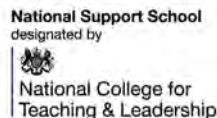




July 2021



The Caroline Lowton Kindness Award



The past year has been challenging for all of us in different ways, and during these difficult times it is those individuals who offer kindness and support to others that make a difference.

Our previous school nurse, Caroline Lowton was a very special individual

who went the extra mile to support the girls both in school and at home during the lockdown. Sadly, and unexpectedly, she passed away in July last year and her employer, Virgin Care, wanted to donate an award to Penwortham Girls' where Caroline did so much of her work.

We want to give the award to a student, who like Caroline, gives kindness and support to others every day. Caroline's trophy will be a fitting memorial for someone who embodies kindness and is also a reminder that small acts of kindness can make a huge difference. This is the first time we have awarded the trophy so this a very special moment.

We asked Year 7 to nominate a pupil who demonstrates kindness daily; kindness which goes unnoticed by many but is truly appreciated by a few. There were over 100 nominations and choosing just one was very difficult.

This student really did stand out from the rest, with some truly thoughtful words, which we know would have made Caroline smile. Therefore, we would like to award the trophy to Chloe W from 7P. Well done, Chloe!

Chloe's friends wrote:

"She has been very kind by helping me throughout the year with different lessons; she has helped me to have fun at breaks and has just been a very kind and fun person to be around. She has also made me laugh and helped me when I have been upset."

"She always makes me laugh when I am down and I know she will always be right by my side if I need a helping hand. She never gives up on me and inspires me to achieve my best. She never leaves me on my own when I need her the most. She makes me laugh and be happy at my best of times and worst of times. This is why she deserves a thank you for all that she has done for me!"

Mrs Cattnach and Mrs Woodhouse

Welcome to the Summer edition of the Penwortham Post.



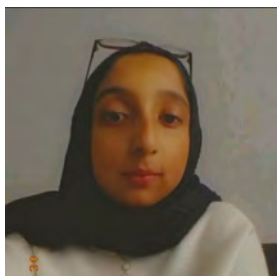
This academic year is one which we will probably remember for a good many years to come.

However, throughout its trials and tribulations I have never failed to be impressed by the resilience and positivity of both our staff and students. Never was this more apparent than during our most recent Sports Day; especially given it was our first major whole-school event since before the pandemic. As the academic year draws to a close, there is a tangible atmosphere of renewed optimism around the school, with staff at every level busily making plans for what we hope will be a more 'normal' academic year. As we gradually emerge from these challenging times, there is a shared determination that we will bounce back stronger. Watch this space!

In the meantime, on behalf of all the staff and governors, I would like to wish you all a safe, relaxing and enjoyable summer.

Mrs K Pomeroy





Remembering Zaynab

It has been a turbulent and highly unusual school year that many of us want to simply put behind us, but we are determined that one tragic event in particular is not forgotten; the passing of Zaynab Bhula in Year 10.

A key aspect of this is a piece of writing that Zaynab produced in English and which her teacher, Mrs Woodhouse used in our "Memories of Zaynab" newsletter back in April. This has since been adapted into a poem and has been used repeatedly in school, most recently as part of our work on the Unitee programme; you can read it below.

A bench will be dedicated in Zaynab's memory and her friends will select a line from the poem as an inscription to inspire positivity in the future.

We have plans to plant a cherry blossom tree in the future in a space to commemorate Zaynab. All families in the school community will also be contacted via ParentMail to ask for donations towards the sinking of a well in a developing country in Zaynab's memory.

As has been said many times before, Zaynab may have been a quiet girl but there was real depth and compassion within her character and we hope the plans we have to commemorate her will reflect that.

Mr Bowles, Year 10
Raising Achievement
Co-ordinator

Zaynab's Poem

*As teenagers, we have a lot on our minds;
school work, homework, teachers and friends.
Sitting doing nothing gives us the break that
we need*

*Peace and harmony, not worry and chores.
Lots of time working;
No - we need time doing nothing.*

*Teenagers and young adults: the seeds of our
planet.*

*The roots, the stem, the leaves.
Let us unleash our skills, independence truth.
Why do you insist on questioning and
challenging our future?
Our future: rightfully ours.
Let us grow, flower, flourish.*

*As young people grow and learn, we develop a
sense of what is right and wrong.
Our moral compass evolves.*

*Accept what you know is right, refuse what is
wrong.*

*As a plant grows, it adapts to its surroundings;
we do too.*

*We learn as we grow; develop morals and a
sense of right.*

*Remember that a child learns what they live
from the adults around them.*

PGHS Superhero Run 2021

Superheroes rose to the challenge again on Friday 28th May and completed a 1 mile run through Hurst Grange Park, raising an incredible amount of money for Rock FM's charity Cash for Kids.



The students, aka 'superheroes' were amazing, flying through the park at record speed and the teachers, aka 'superheroes' were amazing too, leading their team and keeping them motivated towards the back. Many students and staff dressed up to support the event, lighting up the streets of Penwortham and Hurst Grange Park.



We have already exceeded previous years' totals and have raised well over a £1000 so far! Thank you to all those who donated.

A special thank you has to go out to one of our Year 7 students, Claudia, who raised a staggering £335 all by herself! A huge THANK YOU to Claudia and all her family and friends who supported her.

Each year we do the Superhero Run, my fundraising goal is to beat last year's total. The bar has definitely been set high this year!

Well done, Year 7 and 8!

Mrs Davda

UNITEE's Fashion Show

This half-term, our students have been creating t-shirt designs for a national 'UNITEE' competition. The competition asks students to design a t-shirt inspired by the theme of unity. Each form had selected their chosen design and these designs were then brought to life by Mrs Freer in our Technology department. On Friday, the time came to see these final designs in a celebratory virtual fashion show.

The fashion show involved staff from across the school modelling the designs created by the different forms. There was some excellent model poses and it was great to see so many of our teachers getting involved and showing off their modelling skills!

At the start of the assembly, we also wanted to take some time to remember Zaynab from Year 10 who tragically passed away this year. Zaynab had written about the importance of unity and the power of young people to grow and make the world a better place. Her friends read her thoughtful words at the start of the assembly and it was a moving reminder about the importance of uniting together.

We were very excited to welcome two guests to join us in our show. We were able to hear from Mike Haines OBE, the creator of the UNITEES national competition. Mike Haines spoke to us about how important the message of unity was to him personally and spoke movingly about how he was inspired to create the competition to combat hatred and extremism in the world and instead spread a message of tolerance and understanding. After watching our virtual show, Mike contacted us to let us know how impressed he was with our designs. He said, "I have watched that video four or five times now. It is brilliant. A really massive well done and congratulations to your school, teachers, staff and the amazing girls. You all did such a wonderful job and all the designs are of the highest order. I am seriously impressed." We hope to be able to invite Mike to speak at the school again in the future, hopefully in person!

We were also lucky to be able to welcome our local MP, Katherine Fletcher into our school to see our designs and answer questions from our new student leadership team during the assembly. Katherine took part in our International Women's Day celebrations earlier this year and it was brilliant to be able to welcome her into school in person. Katherine was also impressed with the designs created by our students, especially the design created by 10H!

We were so impressed by the creativity and compassion shown by our students throughout the competition. The winners for the national competition are to be announced later this month, but we have also held a school competition to find out our winning designs from each year group. We can't wait to celebrate the winning designs!

Miss Starkie, Equality Lead



Mental Health and Wellbeing

Everyone in our school community has struggled at various points this year and throughout the year we've endeavoured to find ways of promoting the emotional health and wellbeing of our students.



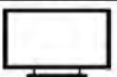





















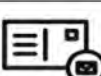
Wellbeing Bingo is a really fun way for our students and their families to keep mentally healthy and we've provided a huge list of enjoyable activities to tick off!

Of course, your daughter may need more help and so there are several sources of help listed too.

Wellbeing Bingo!

School's out for Summer...

This has been a very challenging year, making it all the more important to take some time for yourself and to RELAX. It is also just as important to take care of your mental health whilst you're on your holidays. Below are 25 different wellbeing activities you could try to complete at some point during the Summer holidays.

 Start a new book	 Drink 2 litres of water a day	 Start a new TV series	 Listen to music	 Have some early nights
 Family games night	 Make your bed everyday	 Get up before 11am everyday	 Help to tidy up	 Mindful colouring
 Bake some tasty treats	 Help make the dinner	 Watch your favourite film	 Have a day out with your friends	 Visit someone you haven't seen recently
 Eat 5 fruit/ veg a day	 Do something kind for a family member	 Have a go at yoga	 Have a duvet day	 Go for lots of walks
 Do a workout	 Go out for lunch or tea	 Set yourself a goal for summer	 Make someone smile	 Send someone a postcard

Mental health support

If you struggle with your mental health during the holidays, here are a few places where you can find some help and advice:

Mind
0300 123 3393
Text: 86463
www.mind.org.uk



Samaritans
116 123
Free any day 24/7
www.samaritans.org.uk



Young Minds
0800 1111
Text: YM to 85258
www.youngmind.org.uk



Anxiety UK
03444 775 774
www.anxietyuk.org.uk



You can also find more resources and help for your daughter on our website at:
<http://www.penworthamgirls.lancs.sch.uk/looking-after-yourself/5393173.html>

British Council International Schools Award – Introducing Internationalism

This year, as a school, we felt it is important to foster curiosity about the wider world, which we felt was especially important due to the considerable amount of time spent in lockdown.

Specifically, we wanted students to appreciate what unites us globally as citizens and link this to the school's core values.

This academic year, we have undertaken several projects with schools in France, Germany and Pakistan. The links with schools in France and Germany involved exchanging seasonal greeting cards with our partner schools. These cards included details of different cultural traditions and recipes around Christmas and Easter. Mrs Raine said, "The girls have embraced the letter exchanges with France and Germany and it has sparked their enthusiasm for learning languages. There is a real buzz in the classroom when letters or cards arrive. It has been a great way to use our language skills for a real purpose. Along with developing their cultural awareness, reading letters in English has also given our students an insight into what it is like for others to learn English as a foreign language. We hope to continue our links with the different schools and involve more students in the future."

Additionally, we have worked with the Garrison Academy Girls' school in Pakistan and exchanged assemblies and pupil work linked to our shared core values. We have focused on being curious, showing compassion and fostering social responsibility. We used both Empathy Week and International Women's Day as vehicles to drive this work. This has highlighted the experiences and challenges for young women in the UK and Pakistan and enhanced cultural understanding. Miss Wignall and the Geography department answered some questions sent by the school about the local areas and customs and, in return, Garrison Academy helped us learn more about their country.

Mrs Sharon Hall Deputy Headteacher commented, "By working towards the International Schools Award, we have taken the first step on a journey to enhance our students' understanding of global citizenship. It has improved awareness of contrasting customs, promoted curiosity for other cultures and has shown the importance of tolerance and mutual respect. Girls have had the opportunity to make links with four schools across two different continents, gaining a fascinating insight into the wider world in the process."

Mrs Hall, Deputy Headteacher



Lancashire County Council Equality Marks

We are very proud to announce that Penwortham Girls' High School has been awarded two more Equality Marks from Lancashire County Council.

We have achieved the Gender Equality badge and the Sexual Orientation Equality badge following a recent visit from the Council where Mrs Hall and I were asked to demonstrate all the work we had done to promote and ensure equality in these areas.

The Lancashire Equality Mark is awarded to schools who ensure that they actively embed Equality throughout all their practice and enable all their students to thrive in a supportive learning community. There are six badges to work towards and we have now achieved five of these badges! We currently have the Race, Religion and Socio-Economic badges in addition to these two new awards.

We had an accreditation visit from the council which was a fantastic opportunity to discuss and share all the different types of events and plans that we have put in place to ensure all our students feel able to thrive in our school and to celebrate our diverse community. We were very proud of the feedback we received from the council, who described our approach towards promoting gender

equality as 'exemplary'. They mentioned being particularly impressed with how we celebrated 'International Women's Day' as a particular focus, but also said it was evident that equality is something that is promoted across the whole school. It was a wonderful opportunity to share the amazing contributions that everyone across our school community and the wider world, have made to our celebrations. Myself and Mrs Hall were very proud to talk about the interviews with Dame Sue Ion and local MP Katherine Fletcher that were expertly conducted by our Deputy Head Girl Tegan L. The council were also very impressed with all the work that our Year 10 Respect Council have made throughout this year.

We are continuously looking for more opportunities to promote equality in our school and to celebrate diversity and unity.

We look forward to now achieving the final Equality Badge, which will make us the first school in Lancashire to receive all six awards in the last three years.

Miss Starkie, Equality Lead



Lancashire Religion & Belief Equality Badge



Lancashire Gender Equality Badge



Lancashire Socio-economic Equality Badge



Lancashire Race Equality Badge



Lancashire Sexual Orientation Equality Badge

Snapchat

Virtual Online Workshop as Part of Empathy Week at Penwortham Girls' High School.



On Friday evening, six students of the Respect Council at Penwortham Girls' High School and their teacher took part in a Snapchat Virtual Online Workshop, one of only five schools in the world to have been selected for the event.

The girls were given the special opportunity to work alongside Snap Inc.'s creative team and a creator for Disney. They were introduced to augmented reality and created their own lens (filter). The workshop focused on using a snapchat lens to promote empathy and the understanding of others. These girls will also be sharing their expertise with the wider school council so that they can work collaboratively and use social media to promote the school's core values, such as social responsibility and compassion.

The students, Mrs. Hall (Deputy Head) and Mrs. Bennett (Curriculum Leader and Lead Teacher of Computing and ICT), were invited to take part in the event as a result of the Respect Council's participation in Empathy Week, which was held nationally during February this year. As well as giving the girls technical skills, it is a fantastic opportunity and provides an insight into one of the largest companies in the world - the people behind Snap Inc.

Mrs. Bennett said, "We were invited to take part in the Snapchat online workshop, and it was an opportunity not to be missed; to be one of five schools worldwide to be selected to be part of this workshop was incredible. The virtual online workshop was hosted by

Snap Inc. based in Los Angeles. Students were shown how to create their very own Snapchat lens (filters). The girls thoroughly enjoyed the experience and are looking forward to sharing their skills with others.

To promote unity across the school, we are taking part in the UNITEE competition. Students across the school have been asked to design a T-Shirt to promote the importance of tolerance and understanding.

They will be modelled by staff in a whole school fashion show. As part of the online workshop, the girls have decided that the Lens Studio software would be a great way to promote this and showcase the skills that they learned from Snap Inc.'s creative team. I am very excited to see what the girls create. We are also exploring other opportunities to incorporate this software into school and look at how it can be used to promote equality."

Ed Kirwan, the founder and CEO of Empathy Week, had invited the girls to take part in the workshop which included schools from Mexico, the USA, and the UK. On hearing about the involvement of the school in the UNITEE campaign, he commented, "Well done to all those involved in this year's UNITEE fashion show and for putting your time and effort into something greater than yourself.

This is empathy in action – you have taken time to understand a charity and the people they help, so that you can have a greater impact. Empathy is so vital to building better relationships, not only to help other people but to also help yourself. It's a skill and you must keep practicing it as you go through school and beyond. I can't wait to see the final designs and I wish you all the best of luck."



Mrs Bennett, Curriculum Leader and Lead Teacher of Computing and ICT, working with augmented reality at a Snapchat workshop to promote mental health and wellbeing as part of Empathy Week. Penwortham Girls' High School. Lancashire, England. 2021. ©Matthew Dever



A student working with augmented reality at a Snapchat workshop to promote mental health and wellbeing as part of Empathy Week. Penwortham Girls' High School. Lancashire, England. 2021. ©Matthew Dever



Mrs. Bennett, Curriculum Leader and Lead Teacher of Computing and ICT, working with augmented reality at a Snapchat workshop to promote mental health and wellbeing as part of empathy week. Penwortham Girls' High School. Lancashire, England. 2021.

Art

Mural Painting

Over the past few weeks, the Art Department has been working on large scale mural installations with the help of some of our talented young artists.

The murals, rejuvenate sections of our school, such as the Humanities garden and the quad area.

The response from teachers and students has been amazing and it is all thanks to the hard work of our volunteers. A special thanks to all those participating.

Miss Morris,
Lead Teacher for Art



Below are videos showing the Humanities garden mural development:

DAY 1: <https://youtu.be/SM7-jWl1QwQ>

DAY 2: <https://www.youtube.com/watch?v=ru8B-g5ZBQ4>

DAY 3: <https://www.youtube.com/watch?v=YcD2cv2MVok>

DAY 4: <https://www.youtube.com/watch?v=NK9Tr9N-qU>

DAY 5: <https://www.youtube.com/watch?v=Leia3s7j7Yc>



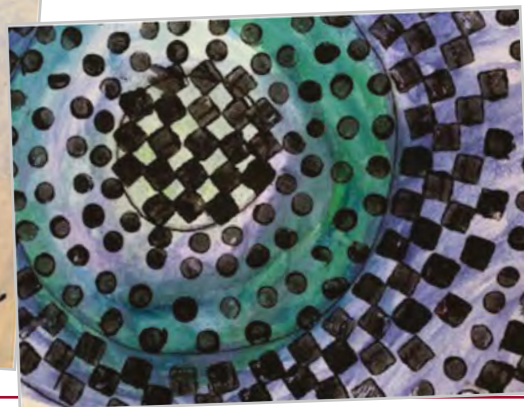
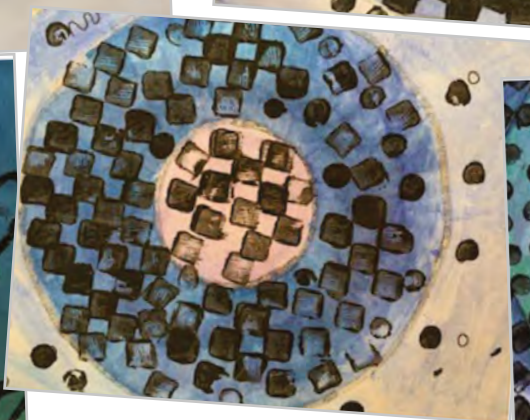
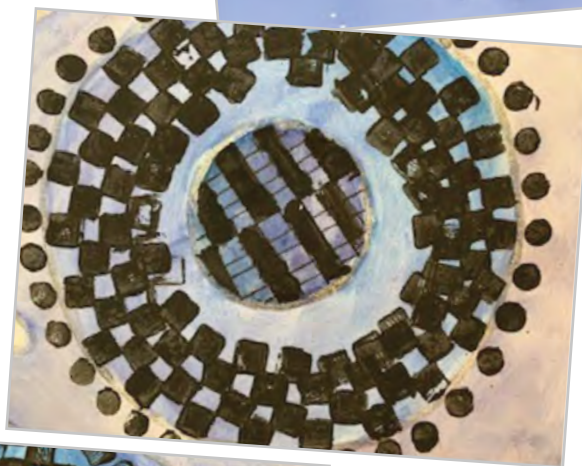
Art

Feature Artist: J. Vincent Scarpace

Some of our Year 7 students have been studying the work of J. Vincent Scarpace as part of their Coral Reef project.

Scarpace is known for his highly abstracted, colourful fish forms which focus on the creative process of 'making' art. Students have worked with a variety of media to emulate this artist's style and to get a better understanding of the visual elements of art.

Visit his website at: <https://j-vincent-scarpace.pixels.com/>



Creative Arts and Technology Faculty News

Art

GCSE Art Exhibition 2021

On Monday 28th June, parents, staff, students and friends visited school to see the talented work of our GCSE Art & Design students during the Private View Event (3.30pm-6.00pm).

The GCSE Art Exhibition showcased a range of stunning sketchbooks as part of their Art & Design coursework.

During the Festival of Performance and Arts 2021, Year 7, 8, 9 and 10 students were also invited to visit the exhibition all week during their lessons and gain inspiration for their studies.


May I take this opportunity to thank all the Year 11 Art & Design students for their hard work, dedication and commitment this year.

Miss Morris

Lead Teacher for Art

2021
Art

GCSE Exhibition
28th June
Art, Craft & Design



THE
ART
DEPARTMENT



Monday 28th June | Private View 3.30pm - 6.00pm |
Penwortham Girls' High School

All welcome to attend |



Computing

Key Stage 3 Computing

The final half term has seen KS3 Computing being a little creative when learning some basics in Information Technology.

In Year 7, the girls have been learning all about spreadsheets and are in the process of creating a spreadsheet for a specific scenario that needs to include a range of formulas and charts. The girls are doing this independently and are using the skills taught in the previous lessons to do this.

Year 8 are in the process of designing their own music festival and have planned a website to promote it. The girls will be incorporating a variety of features into their websites, including scrolling text, videos and slideshows. We will be investigating the programming language, HTML, that sits behind the websites and will be challenging the girls to write some HTML codes to help produce their websites.

Year 9 have spent part of this half term looking into technology. This unit has involved the history of computing and technology and the future of technology. We have looked at exciting futuristic products/household devices that will be available on the market in the next few years. The assessment that the girls will have to complete, will be to design and develop a new piece of technology/product that will make people's lives easier. The girls will be extremely creative with their ideas around this design assessment. Here's hoping we might have a future Anita Roddick (Founder of The Body Shop) here at PGHS!

GCSE Computer Science

Year 10 have completed all the theory for paper 1, Principles of Computer Science.

This theory consists of systems architecture and software, looking at data representation including binary, hexadecimal and sound, learning about networks and how different networks are structured and how they work. This includes the internet, looking at security of networks and a variety of security issues and learning about ethical and environmental issues surrounding Computer Science including legislation. You have all worked extremely hard this year and I look forward to next year when we will focus on paper 2 and the practical elements of the course.

Future Computing 2021-2022

In Computing, we are in the process of introducing an online safety qualification to Year 9 students called 'Smart Award in E-Safety'.

The qualification is designed to cover the main concepts and skills needed to use devices and applications securely, safely and effectively. The Smart Digital Award in E-Safety gives students the skills they need to use devices correctly, understand how to find and analyse information critically, communicate safely and appropriately with others and explore their potential through creation and collaboration. We are hoping to deliver this to all Year 9 during the next academic year.

Snapchat Lens workshop

We have also learnt about the positives of online social media apps and we have recently been given the special opportunity to work alongside Snap Inc.'s creative team and a creator for Disney in an introduction to augmented reality and created our own lens (filter).

The workshop focused on using a snapchat lens to promote empathy and the understanding of others. These girls will also be sharing their expertise with the wider school council so that they can work collaboratively and use social media to promote the school's core values, such as social responsibility and compassion.

Mrs Bennett,
Curriculum Leader for the Computing, Arts and Technology Faculty

Technology

Year 8 Faraday Challenge Day

On Tuesday 22nd June, all of Year 8 took part in the Faraday Challenge.

The competition was organised by The Institute of Engineering and Technology (IET) and is a national competition held across the country. Students worked in teams to design and develop a product which meet the needs of a brief set by Network Rail. They wanted students to create a prototype of an idea which would help to manage the increase in passengers at stations, platforms or on their trains.

All students worked extremely hard throughout the day and came up with some very original and innovative ideas.

The final 6 teams will now be judged by a member of the IET. A winner will be announced in the next few weeks and they will then go forward onto a national league table on the Faraday challenge website.

Mrs Freer, STEM / Technology



Year 8 Faraday Challenge winners

Congratulations to Team3 of 8S who were the winning team from the Faraday Challenge at PGHS!

They now go up against schools from across the country in the national Faraday challenge competition. Well done, girls!

Mrs Freer, STEM / Technology



Technology

V&A Innovate National Competition

During the last lockdown, all the Year 8 students were entered into a competition called 'Innovate' by the V&A museum.



There was a theme of 'Home' and the students were tasked with how the making of our homes can be improved in the future, for instance, how to be more inclusive or environmentally friendly.

This was a national competition and out of all the schools that entered, two of our students, Amelia W and Sophie M, were chosen to take part in the final. (Only ten finalists were picked, so this was already a massive achievement.)

The girls had to take part in an online Zoom 'pitching day' in order to present their final designs to the judges, one of which was the BBC presenter and Paralympian, Ade Adepitan. The girls were commended for their innovative designs and although they did not win the final, they still came away with finalists' trophies (which are made from recycled marine plastic).

Mrs Gornall was also awarded the V&A Innovative 'Teacher of the Year' which was a huge surprise to her! Well done again to the girls for their designs but also to the rest of the year 8 students.

The judges were very impressed by how many original designs were entered by Penwortham Girls' students.

C.A.T. Faculty



Technology

Product Design

During our D&T lesson we created decorative plant holders by upcycling old wooden pallets.

Penwortham Girls' is trying to brighten up the school so these crates will hold flowers and plants, creating a positive environment for the students to learn and relax. Clive, from the charity 'Dig In Preston' came to show us

how to hammer, saw, drill and sand down the wooden pallets that we used.

It was an amazing experience and we would like to thank Mrs Gornall and Clive for allowing us to be creative. At the end of the session, we all made three large wooden planters, all handmade, adding to the Penwortham Girls' community. These will be painted or varnished before the soil and plants are added.

By Megan S in 9J



Online Introduction to UK Parliament

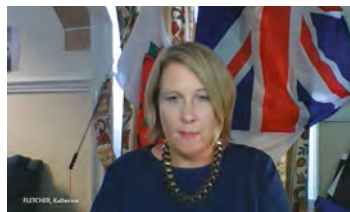
The whole of Year 10 had the opportunity to engage in a live online workshop delivered by staff from UK Parliament.

During the session, students learned about the work and role of the House of Commons and the House of Lords. Students learned about the difference between UK Parliament and Government, the work of MPs and members of the House of Lords, how laws are made and how to get their voices heard.

As part of the session, students were fortunate enough to have the opportunity to engage in a live Q&A session with Katherine Fletcher, the MP for South Ribble. Across 6 different classrooms, students submitted questions about education, her views on current affairs and life after Covid.

The session proved to be really engaging and left all students with a good understanding of the basics of UK Parliament – perhaps inspiring some future politicians too!

Mrs Snowden, English Department



A Midsummer Night's Dream

The English Department was delighted to welcome Quantum Theatre into school to perform 'A Midsummer Night's Dream' for Year 8 on Thursday 17th June – just short of Midsummer!

Usually, we host many performances throughout the year, or take groups to the theatre, so it felt like a welcome return back to normality after a year of "bubbles". Fortunately, the weather decided to be kind to us and we were able to watch the performance outside, transforming the netball courts into an open-air theatre for the morning.

The theatre group were also delighted to be able to perform – we had initially booked the group back in 2019 and have had to postpone it numerous times. It felt like a milestone to get them into school! The performance was a lively introduction to Shakespeare on stage for Year 8 and they were a fantastic audience; attentive and appreciative.

The performance was highly engaging; the talented performers incorporated comedy, music and great costumes into their entertaining show.

Year 8 are currently working on drama skills in their English lessons, so this will have given them an insight into the importance of physical and vocal skills when developing a performance.

Mrs Woodhouse, Curriculum Leader for English



Author Visit by Cressida Cowell

As part of the Festival of Performance and the Arts, the entire Year 7 were invited to participate in a Zoom session with Children's Laureate, Cressida Cowell, along with other schools across the country.

Cressida Cowell is best known as the author of the "How to Train Your Dragon" series and her new book, "The Wizards of Once". During the session, students learned about where Cowell gets the inspiration for her characters and plot. Some of our Year 7 students recognised names of two of her characters, "Caliban" and "Ariel", from our recent study of "The Tempest".

As part of the Zoom session, the students took part in a Q&A session with Cressida Cowell. She hinted at a desire to write another book in the "How to Train Your Dragon" series, but she is currently busy writing the next book in her new series.

Cressida Cowell also talked about some of the projects she has been involved in as Children's Laureate including, 'Life Changing Libraries', promoting the power of libraries in schools and 'Read for Good', who promote campaigns like the annual Readathon.

The Year 7 students thoroughly enjoyed the session. They managed to pick up lots of hints and tips to improve their own writing. Cressida Cowell's enthusiasm was infectious and she definitely inspired some of our avid writers – the next generation of great writers, perhaps?

Mrs Byard

English Department News

Chatsworth House

On Friday 9th July, Year 10 and the English department went back in time to imagine what it must have been like to live during the Regency era.

Following in Darcy and Elizabeth's footsteps in 'Pride and Prejudice', we visited Chatsworth House to explore the House and its extensive gardens.

Many Year 10 are studying 'Pride and Prejudice' for GCSE English Literature and Chatsworth House was the inspiration for Pemberley in the novel. It was also a filming location for the version starring Keira Knightley.

Students were able to visit many of the locations mentioned in the novel, allowing them a great insight into the context and setting of the novel.

Chatsworth is also home to many priceless works of art – a Da Vinci masterpiece, ancient sculptures from Rome, Greece and Egypt, plus priceless tapestries. It was a fascinating day out, as students were able to make links across the curriculum to many other subjects and also learn more about the role that the aristocracy have played in Britain's history.

One highlight of the day for many of us was the opportunity to explore the estate. Students enjoyed the grotto, the maze and the woodlands – lots of great places for picnics!

At the end of the novel, Elizabeth is asked by her sister when she fell in love with Mr Darcy. In a tongue in cheek reply, she says "It has been coming on so gradually, that I hardly know when it began. But I believe I must date it from my first seeing his beautiful grounds at Pemberley." Who can blame her?

Mrs Woodhouse, Curriculum Leader for English



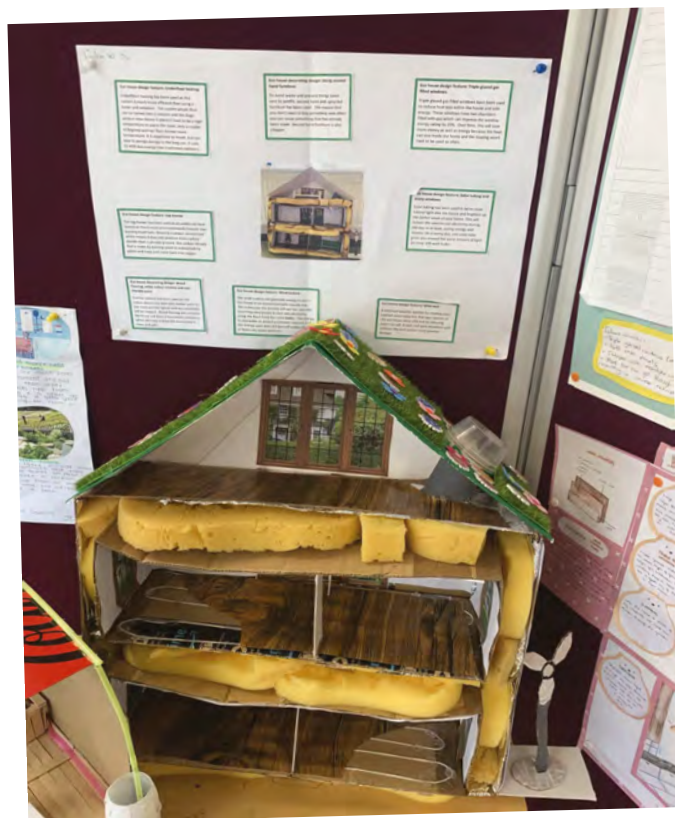
Geography Department News

Eco Homes

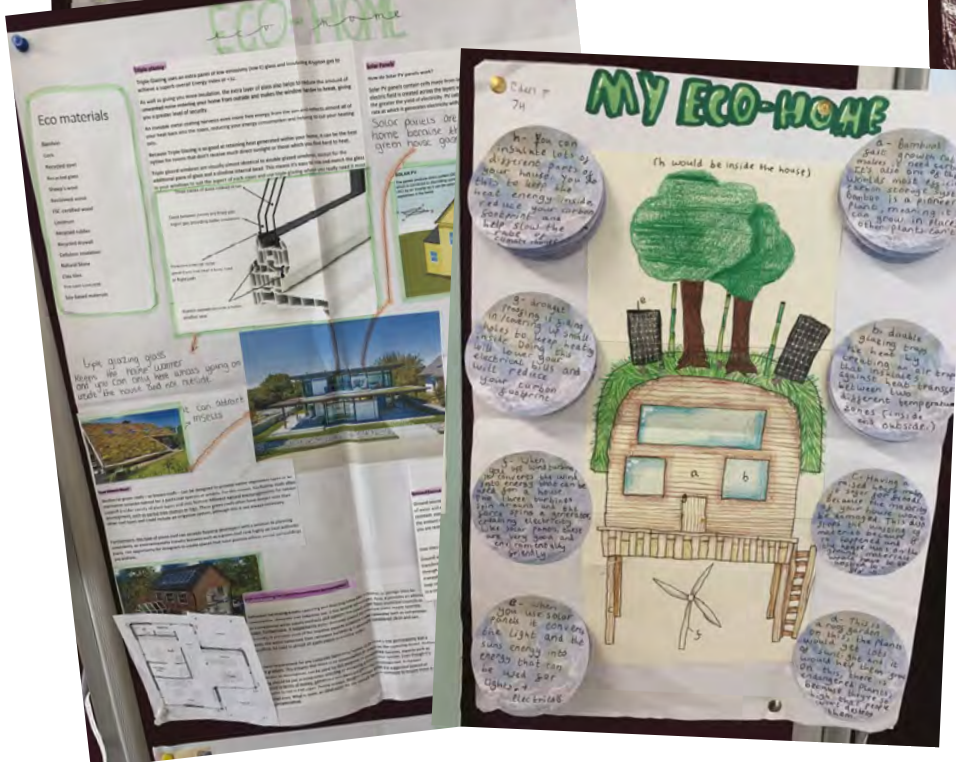
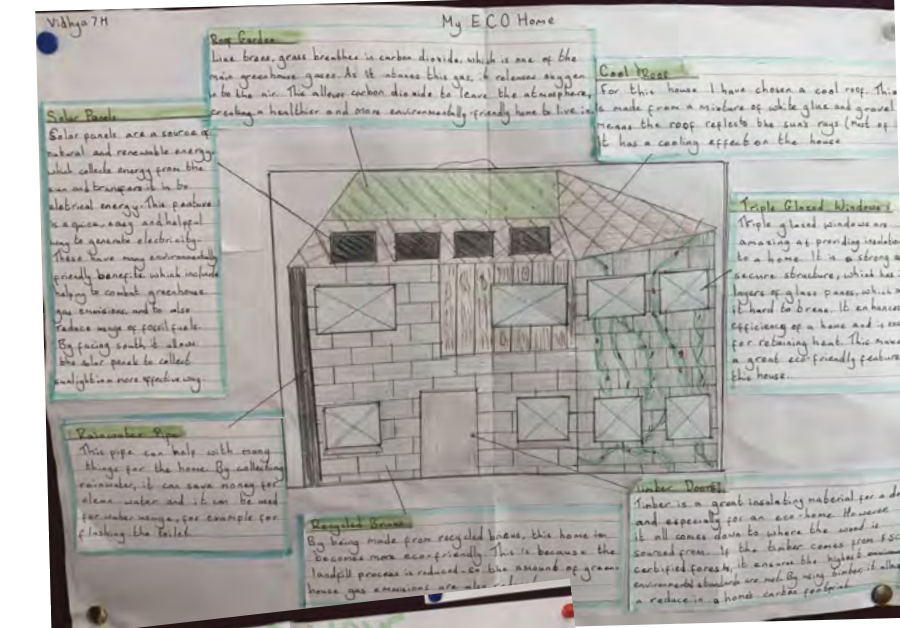
In recent weeks, Year 7 classes have been working on designing their own eco homes and I have been very impressed with the results!

Many students put considerable time and effort into researching ways to reduce the carbon footprint of a house and then went on to present their designs in clear, detailed ways. We had imaginative ideas like eco-living on a canal boat to repurposed shipping containers. Some students made fantastic models of their eco homes. A special mention goes to Sofia and Lydia W. (7S), who produced fantastic models with many well researched ideas for making a house environmentally friendly. See the pictures below and if students want to see the eco homes for themselves, you can find them on display at the bottom of the library stairs.

Mr Bowles, Curriculum Leader for Geography



Geography Department News



Year 8 on their Passport Walk

All three members of the department accompanied Year 8 on their Passport Walk from Abbey Village up to Darwen Tower.

It was great to be out and about in the Great British countryside! The view from the top was a Geographer's dream and we were impressed that so many students could identify the settlements and landmarks that they could see, from Blackpool Tower to Deepdale Stadium and Pendle Hill. Thanks to Mr Herbert for organising and a special mention to Miss Gelder who proved her Geography credentials with some excellent map reading!

Brand New! National Online Safety Mobile App

It's time to get #OnlineSafetySavvy

Children are spending more time than ever online. As adults, we need to do everything we can to keep them safe in the digital world. However, with new apps, games and platforms emerging every day, how can you stay in the know?

Say hello to the new National Online Safety mobile application.

With all online safety knowledge available at your fingertips, the NOS app empowers parents and teachers to understand and address online safeguarding risks – anytime, anywhere.

The world's most comprehensive online safety app, it's packed with insightful courses, explainer videos, webinars and guides on topics that will help you protect the kids you care about when they're online.



FREE Online Safety App for Parents & Educators!

We're excited to launch our FREE mobile app, giving you access to instant information about the latest apps, games, devices & more.

Download for apple: hubs.ly/H0BwQjL0

Download for android: hubs.ly/H0Bx0tp0

Governors News



Governors'

I was, perhaps, a little previous in hoping for the June start to return to normality when I wrote my update last term!

The four-week delay takes us now to the end of term so we will have endured a full year of disruption of one sort or another – such has been the nature of this pandemic. My hope and the hope of the governors is that as much normality returns as soon as is possible so that we can all concentrate fully on our *raison d'être* which is of course that of the best possible educational and personal development outcomes for our students.

But we cannot stand still – and we have not! Governors may have not visited school in person as much as they would have liked but they have still had contact with staff and students where possible. Cumulatively this year, governors have completed 72 training and development sessions and 31 school visits, interviews or zoom meetings with staff. This has been on top of our normal termly meetings and all despite the Covid situation, which has meant alternative arrangements have been in place in one form or another all year. On their behalf, I have attended meetings with members of the senior leadership team, sometimes virtually, sometimes socially distanced in school, as well as with local authority staff and other Lancashire governors in a variety of settings.

This month, I attended school for a few staff meetings but also to see the UNITEE competition outcomes with the Head teacher and the local MP. I am very grateful to the girls who assisted; my tour of the tee shirts was far more informative thanks to them, as they described the process and the rationale. Thank you to every form and the staff too for their efforts.

So now we prepare for another school year. We have expanded our governing board to include three new governors with exciting skills to bring. We have reorganised our focus areas and reviewed our structures so that we are as efficient and effective as possible. We will hold our away day, a Saturday morning early in September, when we can get together and ensure we are ready to go!

On behalf of the governing board, I wish all of you – staff, families and students – a restful summer break in readiness for the new school year and I am sending you all our thanks for your contributions over the past year.

Mrs Lorimer Russell-Hayes
Chair of Governors

Local Historical Sites

As the summer holidays are quickly approaching, you may be thinking of potential days out and visits that you would like to do with your family.

As the Year 7 students discovered when visiting Sawley and Whalley Abbey, visiting local historic sites can be enriching and fun and we are blessed with lots of them in Lancashire! The following website shows where historic houses and halls are located: <https://www.visitlancashire.com/things-to-do/historic-houses>. Some of my personal favourites are Rufford Old Hall, Astley Hall, Hoghton Tower and Lytham Hall. If you visit a historic site over the summer, please take some photos and write a review; we'd love to hear about your visit!

Mr Herbert, Curriculum Leader for History



Whalley and Sawley Abbey Visit

Over 120 Year 7 students visited the historic sites of Sawley and Whalley Abbey on Monday 21st and Tuesday 22nd June.

As this was the first out of school visit of the school year, there was much excitement and enthusiasm from the students to extend and enrich their classroom learning of Henry VIII's decision to close the monasteries at two superb local historic sites. Initially, students were given the task of exploring the ruins of Sawley Abbey to discover the purpose of each room. As much of the stone and building materials has disappeared since the dissolution of monasteries, this was a challenging task. The students then took part in a 'Dissolution' role play, acted out by enthusiastic volunteers who were provided with a monk's habit and tonsure to authenticate the look.

After lunch in the beautiful grounds of Whalley Abbey, students conducted a further investigation into the differences between the two historic sites. As more remains of the buildings at Whalley Abbey were explored, the students were given a fantastic opportunity to visualise the daily lives of medieval monks and how the dissolution would have affected the local community. Students were also given free time to explore the site and fully appreciate the size of the monastic community established at Whalley. On Tuesday 22nd June, students were also invited by the priest of Whalley Abbey to listen to prayers, held in the ruins of the abbey. The students listened intently throughout and fully appreciated the priest's explanation of different features of the monastery.

It was fantastic to see so many Year 7 students participate enthusiastically in the visit. They demonstrated a genuine curiosity for the sites and represented the school superbly, showing respect and courtesy to members of the public when visiting both abbeys.

Mr Herbert, Curriculum Leader for History



SEND Rewards Picnic 2021

As part of this year's Festival of Performance and the Arts, the SEND department took a number of students whom we support from all year groups for an afternoon of picnicking and pebble painting in Hurst Grange Park.

Not only was this a fantastic opportunity to get creative out of the classroom, the students were also able to develop their social interactions with both staff and peers in a relaxed environment.

The trip was organised to reward the resilience of our students during what has been an incredibly challenging year; some of them have had the upheaval of studying for GCSEs through multiple lockdowns, some of them have had to cope with the transition to High School in unprecedented circumstances. We are proud of each and every one of them and it was an absolute joy to see them connecting with the outdoors and embracing the fun of the afternoon.

Some wonderful pieces of art were created and we hope to display them in the Garden of Reflection which is scheduled to be developed over the next year.

The afternoon was a roaring success and many girls asked when we could do it again; as a result, we hope to make this an annual event.

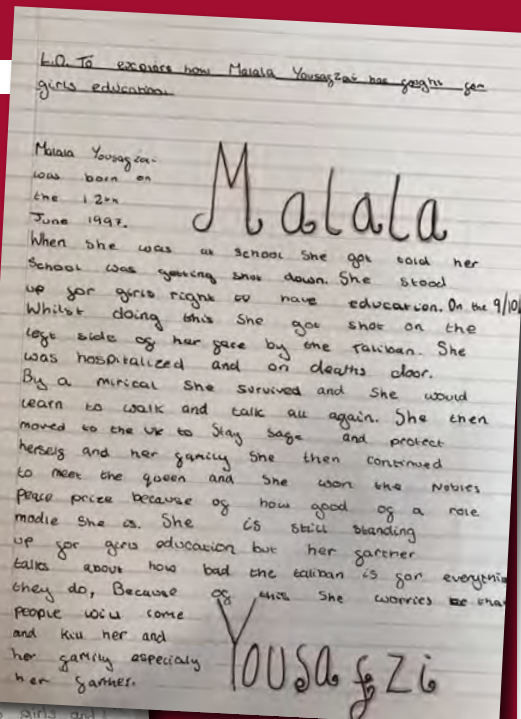
Thank you to all staff and students involved for a glorious afternoon!

Mrs K McGibbon (SENCO)



KS3

All of the students started the academic year in Life Skills with a reflection on their experiences and thoughts about lockdown. KS3 students then looked at some of the content that they would have covered in the spring and summer term last year before moving on to this year's program.



Biography-

Malala Yousafzai is a young girl who is a ~~young~~ great role model to girls and boys all over the world. Malala won a noble prize at such a young age, for standing up for girls education in Pakistan, after the Taliban took school away from her and many of her friends and other girls.

Malala was doing a great thing for women's education and therefore got good things from it like meeting the queen or meeting Hilary Clinton and winning a noble prize. But, unfortunately, she got shot, and was left with half of her face paralyzed. Doctors, nurses and general people were astonished on how she is still alive as many of them said that, that shot would have killed her. Her injury was so bad that she got transferred to the UK to get treated specially. But it was still a shock that she survived that fatal problem that came across her body.

It wasn't just Malala who stood up for the right of the people's life and education, but so did her dad which left her and her family. Malala would have to make sure all the doors were shut and she said it was petrifying.

Malala was extremely upset when the Taliban was blowing up the schools at night. This enabled girls to go to school and therefore, blanching the Taliban to have more power and riches, and made it easier for them to change, twist and manipulate the young minds of the future.

Year 7:

One of the lessons recently looked at the right to education. This is some of the work that Miss Hollier did with 7P.

The students completed an optional extra task to create a biography on Malala after learning about the right to education.

Katie T, Chloe E and Faye G were awarded a heads commendation for their in-depth work.

KS4

This academic year, KS4 students spent time in some of their form sessions looking at this year's content.

Year 10 also recently took part in a sexual health and sexual content online drop-down day, which included a session from Tania Cockcroft who is the Community Sexual Health Education Lead for Lancashire Sexual Health Service. Tania discussed the importance of the '3 C's' with students - Communication, Consent and Contraception. Other sessions included sexual content online, fertility and infertility, routes in to parenthood and student voice with a pride month quiz.

The day was very successful and feedback from students was extremely positive. Here are a few of their comments:

"It has been very informative and helpful."

"I found it interesting and I learnt lots of new things. I was unaware about STI information and their symptoms and the types of contraceptives."

"I think it's good to learn about it, since not everyone knows about these things and they might struggle if they are in one of the situations if they didn't know what to do."





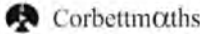

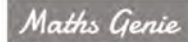

There was also some extremely good feedback on the question about anything that the students would like to see in Life Skills lessons in the next academic year. The responses have been considered as part of the program of study for next year as student voice is important.

Finally, thank you to the parents/carers who completed the parental forms questionnaire on the RSE and Health Education Policy and also general questions about Life Skills. Again, the overall response was extremely positive. Your feedback is important to us and I look forward to working with you in the next academic year.

Mrs R Cahill
Life Skills Co-ordinator

Maths Department News

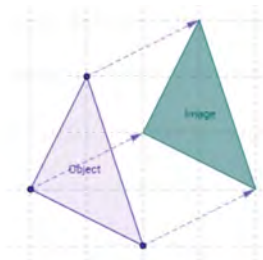
PGHS Independent Online Learning in Mathematics

Free Platforms		Subscription Platforms	
	<p>Onmaths.com is a great website for students preparing for their GCSE examinations. Students can practise a specific topic with Topic Busters, prepare for the exam with a Prediction, or challenge themselves against a Demon Paper.</p>		<p>Hegartymaths</p> <p>Hegartymaths is mostly used at PGHS for all years for homework and revision tasks. All tasks have associated videos to help pupils further improve their understanding. Teachers can mark students' work online and provide individual feedback and support.</p> <p>Students will need to simply type in their school name: 'Penwortham Girls' High' and create their own password to access their account.</p>
			<p>MathsWatch</p> <p>MathsWatch has a wealth of videos, online assessments, feedback tools, independent learning, printable worksheets and so much more that are all included to help develop students' mathematical skills.</p> <p>All years can access this site and the login and password needed for this site is generated by the maths department.</p> <p>s.cheal@penworthamgirls.lancs.sch.uk is always happy to email students with these login details if they forget.</p>
			<p>Corbettmaths</p> <p>Corbettmaths has a wealth of free videos and worksheets. The apply section of Corbettmaths supports 'mathematical thinking'.</p> <p>Method Maths</p> <p>Method Maths is designed to allow students to practise and prepare for their exams by practising GCSE past papers. It will instantly mark and grade students' work. Method Maths is only used with years 9 to 11.</p> <p>The login and password needed for this site is generated by the maths department.</p> <p>s.cheal@penworthamgirls.lancs.sch.uk is always happy to email students with these login details if they forget.</p>
			<p>Maths Genie</p> <p>Maths Genie has a wealth of GCSE and A 'Level maths videos and practice material. Perfect for those students who want to study A 'Level and beyond.</p> <p>SMART Learning Suite Online</p> <p>SLSO is an intuitive web-based software that helps teachers create engaging lessons that students can interact with in class, remotely or in their own time, all on their own devices via a URL link and their school email address.</p>

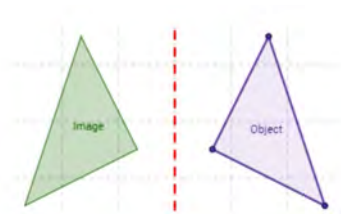
Transformations and Symmetry.

In Maths, we have been covering 'transformations and symmetries'.

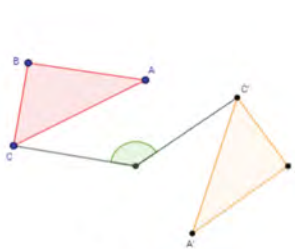
Transformations are when you move an object from one place to another. This can be done by translations (moving a shape left/right/up/down), rotations, reflections and enlargements. The reason this is useful is that we transform objects in real life by doing these manipulations. Also, it is useful being able to describe transformations as it practises the skill being able to describe instructions in detail.



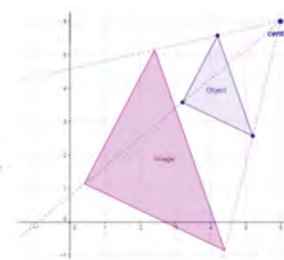
Translation



Reflection

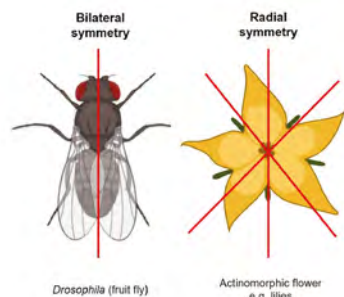


Rotation

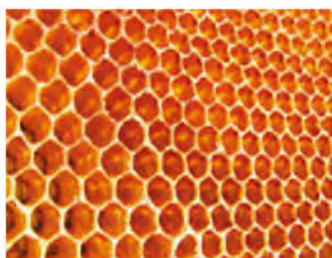


Enlargements

Symmetry is when an object and an image look self-similar to one another. Two ways that an object and an image can be self-similar to each other is through line symmetry and rotational symmetry. According to the American scientist Alan Lightman, human brains actually strive to see things symmetrically. "The reason must be partly psychological," he says. "Symmetry represents order, and we crave order in this strange universe we find ourselves in as it helps us make sense of the world around us". Also, this comes up in Biology as most animals (after vertebrates came about) tend to have bilateral symmetry, as this makes it easier to form organisms.



One thing that architects/designers will use for their designs is 'tessellation'. Tessellation is a process where you will a way to translate a shape repeated times so that the self-similar shapes will cover a 2-Dimensional plane. This is used for wallpapers, tiling driveways, carpets, etc. Again, human brains are naturally drawn towards tessellations because of the amount of symmetry within these images.



Mr Rhodes
Mathematics Department

Problem Solving with Area and Perimeter

As part of their learning journey, 9H have been investigating how they can use different strategies to solve a range of problems involving the area and perimeter of rectangular shapes.

Earlier in the year, they had worked on using algebra to form and solve equations and then more recently learnt how to divide quantities into a given ratio. These skills were recalled and utilised to help tackle area and perimeter problems like this one:

Bill needs to build a rectangular sheep pen.
The pen must have a perimeter of 18m.
Every half metres of fencing cost him £1.30.

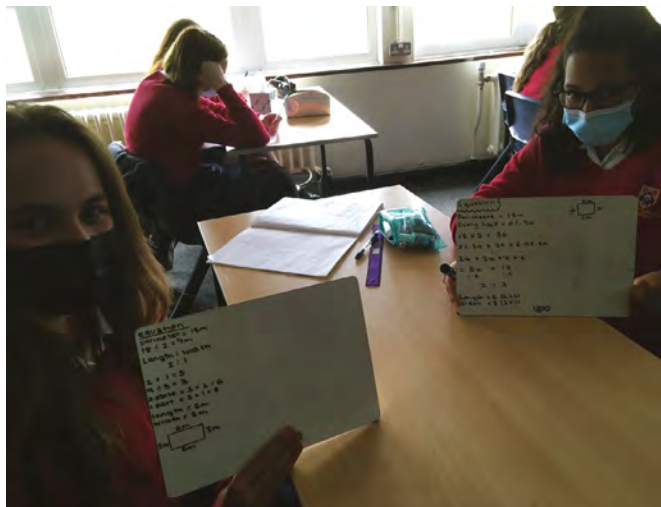
a) Work out the cost of fencing used to make the sheep pen.



The length of the sheep pen is two times its width.

b) Find the length and width of the sheep pen.

Length metres
Width metres

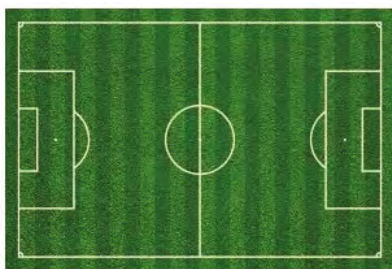


After some paired and class discussion, the girls were tasked to solve the problem using their preferred method. It was interesting from a teacher's point of view to observe the thought processes involved and the direction that the girls decided to take to reach their answers.

The picture Above shows Maariyah and Rebecca with their solutions. For part (b) of the question, Maariyah used algebra to set up and solve an equation whilst Rebecca took the ratio route to reach the same answer.

It was nice to see the students working both independently and collaboratively on the tasks and really thinking about how to break the problems down. I thoroughly enjoyed the lesson and although some may not admit it, I think they did too!

If you would like to test your own problem-solving skills, why not try this question that has particular relevance to recent events! The answer is on the back page.



The length of a football pitch is 50% more than its width.

The perimeter of the football pitch is 400 yards.

Work out the length and the width of the football pitch.

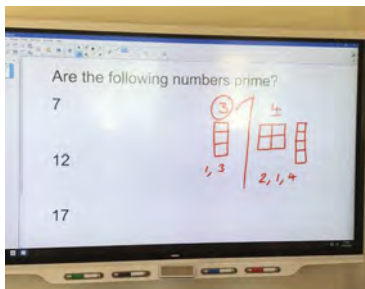
Mr McVey, Mathematics Department

7S Maths – Mastery of Prime Numbers

In 7S Maths, we have been learning about prime numbers by using arrays to recognise when a number is prime and when it is not. In class, the pupils used multilink cubes to produce different arrays of each number; this helped them work out all the factors of the number they were investigating.

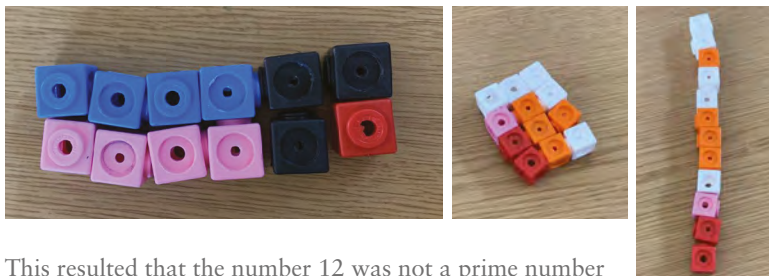
The pupils then recognised that they could only make one array for some numbers, which they concluded were prime numbers as they only have the factors of 1 and itself.

The task was set out as shown below: For the number 7 the only array that could be produced was:



This resulted that the number 7 was a prime number and its factors are 1 and 7.

For the number 12 the arrays that could be produced were:



This resulted that the number 12 was not a prime number as it had more than one array and therefore its factors are 1, 2, 3, 4, 6 and 12.

Year 7 really enjoyed investigating which numbers were prime using the multilink cubes to visually aid their understanding on number concepts.

Mr Cafferkey, Mathematics Department

Maths- Year 9 Higher

In the Year 9 Higher groups in Maths, we have just completed the unit on Fractions.

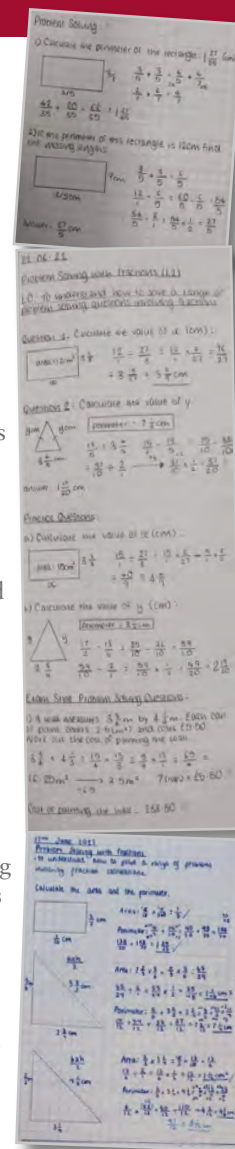
This is a unit which the students visited briefly in Year 7 and Year 8, but having started the GCSE 3- Year Scheme at the start of this academic year, the work was covered in greater depth.

We began the unit revisiting basic fraction skills, such as simplifying fractions and converting between mixed and improper fractions. We then looked at calculations involving fractions (adding, subtracting, multiplying and dividing). Pupils then applied these skills to various GCSE problem-solving questions, such as those involving area and perimeter of 2D shapes and combining the two different areas of mathematics.

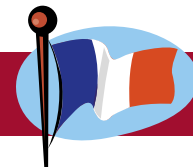
Next, we looked at a new topic involving fractions - converting recurring decimals to fractions. Recurring decimals are decimals that contain a digit or a sequence of digits which repeats itself forever such as 0.3333333333...; this would be written as 0.3 or $\frac{1}{3}$ if written as a fraction (unlike irrational numbers whose decimals have no pattern). Pupils

really enjoyed learning this as it involved transferring some of their algebra skills from earlier on in the year. Emphasis was made on the layout of their calculations to ensure working out is clear and pupils secure all the marks if it was a GCSE exam question.

Miss Hasan, Mathematics Department



Modern Foreign Languages News



What an extremely busy term this has been for our language learners here at PGHS. We have been writing letters to our penfriends, reading German fairy tales, baking some delicious German bakes and preparing for our speaking exams. It has been busy but fun with lots of activities taking place and lots of opportunities to further our love of learning languages. We have even hit a record number of pupils opting to take a language at GCSE in both French and German! This is just testament to how hard our team has worked this year to bring languages to life and also how hard our girls have worked during lessons and the success that it now brings.

Year 8 French

Year 8 have been learning about typical hobbies in different French-speaking countries.

We also enjoyed reading the letters we received from our French pen pals, where they described their school day and their timetable. They have sent us the official brochure from their school and we are very impressed with how many languages they learn. They finished for the summer at the end of June, but we are not too envious. From reading their timetable, we realised they often finish much later (5 or 6pm) and have double lessons. Therefore, we don't really wish for longer summer holidays. Non, merci!



Year 7 German

Year 7 have been busy learning all about school life in Germany and all the vocabulary related to school subjects, teachers, lessons and the school rooms and buildings.

They have watched little videos about life in a German school and found out some super interesting facts. Did you know that German schools start at 7:45am and finish at 1pm and they do not wear a school uniform? Our girls think this is a great idea but didn't really like the rule that if you do not pass your subjects or your head of year thinks you are not working hard, then you are in danger at some schools of having to repeat the year! Some pupils have also been writing their letters to their German penfriends and finding out about life in German schools. We cannot wait to make some videos of our school to send to Germany!

9J Fairy Tale Board Games

9J have been busy with Mrs Gill making their own fairy tale board games to depict a story from the Grimm Brothers.

We had lots of fun making them and also playing them (although some liked to bend the rules a little bit!!!!) The girls added lots of German vocabulary on to them and made some of the questions really tricky. It was brilliant fun playing them together!



Modern Foreign Languages News

Year 8 German

Year 8 German pupils have been busy this term learning about travelling to Germany and staying in a youth hostel, giving instructions and directions to people, learning to tell the time and learning about all the wonderful festivals and celebrations that take place in the German calendar.

We even got to see some of the fabulous traditional German costumes from Frau Gelder and Frau Gill. Our particular favourites were the Dirndl and the Lederhosen!

We even made some German board games based around the festivals and had lots of fun playing them and learning all the vocabulary.



Frau Williams and the Café in Berlin

A small group of Year 8 students have been improving their reading skills by tackling a German book.

It is about a young Sicilian man who comes to Berlin looking for work. He also needs a flat to live in and German lessons.



The students have chosen their favourite chapters and given you a taster of what is happening in the book. We have also created Avatars of the main characters.



Multikulti

Yesterday, Dino ate pizza at an Italian shop called o sole mio which is owned by 2 Palestinian brothers. They ate tuna fish pizza at a good price but it didn't taste the best. The pizza place was a few metres away from the apartment. No one cooks and there are stacks of mysterious dishes lying around. Dino describes the fridge as a 'black hole' as when he buys something and puts it in the fridge, it will disappear shortly. They have separate compartments with their own food in the fridge but they say it is easier to eat out. They eat donner kebabs from Turkey, Berlin burgers, lamb from Pakistan and Palestinian pizzas and much more. A Berlin Currywurst is a speciality here. It has an interesting story. In 1949 a Berlin woman got Worcestershire sauce from a British soldier and Indian curry sauce and mixed it together with American ketchup and Currywurst sausage was made. It is typically German with multicultural mixes.

Café in Berlin Chapter 2 Multikulti

My chapter explains all the diversity and different culture in Berlin. My favourite part is when they say that they have mysterious mountains of dishes yet no one even cooks! In German, it is 'Niemand kocht, aber wir haben immer Berge von Geschirr'. Es ist ein Mysterium'.



Currywurst made from a mixture of sauces from across the world



Vocabulary - Currywurst

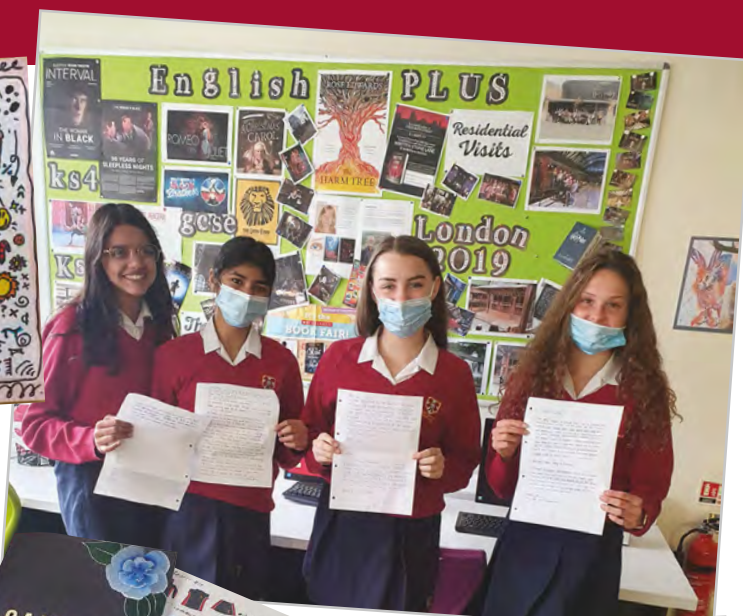
- Berge von
- Geschirr = Mountains of dishes
- Niemand kocht = No one cooks
- Ein Mysterium = a mystery

Modern Foreign Languages News

Year 9 Penfriend letters and Cards with Frau Gill

9P have been busy in German returning letters to our German partner school, Sickingen Gymnasium.

Our pupils were very excited to receive their letters earlier this term and we quickly got started on returning a letter ourselves. Our focus was to use the imperfect tense that we have been learning in lessons so we used it to describe our past weekend for our German friends. We even designed little gifts to put in the envelopes to send over to Germany. We are hoping that they receive them before they go on their summer break.



Y9 French penpals

Year 9 have written back to their French pen pals. In their previous letters, they had told us all about their ideal holidays.

We then wrote back about our favourite celebration and described our favourite food.

The students were delighted to receive our letters which arrived on their last school day before "les grandes vacances".



Modern Foreign Languages News

Year 10 German

Year 10 German have been learning all about friends and family and how to discuss relationships and life at home.

The pupils took on the challenge of doing their practice speaking exam. They really showed just how much progress they have made in recent months and completed a role play, a photo card description and a conversation. It was a real success and despite finding it a little daunting at first, once they started they realised it wasn't as bad as they had thought and there were lots of smiles all round. The more practice we do on these speaking tasks, the more confident we become! Everyone put in a super performance but some stand out performances were from Donalia M, Yusairah B, Ellie R, Nur A, Ellie M, Sophia R, Zahra A, Zahra N, Carla D. Well done, everyone!

French Food and Culture with Madame Raine

Louise from 9J has kindly written about our French lessons:

"Recently in our French lessons, we have been studying the food culture in France and the typical dishes from different parts of the country. This included 'la quiche Lorraine' - bacon quiche from the North East of France, 'les crêpes Suzette' - pancakes drizzled in orange sauce from the North West and 'la bouillabaisse' a fish stew from the South. We also learnt about 'les moules-frites' which is a dish consisting of mussels and chips. As a big mussel fan myself, I was excited at the prospect of eating this dish one day and even wrote about it to my French pen pal asking if she had ever tried it. Over the holidays, my family and I went to a local restaurant and to my surprise "moules-frites" was on the menu! I knew I had to try it and so I ordered the speciality. It came with the mussels in a creamy, white sauce with lots of "ail" (garlic), a pot of chips on the side and two pieces of salty bread. I enjoyed every bite - c'était délicieux!" Louise P-R 9J



Year 9 German

Year 9 German have been learning all about how to describe what we used to do as a child and what items we had when we were very little.

We have also been reading some fabulous German fairy tales and learning all about the Grimm Brothers. We even got chance to write some of our own little stories!



Year 10 French

Year 10 have been learning how to describe their town and region.

We practised new complex structures; we can now write about and discuss the advantages and disadvantages of where we live and how we could improve our area. Madame Raine has spotted a few politicians in the making!

We have learned new tenses to help us reach higher grades. We listened to a recording of a GCSE speaking test and we now have a better understanding of what the speaking test will be like. We can do this! :)

Year 11

Despite Year 11 having finished their exams and are no longer in school, Year 11 French and German students were given the opportunity to meet virtually with Sally Conroy from Cardinal Newman College and her students from the MFL department to discuss learning French and German at A Level.

It was a fantastic meeting and gave a super insight into A Level French and German. Our students were able to listen to all the information and then ask questions directly about language learning and the college. Hopefully this gave them lots of things to think about as they further their language learning.

Mrs Gill, Curriculum Leader for MFL

PE Department

Sports Day

On Thursday 1st of July, we held Sports Day 2021.

This year saw a slightly different version of Sports Day with our girls participating in Athletics, Netball and the Rounders Interform competition. Looking around the field and netball courts, I saw a buzz of participation and team spirit. This was fantastic to see after the year we have had in school due to COVID. Outstanding performances in all three sports were also observed, which showed the high level of competition throughout the day. The winners of Sports Day will be announced in our end of year assembly, where we will be celebrating the successes and fantastic performances throughout the day. I am certainly very proud of all our students and staff at PGHS for their enthusiasm, passion and determination. Definitely a highlight of 2021 for PGHS and I already can't wait for Sports Day 2022!

Mrs Naylor
Curriculum Leader for Performance, Sport and Health



Performance, Sport & Health Faculty Department News

PE Department



Music Department

Open Mic Concert

On Tuesday 6th July, as part of the Festival of Performance and Arts, students in Year 7 and 8 were able to watch the 'Open Mic' concert at lunchtime.

Luckily the rain held off and everyone was able to enjoy their lunch whilst listening to many fantastic performances. Eloisa-Mai started off the concert with her superb version of 'Gonna Fly Now' from the film, 'Rocky'. Sea then sang brilliantly with guitar accompaniment, a piece titled 'I Don't Know What To Name This'. Jessica and Faye were next up with 'Good for You' which they sang fantastically well before Hannah took to the stage to perform a wonderful version of 'Count on Me'. Katie then performed a great version of 'Somewhere Only We know', which was followed by Carly who had us all moving to her version of 'Levitating'. India then performed a lovely acoustic arrangement of 'Valerie' before Jennah took to the stage to perform the hit song 'This is Me' from The Greatest Showman. Natalie then performed brilliantly the classic, 'Make Your Own Kind of Music' before Grace finished the show with her fantastic performance of the song 'Electricity' from Billy Elliott.

All the performers did an amazing job and Mrs Little and Mrs Cattanaach were extremely proud of them all. Next year, we look forward to doing these on a more regular basis.

Well done, everyone!

Mrs Alison Cattanaach, Curriculum Leader for Music



Religious Education Department News

The SMSJ Essay Writing Competition

A huge thank you to everybody who took part in the SMSJ competition. The essays were incredibly moving and inspiring. It was so difficult to choose the final 10.

Certificates to the 10 finalists who have been passed through to the national competition go to:

Keira W	Safurah H
Maariya A	Bethany W
Naadiya A	Maisie W
Maddy L	Molly B
Antonia S	Jennah K

Please don't be disheartened if you weren't in the final 10 this time! We hope to read all of your entries again next year and hopefully read the work of lots of new philosophers too!

The SMSJ Essay Writing Competition: 'Best Bits'

Moreover mistakes are an essential part of life because we as humans grow from them and become better
Savo A YR8

Majority of people dream and fantasise about a world where it is safe for women to walk alone at night, where people are no longer discriminated for the colour of their skin and where a generational divide no longer separates families and so for the sake of our future generations I truly believe that the purpose of life is peace
Molly B YR11

Ultimately does it matter why people are good as long as they are? Or is your intent behind the good deed more important than the act itself?
Beth YR8

If we are ever to have a peaceful and equal society, we all need to accept our differences, and learn to truly treat others as we would treat ourselves
Libby W YR8

If you spend your life wanting and waiting for something extraordinary to happen, you will never fully be satisfied.
Millie-Sue YR11

Suffering is part of the human condition, yet it's the doorway to your personal growth and expansion. It's an inevitable part of life.
Keira W YR10

However, it is strange that the only thing we are ever certain about is that we will never know everything?
Maariya YR11

It is a place which is so unique that no music piece or artwork will every be able to describe its beauty.
Fatima-Zahra P YR8

The presence of life itself points towards intelligent design. Scientists have estimated that the time it would take for a single human protein to be created purely by chance, is around 634 million billion years, far older than life on earth
Jennah K YR

My final statement is this: goodness is like domino's falling one after the other, it is able to ricochet and come back to you, so give someone a smile and spread your goodness, you never know who needs it
Maisie YR8

Continued overleaf

Religious Education Department News

The SMSJ Essay Writing Competition: 'Best Bits'

Fate is an idea for people who wish to believe and find comfort in the thought of having things given or decided for them and that certain people or chances will be put before them.

Consequently, I believe that this may hold people back from accomplishing things themselves as they have not had a 'sign' from the universe and 'it wasn't meant to be
Alice W – YR8

Albert Einstein once said that "Coincidence is God's way of remaining anonymous.". He also said: "There are only two ways to live your life. One is as though nothing is a miracle.

The other is as though everything is a miracle.". Considering the fact that Einstein was a brilliant scientist, but whom spoke of 'magic' and higher powers, maybe the idea of fate and destiny isn't so crazy. –
Antonia S YR10

By studying religion, people will come together in unity, regardless of what religious background they come from, and they can help one another to have good morals such as honesty, respect, equality and dignity
Safurah YR10

So Why do we have sin and suffering? To illustrate, A Teacher is teaching his class, until one student disagrees with his Method. So, the teacher asks the Student to teach his Method to the class, the student stands up and begins to write. The Teacher, waits and watches patiently but the student is unsuccessful. So, who is the qualified one to teach? Clearly, the Teacher. Similarly, In the beginning a disobedient angel (Satan) disagreed with God's way of ruling and became jealous. Therefore, Satan sent down a serpent to trick Adam and Eve. He lied to them saying "For you will not die, you will be like God, Knowing good from bad". Like the teacher, God allowed Satan to show his way of ruling, God knew he would be unsuccessful and thus gave him a limited time. Once his time is up, God will take over and cast Satan away. Consequently, Satan is today's ruler not God, meaning we have suffering.
Maddy R10

Congratulations to Keira W who is our PGHS winner!

When asked why Keira decided to take part in the essay, she replied that she wanted to use lockdown to explore new hobbies and expand her essay writing skills.

Keira expressed an interest in philosophy and wishes to take it as an A-level for college. Keira recognised that this was a great opportunity to start exploring topics and debates that are of a philosophical nature.

You can read Keira's fantastic essay below

Name: Keira W

School: Penwortham Girls' High School YR10

Essay Title: Is suffering a necessary part of the human condition?

Human suffering happens every day, everywhere around the world, through various ways and different degrees. It is all around us, yet we do not always see it. Just because we don't see it, it does not mean that it doesn't exist.

On the occasions we do recognise the suffering, a common question we tend to ask ourselves is, "why do we suffer? What is the meaning behind it?". There are no easy answers to these questions because there will always be a different meaning or perception to a singular person suffering or feeling pain.

Religious Education Department News

The definition of suffering itself is 'to undergo or feel pain'. People will decide whether they are suffering or not based on events in their life. For example, striving to be able to save enough money to purchase the newest phone only for a newer version to be released not long after. Another example is when you fall in love to then find out your love is not reciprocated.

These two situations are opposites, one is heart break while the other is a materialistic loss but result in suffering.

When you have your first heartbreak, you are most likely going to be the lowest you have ever been, and it's going to feel like your entire world is crumbling all around you. However, feeling this pain will help you grow, and you will learn from it.

There is a meaning behind every emotion you ever feel; "the root to suffering is attachment"- Buddha. So, getting attached to that phone or attached to the one you love.

To suffer, you must feel pain, and to feel pain you must go through life. In life you're always going to have moments when you lack motivation to do anything, but this is just life. There will only ever be one person who can get you out of this state of mind, and that's yourself. Others can help or you can find methods to assist but ultimately you are the one responsible in controlling or stopping your own sufferings.

It is difficult for another to truly understand the full force and impact of your sufferings, they can empathise but never fully understand as we are each uniquely individual with varying pain thresholds and coping mechanisms.

Suffering is part of the human condition, yet it's the doorway to your personal growth and expansion. It's an inevitable part of life. Suffering is part of existence, and even the most picture-perfect life on the outside often has a deep core of pain in the past which you know nothing about as an outside observer.

Suffering is not "necessary" to the human condition, but it is "inevitable." We lose grandparents. Eventually parents pass away. We get jobs and lose jobs. We meet the perfect someone, then lose that someone. We become ill or live with some form of disability. Suffering is an inevitable part of life and will have a knock-on effect to others, such as if a child is born without sight, their suffering will cause additional suffering to the parents, siblings and spread out to other members of the family or close friends.

I see two different types of suffering; one is not necessary and could even be argued to be avoidable. The other is part of the physical



experience and the awakening in spirit in which you grow and learn from. Life is hard to explain. "A fire burns down a forest, a new one grows in its place. Ten years later, that forest is healthier than the forest that did not burn down". So, suffering could be the path to growth as those that do not suffer do not grow in that way.

Everything good in life is considered good because we compare it to the pain and suffering of the opposite. Without hate we wouldn't understand love. Without grief of death, new life or existence wouldn't be appreciated as much. Without sadness, we would not learn to embrace happiness and joy, like bringing a new home to your children or simple joy to be found in the smiles of a baby. Suffering is a given in life - you cannot avoid it.

The human condition causes all human made suffering and natural suffering is made worse by the human condition. It is inherent to life in general.

It's not about necessity. Life is about ups and downs, it cannot be only ups or only downs, we have happy moments and sad moments where we suffer but, the most important thing is that in these sad moments you learn and empower yourself to better your resilience and coping mechanisms to handle your suffering more effectively.

I do not believe that we become successful or happy without suffering, you ask me why? I say that's life. You cannot escape suffering. There is not a human being who has never suffered; we all do. Therefore, human suffering is not a necessary part of the human condition, but rather is an inevitable part.

Subject Specific Terminology

Science, like many other subjects, has its own language describing objects, ideas and processes.

Explicitly teaching these words is essential for decoding the subject matter and allowing the girls to understand and answer higher level questions. 9J (along with the rest of year 9) have recently been learning about radiation as part of their first GCSE Physics topic. To assess their progress, we asked them to describe how ionising and penetrating alpha, beta and gamma radiation, as well as describing their charge and structure.

The quality of responses was fantastic. The girls are starting to develop a logical, concise style of writing, including using the subject specific terminology in the correct context.

Mr Coogan, Science Department

Year 10 Space

Nasa states, “Stars are the most widely recognised astronomical objects and represent the most fundamental building blocks of galaxies.”

The age, distribution and composition of the stars in a galaxy trace the history, dynamics and evolution of that galaxy. Moreover, stars are responsible for the manufacture and distribution of heavy elements such as carbon, nitrogen and oxygen. Consequently, the study of the birth, life and death of stars is central to the field of astronomy.”

As part of their GCSE course, Year 10 Separate Science students, have been looking into the life cycle of stars. They have made some excellent visual flow diagrams that show the life cycle of a star being the same size as our sun, as well as showing the life cycle of a star much more massive than the sun.

How many of these stages have you heard of? Ever wondered what a black hole or a supernova is? Check out NASA's website below for more information.

<https://science.nasa.gov/astrophysics/focus-areas/how-do-stars-form-and-evolve>

Mrs Honeyman, Science Department

Mission to Mars Competition

A huge congratulations to Hattie C in 7H who has been selected as a prize winner for her submission to the Mission to Mars competition as part of the Literacy Trust.

The entry from Hattie C was so creative they have made a special 'honourable mention' prize for her. The judges have said the following:

“An honourable mention to Hattie C, Penwortham Girls’ High School. This entry went above and beyond by creating a physical model of the Mars base - which no other student did. I was really impressed with the labelling, making it easy to identify the areas of the base and I also loved the use of action figures!”

I am sure that you will agree that this is an exceptional piece of work. We received so many entries of such a high standard. Hattie's work is going to be announced in a news story article published on the National Literacy Trust website and the funder's website, Turner and Townsend next week. Hattie will also receive a book token prize for her work.

A huge well done to Hattie and all the entries received by Year 7 and 8.

Mrs R Cahill, Science Department



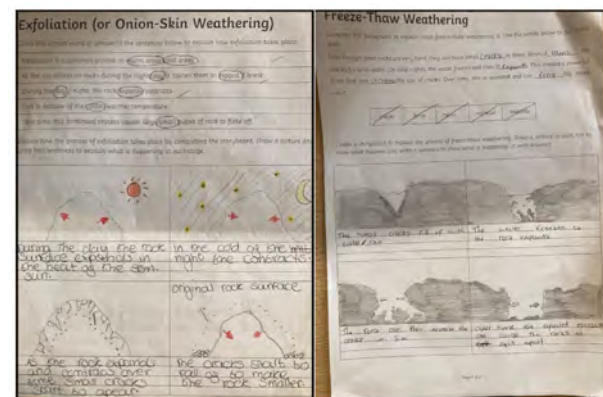
Weathering of Rocks

During the summer term, Year 7 students have been learning about the structure of the Earth, including a detailed look at the rock cycle and how it helps to form the varied nature of the rock formations that make up the crust.



Weathering is a vital component of the rock cycle and the girls have been producing story boards to explain different forms of weathering.

Mr Knee
Science Department

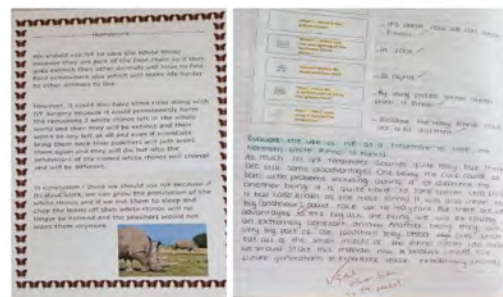


Should we save the Northern White Rhino?

Sudan (right) was the last male Northern White Rhino. He died in 2018 and this effectively made the species extinct. "His death is a cruel symbol of human disregard for nature and it saddened everyone who knew him," said Jan Stejskal, an official at Dvur Kralove Zoo in the Czech Republic, where Sudan had lived until 2009. He now leaves behind the last 2 white rhinos, his daughter and granddaughter.



Figure 1 - Sudan and his handler, just hours before he died.



As there are no male white rhinos left, it is impossible for any more rhinos to be born. Or is it?

Sperm cells were harvested before Sudan died, as well as egg cells from the remaining females. With advances in modern technologies, IVF scientists have the ability to create some embryos and effectively save the species but should he do it? Using modern Science to save the white rhino, raises moral and ethical issues that have been hotly anticipated for the last 3 years since Sudan's death. It also raises the possibilities of inbreeding as we would be fusing cells of a granddaughter and grandfather.

All of Year 7 were tasked with reading some articles about Sudan and the plans that could be put in place to produce some new embryos. They then had to use some reading and evaluative techniques to decide if they thought we should use IVF to save the Northern White Rhino. This led to some great debates with students on either side. To finish, they had to complete an extended answer question, 'Evaluate the use of IVF to save the Northern White Rhino.' They all rose to the challenge and produced some excellent work that they should all be proud of!

Mr Dean, Science Department

On This Day in Science

July 01: American inventor, Charles Goodyear died on this day in 1860. He was the inventor of vulcanized rubber, a baked mixture of rubber and sulfur (S) that creates a strengthened compound. The process reinvented rubber as a useful substance that could withstand the variations of day-to-day temperatures. Rubber alone freezes in winter and melts in summer.

July 09: Italian scientist, Amedeo Avogadro died on this day in 1856. His hypothesis (now known as Avogadro's Law) states that equal volumes of gases at a given temperature and pressure contain the same number of molecules. This is now widely accepted and the number of molecules in a mole is referred to as Avogadro's number, 6.02×10^{23} .

July 18: British scientist, Robert Hooke was born on this day in 1635. Hooke realised that the force exerted on a spring is proportional to its extension, now known as Hooke's Law. He also wrote a book on microscopes, made Robert Boyle an air pump so that he could study gases and coined the biological term 'cell'.

July 24: English physicist, Sir James Chadwick died on this day in 1974. He received the Nobel Prize in Physics in 1935 for his discovery of the neutron, a subatomic particle with zero electrical charge. Neutrons are found in the nucleus of all elements (except hydrogen) along with protons, which carry a positive charge.

July 25: Biophysicist, Rosalind Franklin was born on this day in 1920. She carried out crucial x-ray crystallography experiments at King's College London that helped Crick and Watson determine the structure of DNA. She also led pioneering work on the tobacco mosaic and polio viruses.

July 27: English scientist, John Dalton died on this day in 1844. He was a pioneering researcher of modern atomic theory and colour blindness. Dalton discovered that pressures of saturated vapours of all liquids have the same value at boiling point and founded 'Dalton's law of partial pressures.'

July 31: The U.S. government panel approved the use of gene therapy to treat human disease on this day in 1990.

Gene therapy uses DNA to treat disease, usually by replacing a faulty gene with a healthy copy. Recent clinical studies suggest this technique holds promise for the future treatment of Parkinson's disease.

Mrs Goodwill, Science Department

Hair-Raising Science

Our Year 8 scientists are currently studying the Electricity & Electromagnets unit. As part of this unit of work, students learn about static electricity electric charges.



Students were able to use the Van de Graaff generator that we have in school, to demonstrate how static charge can be built up on an object due to two insulators rubbing together.

A Van de Graaff generator moves negative electrons along a rubber belt and collects them on the metal sphere at the top, causing a charge to be built up on the sphere. These electrons repel each other and try to get as far away from each other as possible, spreading out on the surface of the sphere.

Some brave students also demonstrated how this charge can be built up on people too. The best examples we had in 8S were Maisie W and Keyah W, who stood in a plastic tray to insulate themselves from the ground and touched the metal sphere. The electrons spread out and built up on Maisie and Keyah. We could see this happening as their hair began to stand on end! Each individual hair became negatively charged because of the electrons, causing each strand of hair to repel each other, stand up and spread away from each other.

The Van de Graaff generator was invented by an American physicist, Robert J. Van de Graaff in 1929. The potential difference achieved by modern Van de Graaff generators can be as much as 100,000 volts and can store enough energy to produce visible electric sparks. Small Van de Graaff machines are produced for entertainment and for physics education to teach electrostatics; larger ones are displayed in some science museums.

You can also experiment with static electricity at home using a balloon. Blow up the balloon, rub it on your head and try to stick the balloon to a wall. Do you know why the balloon is attracted to the wall?

Miss Forrest, Science Department

Step into the NHS Competition

This year, all students in year 7 and year 8 took part in the Step into the NHS competition.

Students were asked to research a variety of careers within the NHS, pick a job which appeals to them and then create a job description and a job advert to promote their chosen career.

We are delighted to say that one of our students, Grace D (7G) was chosen as the regional winner for the whole of the north west area. Well done, Grace! Grace will receive her certificate and £25 amazon voucher in this year's awards assembly.

Grace created a fun and detailed board game showcasing the role of an occupational therapist. Her entry was particularly good at focussing on job satisfaction. Grace was also invited to present her entry to a panel of judges via a video call on 17th June.

What the judges said:

"What a lovely way to demonstrate the day of an occupational therapist. It was really nice to see that Grace focused on the job satisfaction as this is really important when choosing a career. Grace showed innovation and resourcefulness using what she had to create a fantastic and powerful tool." Stacey Drake, Careers Leader

What Grace said:

"I enjoyed taking part in the NHS competition because it was interesting to learn about the different NHS roles. I learned that occupational therapists help patients do day-to-day things, such as shopping. I was inspired to make my entry for occupational therapists because I think they should be more appreciated for the work they do because people don't thank them enough for the massive difference they make in people's lives. The NHS means a lot to me because I feel like we wouldn't be a nation without it because they have changed thousands of people's lives."

Well done, everyone!

Miss Forrest, Science Department



A few other students were also shortlisted and will be receiving a highly commended certificate from the NHS.

- Vidhya P (7H)
- Hannah D (7H)
- Tilly C (7G)
- Nusaibah B (7H)
- Saskia H (7G)
- Maisy E (7P)



Class of 2021

Friday 28th May marked the end of Year 11 for the class of 2021.

Although they started the day with a final assessment, the celebrations began at break.

It was wonderful to see their embellished shirts ready for signing and so many smiling faces in our farewell event. There was a fantastic atmosphere as we reminisced about past years and looked forward to bright futures. And, although Justin Bieber did not make a surprise appearance, the ice cream van made up for it! A special thank you must go to Millie for her divine cakes - spectacular and delicious- enjoyed by students and staff.

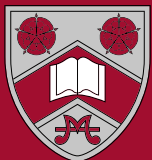
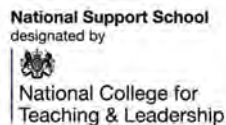
Also, many thanks to www.byparis.co.uk for providing the spectacular 2021 balloon displays.

It has been an honour to be the Head of Year for such a generous, appreciative and resilient year group.

Mrs McKeown, Year 11 Raising Achievement Co-ordinator



****ANSWER:** Length = 120 m Width = 80 m



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