the signs of life in this tiny organism.

Summer Term

The Summer Term is always a busy one. Year 1 headed off to Kew Gardens, where they went on a plant hunt as part of their science learning. While there, they explored the gardens, spotting a wide variety of plants and learning about their different parts and functions. They especially enjoyed discovering unusual leaves and colourful flowers. It was a fun and educational day that brought their classroom learning to life!



Year 3 experimenting with iron filings and a magnet to learn about magnetic fields



Year 2 testing materials

Whilst the weather was good, Year 4 had a fantastic time bringing food chains to life in the playground! First, the producers (plants) stood still in their positions – just like real plants that can't move. Then the animals set off to 'hunt', with predators finding their prey. Once caught, pairs linked hands and headed to the plant they thought the prey would eat. The race was on to see which group could form a complete food chain first – it was a fun and active way to learn about nature's connections!

As part of their science topic Animals Including Humans, the Year 5 girls explored the six stages of human development. They used graphs to interpret trends in growth and change, and confidently described and explained the main changes that occur during puberty. The unit sparked thoughtful discussions and helped the girls develop a deeper understanding of how our bodies grow and change over time.



Year 5 learning about reversible and irreversible changes



Secondhand
Bookshop for Just
One Tree Charity

Sustainability

➤ **CHRIS RICH**
SUSTAINABILITY LEAD

THE SUSTAINABILITY Team has enjoyed another rewarding and impactful year, deepening their understanding of how we can all live more sustainably and launching a variety of whole-school initiatives to inspire every pupil to play a part in protecting our environment and planet. The dedicated Sustainability Officers met weekly to explore ideas for meaningful change around the Junior School, consistently bringing thoughtful and creative solutions to the table. Their enthusiasm and commitment have helped raise awareness and encourage action across the school community.

In November, we celebrated Sustainability Week under the theme “Cut Your Carbon.” The Sustainability Officers took the lead, offering practical tips and advice to their peers on how small changes – like switching off lights, reducing food waste, and choosing greener transport options – can add up to a significant positive impact. One of the highlights was Clean Air Day, which promoted the use of environmentally friendly travel alternatives such as walking, scooting, cycling, buses, trains, car shares, and park-and-stride. To support this initiative, the team conducted several air quality monitoring sessions. The results showed that while the air quality on the local High Street was concerning, the air inside the school was notably better. However, the team recognised there is still more work to be done and remain committed to ongoing improvement.

Another successful initiative was the Secondhand Book Sale, which the officers organised and ran themselves. The event was a resounding success, raising over £300 for the environmental charity Just One Tree, which plants trees to combat deforestation and climate change.

Throughout the year, the Sustainability Officers carried out regular eco-patrols around the school, ensuring that energy-saving habits – like turning off lights and computer

screens when not in use – were being followed. They also motivated their classmates to take responsibility for keeping their learning environments energy-efficient and waste-free. Additionally, the team participated in several litter picks around the school grounds, collecting substantial amounts of rubbish and setting a great example of environmental responsibility and pride in their surroundings.

The Gardening Club also played a key role in supporting sustainability efforts. Working with nature and following eco-friendly practices, the young gardeners successfully cultivated a range of herbs and edible perennials, including peppery salad leaves, early radishes and juicy tomatoes. These fresh ingredients were proudly supplied to the Junior School Catering Team, giving pupils the opportunity to try new and seasonal flavours during lunch. In a wonderful collaboration between the Gardening Club and the Sustainability Officers, a recycled bug hotel and a recycled pond were completed on the Year 3 terrace – further enhancing biodiversity and providing habitats for local wildlife.

We extend our sincere thanks to Mr Tony, Mr Declan and Mr Michael for their continued support of the school’s sustainability and biodiversity initiatives. Their guidance and hands-on help remain invaluable as we continue working together towards a greener, more sustainable Fairseat.



Sport

THIS ACADEMIC YEAR HAS BEEN PACKED WITH ENERGY, DETERMINATION AND TEAM SPIRIT, AS PUPILS ACROSS THE SCHOOL HAVE THROWN THEMSELVES INTO A FANTASTIC RANGE OF SPORTING OPPORTUNITIES. FROM FOOTBALL FESTIVALS TO NATIONAL FINALS, THERE'S BEEN NO SHORTAGE OF TALENT, ENTHUSIASM AND ACHIEVEMENT.



CAROLINE BOLTON
SPORT LEAD



THIS YEAR, the PE curriculum was enriched with the introduction of Hockey Week. Pupils benefited from expert coaching delivered by players from Southgate Hockey Club, whose infectious enthusiasm and technical guidance helped build both skills and confidence on the pitch. Another highlight was the Netball Festival, held in collaboration with SPARKS Netball Club. Over 80 pupils from seven local state and independent schools joined us for a day celebrating competitive spirit, sportsmanship and netball excellence.

We were proud to see two of our athletes represent Haringey in the London Youth Games Cross Country Finals – an outstanding achievement and a testament to their perseverance and commitment. In another exciting

**'FOOTBALL
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THE U11 SQUAD
RECLAIMED THEIR
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TOURNAMENT AT
ST GEORGE'S PARK'**

cross-country event, pupils participated in the U9 UCS Cross Country Race among 43 competitors, with strong performances from our Year 3 and Year 4 representatives, achieving top-three finishes and showcasing determination across the field. In addition, our pupils also showed endurance and enthusiasm beyond the school grounds, with 25 participating in the Mini Marathon, each crossing



the iconic finish line with pride.

Swimming also provided cause for celebration, as one of our pupils reached the national finals of the IAPS Swimming Heats, which took place at the London Aquatics Centre in June. She placed 8th in the country – an incredible accomplishment reflecting commitment and talent.

Football continued to be a major success across the Junior School. The U11 squad reclaimed their title at the P4S Tournament at St George's Park, being crowned champions for a second consecutive year. We also hosted our inaugural Year 3/4 Football Festival, with teams placing second and third respectively, and enjoyed our Year 3 Football Afternoon, developed in partnership with ActiveFootball, which inspired wider participation and enthusiasm for the sport. As part of Football Week, we participated in the national initiative "The Biggest Ever Football Session," during which pupils and staff donned football shirts to



celebrate girls' football. The week concluded with a spirited Staff vs Sports Leaders match, with the staff claiming a 2–0 victory, rounding off the celebration in high spirits.

The school's netball success continued as our Year 5 squad brought home the trophy from the U10 SHHS Netball Tournament, demonstrating excellent teamwork, resilience and sportsmanship throughout.

Our gymnastics programme made exciting strides this year, with pupils in Year 4 taking part in their first competitive fixture against St Mary's. Furthermore, the school hosted its inaugural joint Senior and Junior Dance, Cheer and Gymnastics Showcase – a vibrant and high-energy celebration of creative movement and physical expression.

Watersports made a welcome return in the Summer Term. Pupils embraced the opportunity to develop kayaking and canoeing skills at West Reservoir, enjoying the combination of physical challenge and outdoor adventure.

We were pleased to expand our curriculum further with the introduction of Pickleball and Handball in the Summer Term. These new sports have provided yet more avenues for pupils to explore different forms of movement and teamwork.

With so many highlights this year, we are incredibly proud of the dedication and enthusiasm demonstrated by all our pupils. We also extend our sincere thanks to the staff, coaches and visiting professionals who supported



and inspired such positive sporting experiences. We look forward to building on this success in the year ahead.

Junior Duke Award

This year, pupils from Reception all the way up to Year 6 have once again been afforded the opportunity to participate in the Mini and Junior Duke Awards, consisting of ten challenges that promote 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 pursued the Bronze 'Micro Duke' Award, Year 1 pupils took on the 'Silver Mini' Award, and girls in Year 2 worked towards the 'Gold Mini' Award.

Older pupils in Years 3 to 6 have continued to build on these achievements by tackling progressively more challenging awards. Year 3 took on the 'Bronze Junior Duke' Award, Year 4 the 'Silver Junior Duke' Award, Year 5 tackled the 'Gold Junior Duke' Award, and finally Year 6 completed the 'Platinum Junior Duke' Award.

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





Wraparound Care & Clubs



MOLLY BRANT, SOPHIE KITSIS & DULCIE WRIGHT
WRAPAROUND CARE AND CLUB LEADS

OUR WRAPAROUND care provision, now delivered in partnership with Let's Leap, has been carefully developed to meet the needs of the girls, offering a nurturing and engaging start and end to the school day. Whether attending Early Birds or Late Owls, the girls enjoy a warm, welcoming environment with a wide range of activities to suit all needs and interests.

Let's Leap brings specialist experience in childcare and enrichment, supporting the school's ethos while adding exciting new elements to the programme. Sessions are thoughtfully designed to balance calm, creative opportunities with energetic play. Girls can choose from mindfulness colouring, crafts, storytelling and board games, or take part in more active options such as go-karting, table tennis and outdoor games. The Adventure Playground remains a firm favourite, offering a chance to run, climb and imagine in a safe and stimulating space.

As well as being able to complete homework tasks, there are plenty of activities indoors to suit the different ages and interests of the girls. Construction sets, puzzles and crafts continue to delight, while new activities and resources are regularly introduced in response to the girls' ideas and feedback.

The girls' enthusiasm and participation reflect how valued this time is. We are proud of the continued development of wraparound care and remain committed to providing an experience that is fun, nurturing and inclusive for all.

'LET'S LEAP BRINGS SPECIALIST EXPERIENCE IN CHILDCARE AND ENRICHMENT, SUPPORTING THE SCHOOL'S ETHOS WHILE ADDING EXCITING NEW ELEMENTS TO THE PROGRAMME.'



Clubs

This year has been one of the busiest yet for clubs at Channing, with activities running before school, at break, during lunch and after the school day. From early morning swim squad training to creative lunchtime crafts and energetic after-school sessions, our club programme has offered something for everyone.

What makes our offering so special is that the majority of clubs are led by our passionate teaching staff. Their commitment has opened the door to a wide range of opportunities, allowing the girls to explore new interests and build confidence in trying something different.

There's been a real buzz around clubs such as Cross Stitch, Pom-Pom Art, Paper Crafts and Gardening Club, which have offered quiet, creative spaces for expression. Meanwhile, action-packed clubs like Karate—where girls can earn belts through termly gradings—Cheerleading, Tennis and Football have kept energy levels high. Many of our squads have represented the school proudly at external competitions and galas.

Technology and strategic thinking have flourished in clubs such as Brain Teasers, Virtual Reality, Robotics, Coding, Science, Chess and Design Technology. These clubs have offered pupils the chance to stretch their minds, problem-solve in creative ways and engage with innovation in hands-on, exciting formats. Whether building a robot, designing digital worlds or mastering the next chess move, girls have embraced the challenges with curiosity and enthusiasm.

With such a varied programme, it's been a vibrant year of enrichment, and we can't wait to build on this momentum next year!



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INDEPENDENT DAY SCHOOL FOR GIRLS AGED 4-18

