Friday 21st May 2021



Penwortham Girls' High School

FIDE ET OPERA

Important Dates:



31st May – 4th June Half Term

7th June Students Return

13th July Year 11 Valedictory Dinner

16th July Closure for Summer Break

19th and 20th July INSET DAYS

Visit to Whalley and Sawley

As restrictions have begun to lift, the History Department have started to plan the first of (hopefully) many visits to historic sites. In June, Year 7 students will be given the opportunity to visit the abbeys of Whalley and Sawley as part of their study of the Reformation. Students will be allowed to fully explore the ruined sites, using their imagination to reconstruct what life must have been like for the monks who lived there during the Middle Ages and the impact that their closure must have had on the local community during the reign of Henry VIII. Students will conduct a survey of the two historic sites to determine the purpose of the remaining structures and compare the size and influence each monastery had in the local area before the Reformation.

Department 🛩

The



Mr Herbert Curriculum Leader for History















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Superb Historical Writing

Some superb work has been completed by students so far this half term. Year 8 students have been learning about the British Empire and the Transatlantic Slave Trade and Year 9 students have developed their understanding of the Holocaust and Arab-Israeli Conflict. Below are some examples of standout essays written by Vidhya P, Rebecca L and Lois F from 7H:

"Life For Medicual Persons We Rouly Had" 16/9/21 How For Do You Agree With This Interpretation?

I agree with this interpretation to a certain extend of the lives of Mich and penards. This is due to the pack that although they had to face many difficult analy (such as the Rince Dack and the Pensuadi Revolt). they were used to the rules and having to live in this way.

having to live in this cont for starbare these Pensants lived in the Medical time, recommy that they recent as advanced or us with their enoutedy, or simple lips this would be hand for them to bacele with structure is a locar sea and back of the starbar and the back of the live a chick search on the starbar and house at the bottom of the feeder system and the different have the authority to disagree with those who mere house a the bottom of the feeder system and the different have the mere the search those who mere house a starbar the ties in with the second the different for them the ties in with the second the search have been hard for the ties and have be the there have a sag the scale search the second the second have been hard for the ties of back to be the to will be the paying clouded at by the tigs of the twee it would have been hard for these the advantaged to the to the paying clouded at by the twee of the to well as presents having to be allow prove the starts will be hard to pay for general applies to service. Some it from that he chall now the pay on the service the also prove the the paying the served and the service the also prove the hard to pay for general applies to service the also pay the hard to pay for general applies to service the do are a day and none had a hard the some the do are a day and none had a hard the pay or bade are a day and many feel, an agent and the part of the served and the year get less pay then near

The Latter Proller has many different images of more doing many different juke such as the ones strang the this donnoted their Juck too.

However, I agree to a certain adapt of this are well other historians who may have a disperset we will be personally had a lot of hard work to day they would have been doing the all of the time and it would have been scenething they are used to private make the to a sit have a lot of encoding in all the time they have been have a lot of encoding lies we do now, they have been read and work they had a process would see the read and work they had a process would see the read and work they had a process would see the read and work they had a process would see the read and work they had a process would see the read and work they had a process would be don't give

I believe that the most unequit sources to a historian would probably be the historial Psaller, because any you writing doubt help the images would give a visual a on how the Maticul Paramete trading in a visual a

All of these reason support why I agree to this she to a configure called Although it was hard, the stadion Personale were used to living the this

* and in a modern history backbook (source 2) it says to could growshap unry they wanted / acaded

9.9





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Year 11 Revision Materials

Year 11 students have been working hard preparing for their history assessments this half term. Having completed two of the three assessments scheduled, the finishing line is clearly in sight. However, the final assessment on Elizabethan England 1558-1603 will take place on Thursday 27th May, 3:30pm-4:45pm. To help prepare for this assessment, students can view a variety of revision resources here: <u>https://tinyurl.com/288nzeey</u>.

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<u>GCSE HISTORY REVISION</u> VEAR 11 REVISION CHECKLIST - NEI	
USA 1910-1929	
GERMANY 1919-1991	
	E
HE ELIZABETHAN ACE	
ADDITIONAL RESOURCES	
T T	

On this day...in June

There are some important historical anniversaries taking place next month. Click on the links to find out more about each event!

2nd June – The coronation of Elizabeth II in 1953 - the first major televised event. (<u>https://www.royal.uk/coronation</u>)

8th **June** – The death of suffragette Emily Davison in 1913. (<u>https://www.museumoflondon.org.uk/discover/malignant-suffragette-remembering-emily-wilding-davison</u>)

12th June – Anne Frank was born in 1929. (https://www.annefrank.org/en/anne-frank/)

15th June – The Magna Carta was signed by King John in 1215 (<u>https://www.bl.uk/magna-carta</u>)

22nd June – Empire Windrush arrived at Tilbury Docks in Essex in 1948. (<u>https://www.historytoday.com/archive/months-past/arrival-ss-empire-windrush</u>)

25th June – The start of the Korean War in 1950. (<u>https://www.iwm.org.uk/history/a-short-history-of-the-korean-war</u>)

Mr Herbert, Curriculum Leader for History

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Unitees Competition



This term, we are taking part in a competition called 'Unitees'. This is an international competition for schools that aims to spread a message of tolerance and understanding among young people by challenging them to design a T-shirt (or 'Unitee-shirt'!) that celebrates the theme of unity.

The competition was created by Mike Haines, who created the 'Global Acts of Unity' campaign after his brother was tragically killed by terrorists in Syria taking part in humanitarian work to help refugees. Mike Haines didn't want the tragedy to lead to more anger and hatred and instead wanted to find a way to build unity within communities and spread a message of tolerance and understanding. He believes that if we open our hearts, minds and arms to all people then we can only grow closer and our resistance to intolerance grows stronger. The Unitees competition was created to "invite young people, as leaders of tomorrow, to add their powerful voices to this call."

In their form groups, each student in Years 7 - 10 will be creating their own design for a T-shirt, thinking about what unity means to them. Their class will then come together to create their final 'form' design, which they will be able to make into an actual T-shirt!

The T-shirts will be displayed in school and then judged by a celebrity guest! We also plan to host a staff fashion show to model the designs.

We've been focusing a lot in school this year on embedding ideas about UNICEF's 'The Right of the Child' and becoming a 'Rights Respecting School' and this celebration of unity is an important celebration of the rights that everyone has to not face discrimination, for all children's views to be heard and respected and for every minority religion, culture and language to be celebrated and valued.

Being compassionate and socially responsible are two of our core values. This competition is an opportunity to celebrate and encourage unity not only in our school community, but across our country! We're very excited to see the wonderful ideas and designs created by our students! Year 10 Respect Council Mrs Hall Deputy Headteacher Miss Starkie Equality Lead

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I would like to take the opportunity to say a massive 'well done' to Year 11 for the dedication and resilience they have shown towards their CAGs so far. You have worked so hard and the Maths team have been so impressed with your commitment and maturity during this challenging assessment season. Who knew what challenges we would have to face in this truly unique year? You have shown yourselves to a be a truly unique year group! The obstacles you have faced throughout both Year 10 and 11 have made many of you more independent learners and I know that we have all developed a new skill set when it comes to remote learning. We would like to wish you all every success in the future.

Mrs Sweeney, Curriculum Leader for Mathematics

Hegarty Heroes

With the addition of Hegarty Maths to the Maths department, we are handing out rewards to those showing maximum effort into furthering their understanding. Below are the top 3 students for each year. Well done, girls you will be receiving a certificate in recognition of your achievements!

<u>Year 7</u>		
	Number of questions completed	
Chloe W	488	
Caitlin B	479	
Erin C	464	
Year 8		
Khitam A	306	
Ellie K	285	
Mariya M	284	
Year 9		
Bridget C	655	
Isabella W	409	
Aminah A	370	
Year 10		
Khadija B	780	
Safurah H	735	
Jessica S	699	
<u>Year 11</u>		
Lucy W	1238	
Lauren C	980	
Aamina M	579	

Mr Cafferkey, Maths Department

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Year 7 Newsletter Article

7G have been working on their ratio and proportion unit over the last few weeks. Here is one student's view of their experience of the topic:

"Recently in Maths, we have been studying inverse and direct proportion. We started off with direct proportion which means as one variable increases, the other variable also increases. For example, if five hamburgers cost £2.30, how much does nine cost? This was quite easy to solve by using the unitary method where we found the cost of one burger first and then multiplied that by nine.



We did lots of practice of these and then we moved onto inverse proportion. This was more complicated because as one variable increases, the other decreases. We started off by looking at the following problem:

when one variable increases whilst the other decreases, this is called inverse proportion. \$5.40. (Assuming they all COSF! Example JODIN 4 5 men do a nours HOW Many hours will 10 men to do the same 100 io men men time WILL FOKE x2(5

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At first, lots of us thought this job would take twice as long but after we discussed it, we realised that it would actually take half of the time!

It has been interesting learning about inverse proportion as at first you think the answer is easy and you can quickly solve it. However, a lot more thought is needed and it can be quite challenging!" Amy M, 7G

Here are some more examples of direct and inverse proportion work from 7G:



You try:

Can you solve this problem?

It takes an aeroplane 5 hours to fly from London to New York at an average speed of 500 mph. How long would it take if the aeroplane flew at an average speed of 600 mph?

Answer: 4 hours 10 minutes

Mr McVey Maths Department

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Penwortham Girls' High School

Lancaster University School of Mathematics (LUSoM) Lectures



Providing a world-class education to the most able maths students from all backgrounds.

The Mathematics Department has recently linked up with the newly opened Lancaster University School of Mathematics, which is part of Cardinal Newman College. A number of Year 10 students are taking part in Mathematics revision sessions managed by LUSoM, who aim to encourage greater uptake of Mathematics at A-Level and university level. LUSoM have also arranged a set of online lectures from prominent figures in Mathematics which the pupils have been invited to take part in.

The first live lecture took place on Thursday 13th May and featured Dr Nira Chamberlain on "What is the point of Mathematics?". Dr Chamberlain is a British mathematician based in Birmingham. In 2018, he was the Winner of the 'Big Internet Math-Off title – World's Most Interesting Mathematician' and holds the title as the 5th Most Influential Black Person in the UK. He has also developed mathematical solutions within industries such as the defence, aerospace, automotive and energy sectors.



A summary of the events has been put together by our students:

"On Thursday, we had the opportunity to have a maths talk with the world's most interesting mathematician, Dr Nira Chamberlain. He introduced himself and told us a little bit about his past experiences and his childhood. One key thing he told us was, "If you dig deep into something, you will find that it starts with mathematics." He then told us something about his childhood and how he wanted to be a mathematician but his teacher advised him that he would be a great boxer/wrestler. That night, he went home and told his parents and they said, "Noone can stop you from becoming a great mathematician."

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On the call, we learnt about 'The Random Walk' and how this mathematical equation can be used in real life situations. The purpose of this probability theory is to determine the probable location of a point subject to random motions. The random walk can be used as an algorithm and determines the probability of an object's location by repeating difference sequences of motions to cover all possible movement combinations. Wherever there is the highest concentration of results, this is where the object is most likely to be. Dr Chamberlain used this in a real-life scenario of locating a crash site for a commercial airline. To this day, its location has not been found.



We then looked at the Gambler's Ruin problem, which determines the probability of one person (out of two players) ending up with all the cards and winning, after a random process determines who passes a card onto another player in a competitive environment. This was later linked to the competition of an AI systems vs Humans and how without any interferences, AI systems will be the downfall of human businesses. We watched a simulation of how the rate of evolution of new businesses from existing businesses will slow down as AI becomes more prevalent. Dr Chamberlain then continued to tell us how this could potentially be solved, i.e. take profit from AI businesses and give them to humans so that they can continue to compete. Through this approach, the speed at which AI systems expands can be capped to never account for over half of the majority of total businesses.

Towards the end of the lecture, we looked in greater depth at his dissertation and how he could apply his simulation showing how a joint acted under a large impact to the technology in the film, Black Panther. This cinematic turn in events was gripping as it depicted how the suit used by the Black Panther can use his approach to turn science fiction into reality. It would be possible to create this suit as the kinetic force imparted onto one small area of the suit can be dispersed so that it is spread out over the whole body which weakens its impact/damage to any one area. This was an interesting use of mathematics that connects the world of science fiction concepts to real life applications."

My thanks to Diljeet and Mya for their summary of the lecture. There are two further lectures planned this term: James Grimes – 28th May 2021 – Bits and Pieces: Secrets of a Digital World. Katie Seckles – 14th June 2021 - 'Maths's Greatest Unsolved Puzzles'. To register your interest and attendance at these events, please email <u>hello@lusom.ac.uk</u> See this YouTube video for key parts of the lecture: <u>https://www.youtube.com/watch?v=m45Z0sDyVo0</u>

Mr Cheal, Maths Department

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Penwortham Girls' High School

Year 10 Maths

There have been two topics that I've really enjoyed teaching recently to Year 10:

- Pythagoras' theorem and trigonometry
- Volumes of 3D shapes

Pythagoras' theorem and trigonometry are used in calculations involving sides and angles of right-angled triangles. We have used this to show some interesting calculations, such as finding the height of Mount Everest and calculating the distance between the Earth and Moon and the Earth and the Sun.

When we have done calculations involving volumes of shapes, we have shown how ancient Egyptians managed to calculate the volumes of their pyramids so that they knew how much stone was needed to be dug up. We also performed experiments with cylinders (by placing water in a measuring tube) to discover the volume of cylinders and used this to show the relationship that there are indeed 1000cm3 in 1 Litre.

Here is an example of how we used this idea of volume of prisms to create an algebraic expression to describe this volume:



Mr Rhodes, Maths Department

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Creative Writing

Adanna in Year 8, has been focussing recently on developing her creative writing skills. One piece that she has worked hard on and is particularly proud of, is her descriptive piece, "The Old Manor". After reading it, I'm sure you will agree that Adanna's use of similes, personification and careful choice of powerful adjectives have helped to create a brilliant piece of eerie writing. Well done, Adanna!

Miss Parker Learning Support Department

The Old Manor

At the end of my street there is an old manor house. A huge ring of grey cloud sits above the manor like a forbidden halo. The land around the manor is lifeless and the trees are twisted and daunting. The building is empty and cold, the wallpaper's colour fades as it peels off the walls. The clock tower chimes every hour with a spine-chilling dong. Most birds dare not to fly over the house; all but the black-feathered crows. You can hear their ear-splitting calls as you walk past the gate, trying to lure you inside.

Many foolish children have entered the manor but never have they come back out. In the heart of the manor, there is a fireplace with ancient carvings engraved in the stone. Some people say that at the first stroke of midnight, the fireplace is lit and the smoke creeps up the chimney, reaching for the sky. In the manor, ghost and ghouls walk the through the halls and fill all the rooms with abnormal life. You can sometimes hear their whispers and cries but only if you listen hard enough. They keep you awake all night or haunt your dreams when asleep. So, stay away from the old manor house at the end of my street. By Adanna A



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Alex D in Year 8, recently entered a Young Writers poetry competition called '*Imagine*!'. As a result, her poem, titled 'Your Happy Place', was successfully chosen for publication in the book '*Imagine* – A New Hope', which showcases young adults work. This is a brilliant achievement and one to be proud of. Well done, Alex!

Miss Parker Learning Support Department

Your Happy Place

Your happy place Sunsets and evening stars Soft sand and superstars Splashing seas and rolling waves **Exploring caves** Imagine your happy place It could be in space You could be in a forest In the middle of August Imagine how it smells Soap you collect from hotels **Fresh cookies** Old books Fresh bread Or even a fresh bedspread It is your imagination.

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Covid Testing Guidance



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Head's Commendations

Amelia W, Katherine W, Aiza B, Sky C, Adanna A, Isabel W and Zeynep C (Year 8) Creating a very thoughtful and moving Holocaust memorial for Jews. (RE)

MFL Stars of the Week



Year 7 German	Year 8 German	Year 9 German	Year 10 German	Year 11 German
Charlotte P 7H	Isabelle W 8J	Emma B 9G	Malakhiyah W-B	Fatima M
Niamh L 7H	Kayleigh H 8J	Maia F 9G	Marissa T	Aimee C
Isabelle L 7H	Eva M 8J	Katie K 9G	Olivia S	Heather P
Francesca J 7H	Ellie K 8J	Tilly P 9G	Jaspreet K	Emily Mo
Eden F 7H	Ellie W 8J	Rebecca S 9H	Chloe H	Grace A
	Mariyah M 8J	Sandra H 9H	Zahraa K	Mali C
	Aiza B 8P	Alexa L 9H	Diljeet KS	Zahraa V
	Abi C 8P	Olivia S 9H	Annabella M	Teagan F
	Sky C 8P	Lola U 9P	Kit WE	Sana M
	Sai K 8P	Sanuli W 9P	Megan W	Anna G
	Amelia W 8P	Liv W 9P		
	Savo A 8S	Hana M 9P		
	Annabelle G 8S	Anna K 9P		
	Vanika M 8S			
	Charlotte B 8S			
Year 8 French	Year 9 French	Year 10 French	Year 11 French	
Victoria K 8g	Beth A 9p	Lucy P	Olivia B	
Grace S 8g	Amirah P 9p	Esmé M	Rose L	
Violet N 8h	Hana M 9p	Abby L	Ash S	
Anya B 8h	Charlotte B 9p		Zahra A	
	Zahra S 9p		Emilie B	
	Mia S 9p		Elise H	
			Emily M	
			Lottie G	
			Mischa B	
			Jasmine R	

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Penwortham Girls' High School

Lunch Menu

Week commencing 24th May





Monday

Pork sausage or Quorn sausage served with mash and veg.

<u>Tuesday</u> Beef/Quorn Chilli served with rice and nachos

Wednesday

Macaroni cheese or pasta bolognaise served with garlic bread,

<u>Thursday</u> Chicken curry or Quorn curry served with rice and naan.

> <u>Friday</u> Fish/pizza served with chips, peas and beans

> > Freshly made sandwiches from £1.00 Hot Sandwich selection from £1.85 Cold drinks from 45p Homemade cookies and cakes from 40p

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Penwortham Girls' High School

PGHS PE After-School Clubs

Starting W/B 12th April!MondayTuesdayThursdayFridayYear 7Year 10 & 11Year 9Year 8

Year 7, 8 and 9 practices will start at 3:00pm and finish at 4:30pm. Y10 and 11 will start at 3:20pm and finish at 4:30pm.





Please bring trainers with you and you may also bring a pair of dark coloured plain tracksuit bottoms, this is optional.

You will be given a choice of a wide range of different activities each week. The sports will be different every session so you can experience a variety of different activities.



PGHS PE After-School Clubs

The most popular sports from the list below will be available each week. Popularity will change from one week to the next to cater for all students.



If you have any questions or queries, please contact Mrs Naylor. s.naylor@penworthamgirls.lancs.sch.uk

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Penwortham Girls' High School



Independent Careers Adviser Shamim Khan

Available for 1:1 Careers Appointments & Drop In sessions in The Careers Room (Situated first floor next to the ICT Suite)

Drop In sessions Times:

Morning	:	8.30am to 9.10am
Lunchtime	:	12.30pm to 1.20pm

Careers Adviser Dates:

	Wednesday 17th March 2021
March 2021	Wednesday 24th March 2021
	Tuesday 13th April 2021
April 2021	Wednesday 14th April 2021
	Wednesday 21st April 2021
	Tuesday 27th April 2021
	Wednesday 28th April 2021
	Wednesday 5th May 2021
May 2021	Wednesday 12th May 2021
	Wednesday 19th May 2021
	Wednesday 26th May 2021
	Wednesday 9th June 2021
June 2021	Wednesday 16th June 2021
	Wednesday 23rd June 2021
	Wednesday 30th June 2021
	Wednesday 7th July 2021
July 2021	Wednesday 14th July 2021

If you would like a 1:1 appointment, please email:

careers@penworthamgirls.lancs.sch.uk

Registered Professional Careers Practitioner/Member





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Penwortham Girls' High School

NHS Health Education England



JUNE 2 2021 9:45 - 15:00 Explore Careers in: • Psychological Professions

Finance Dental

- Estates and Facilities
- Ambulance Service
- Healthcare Science
 Public Health
- Innovation Agency
- Pharmaceutical medicine

'Do you know there are over 350 careers available in the Health and Social Care. Join us to hear more about what opportunities there are, the different routes in, and how to apply for roles with us. maximise your chances in health careers. There's something to suit everyone. It's not just about doctors and nurses!'

CLICK HERE TO SECURE YOUR PLACE



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Penwortham Girls' High School



Time to get outdoors.

Do You want to Learn New Skills? Do You want to Get Creative? Do You want to Get Outdoors?

Do You want to have Fun?

For More information and how to get involved, follow the link below.

westlancsscouts.org.uk/want-to-join/



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Penwortham Girls' High School

Summer Virtual Work Experience 2nd June 2021

Come behind the scenes at Sky and see what it's like to work at Europe's biggest entertainment brand
Sky offers top quality shows. Innovative tech. Must-have packages. With 24 million customers across six countries! Be part of it all!
Career opportunities nationwide in; Business, Technology, Digital Marketing, Finance, Technical Engineering & Customer Services
Open to all students 16 - 24

To secure your place this summer and have something great to add to your CV apply via the link provided! Friday 21st May 2021



Apprenticeships







Pathways to...

Healthcare & Nursing Apprenticeships Virtual Event

An opportunity to help you reach your full potential Begin a fulfilling and attractive career in nursing

Wednesday 16th June 2021 Main Event: 4.00pm to 6.00pm Parent/Guardian Q&A: 6.00pm to 6.45pm

Would you like to...

- learn more about pathways into Healthcare & Nursing
- Apprenticeships within Health & Social Care?
- hear from organisations offering Healthcare & Nursing Apprenticeship pathways and how to access them?
- interact with current and former Healthcare & Nursing Apprentices and learn from their experiences?

Please click on the Eventbrite link to register: