

# Ruislip High School NEWSLETTER

Summer 2020

## STUDENTS SAY THANK YOU TO HILLINGDON'S KEY WORKERS



Libby (Year 9) and Husayn (Year 7) proudly show one of the thank you banners designed by Ruislip High Students

Ruislip High students joined with other students across The Vanguard Learning Trust to say thank you to Hillingdon's key workers. When the school closed, students rose to the challenge of working from home in as close a manner to normality as possible. Yet, in response to the Covid-19 crisis, staff and students wanted to do something that felt useful for the local community.

The Vanguard Learning Trust set up a fundraising page to raise money for Michael Sobell Hospice. This local charity lost a huge percentage of the money they would normally receive from fundraisers, as the charity events that they usually rely on could no longer take place. Michael Sobell Hospice has often been a place Ruislip High School has raised money for in the past, and there are a lot of close links between the school and the hospice.

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# HEADTEACHER'S NEWS

When I wrote to parents on the 20th March 2020, the day the school closed for the majority of its students, I stated that although the building would remain closed, what it stood for would prevail. I had no idea just how true those words would prove over the coming weeks and months as the Ruislip High School community has pulled together to achieve far beyond what I thought possible when we went into lockdown.

Teaching and learning has continued throughout the period, albeit remotely. The coronavirus crisis has forced us to look at new technological solutions to ensure education could continue and the development of Google Classroom across the school has been one undoubted success to come out of this whole experience. I am confident we will be able to build on how we have used this resource once on-site teaching returns for our whole community in September.

I would like to say something directly to the students who were due to sit their external GCSE and A-level examinations this summer. Although our students, like everyone across the country, were not able to sit those examinations, I would like to stress that you did study your GCSE and A-level courses. I witnessed first-hand how hard you had all worked over your studies and I have no doubt that you will have earned the qualifications you receive in the summer every bit as much as students from other years. I was also incredibly impressed with how our students took the news that the examinations were cancelled and how they have engaged in the preparation for sixth form and university we have set up to support them during this time. I am sure parents played a key role in support here and for that I, and the school leadership team, are very grateful.

I would also like to say a big thank you to all parents for supporting with home schooling over the past four months. I know many of you will have been juggling work and family commitments and I know that can't have been easy. I have been very grateful for the feedback I have received from parents and have found the remote parent focus group meetings we have held to be informative and useful.

I would also like to acknowledge the outstanding resilience of our students. Not only have they produced outstanding work but they have also involved themselves in fundraising and thank you initiatives that can be seen throughout this newsletter. I have enjoyed reading the student contributions to their weekly newsletters and, as Headteacher, I could not be prouder of the way the whole community has pulled together during this crisis.

I would finally like to say my own thank you to the very special staff of Ruislip High School. With everything that has been going on over the past few months, to continue to produce over forty pages for this newsletter sums up the commitment and dedication that never fails to amaze me.

It has been a joy to welcome back Year 10 and Year 12 students this term, along with the students who are the children of key workers or vulnerable students who have attended the school throughout the lockdown period. I cannot tell you exactly what September will look like but I can assure everyone that I, along with my senior team, are working tirelessly to open the school for all students in September using an approach of minimising contacts and promoting good hygiene.

This crisis has been challenging for all of us and I am aware that some in our community have had to deal with personal grief; my thoughts are with those of you who have gone through this whether relating to coronavirus or any other reason. We are a school both in, and for, our community; this crisis has shown just what a strong community we are and will continue to be.

**Mr Davies**  
Headteacher

# SCHOOL NEWS

## STUDENTS SAY THANK YOU TO HILLINGDON'S KEY WORKERS

Continued from front page...

It seemed natural to choose the Michael Sobell Hospice as the recipient of the Vanguard Learning Trust's fundraiser. One of the members of staff involved in the initiative, Mr Randall said: "We just wanted to try and do something tangibly useful, however small, while we were all tucked away at home."

Ruislip High have thrown themselves fully into a whole range of fundraising activities from home. Mr Elsby and Mr Randall have made a weekly quiz, which has lifted spirits amongst the school community and gained a bit of a cult following, with the pair even taking requests for quiz rounds!

### SALT

One of the exciting events featured as part of the fundraiser was a live-streamed edition of one of last year's school plays. 'Salt' was Ruislip High's entry into the National Theatre's Connections Festival 2019. It was very well received at the time and the live-streamed edition of the performance gave everyone in the school community another chance to watch some of the school's very talented drama students performing. A huge well done again to the stellar cast: Hannah F, Victoria P, Rachel D, Sarita C, Amelia M, Liberty R, Jessie B, Louie O, Cody S, Lucy S, Becky B, Rebecca H, Hannah H and Amy G.



Scenes from the RHS production of 'SALT'

The Ruislip High Community Quiz can be found on Mr Elsby's YouTube page and the live-stream of Salt is still available for a limited time on Mr Randall's YouTube page.

### 2.6 Challenge

Beyond Drama, the PE Department have also supported the school's fundraising efforts through them encouraging the students to get involved in the 2.6 Challenge.

Students could choose to do an activity based on the numbers 2.6 or 26, and send the PE Department evidence of them completing the challenge via photographs or video evidence. Head of PE, Ms McGuigan told us: "It seems like such a long time ago that school closed [to the majority of students] and I, like many teachers, have missed the day-to-day interaction with the students and staff."



Anna completing a 26-mile bike ride for the challenge

“Seeing all these video clips flood in when we set the challenge was really amazing.”

“The students have demonstrated what the word community means wholeheartedly; it was great to see the amount of money being raised for the Michael Sobell Hospice steadily increase over the past few weeks. Miss Farrell did an amazing job putting the challenge together.”

Finally, the students who have remained in school since the school’s closure, wanted to say thank you to the Hillingdon Key Workers who have supported us all during this time. They produced a series of banners with words of thanks. The students involved were very proud when some of the banners were selected and taken to be hung up on display in Hillingdon Hospital.



Reuben completing a 26-mile challenge on his stationary bike

Altogether, the school has helped to raise just over £700 for Michael Sobell Hospice. We would like to say a huge thank you to everyone who has donated and helped make a difference to this local and worth-while cause.

At the time of publishing this edition of the newsletter, the fundraising page was still active and we are still raising money. If you would like to donate, please click on the link below.

<https://www.justgiving.com/fundraising/vltcommunity>

## HEAD OF YEAR 7

This time last year when students were preparing to join Ruislip High School from their primary school, I can guarantee none of them imagined that their first year of high school would look like this. Despite the adversity that we have faced as a community, it has been inspiring to see how well Year 7 have adapted, to ensure that they are able to continue their education remotely. Their efforts and resilience have been recognised and will be the foundation of the rest of their journey at Ruislip High School.

### Remote Learning

Year 7 have stepped up to the challenge of completing their work at home. They have navigated their way through a new online platform and have been producing some amazing pieces of work.

Staff at Ruislip High introduced a new points system where students can receive one point for excellent effort and five points for pieces of exceptional work. So far Year 7 as a whole have achieved 5095 points - the highest number of points across all year groups! It is clear to see that Year 7 are working hard and embodying our values of self-discipline and learning.

Two students in particular deserve a special mention for being the first two Year 7 students (at the time of writing this) to achieve 100 points. Congratulations to Ethan W (7C) and Katie B (7C) who will be receiving a special prize of Amazon vouchers to recognise their consistent levels of hard work and solid effort.

### YTC

Mr Amos has remotely rallied the YTC to ensure that student voice is still being represented even though we are not all in the school building at this time. The students in Year 7 who make up the YTC have shown their dedication to the role. Luis, Mia, Akshat, Ruby, Rayaana, Aahana, Olivia, Max, Erica, Rafi, Nathan,

Edward, Jeet and Samuel have communicated with their peers and have all regularly contributed to the remote questions sent by Mr Amos. These elected students have also received feedback from the Senior Leadership Team to pass on to their tutor groups. This feedback has answered the questions that students have had about remote learning, school opening fully and more. I would like to thank the YTC for taking on their responsibility this year with maturity and continuing to contribute to the student voice in these unprecedented times.

### **Going the Extra Mile**

Throughout this term Year 7 have been set a variety of voluntary tasks, such as Ms Hill's Art competition to design a new Thank You postcard and another art competition from the Metropolitan Police to design art work for police stations in the borough. It has been a pleasure to see the creativity from students who take the time to take part in these extras.

Students have also taken an active part in completing the equality and diversity tutorials provided by Ms Poddar. This is a great example of active citizenship and showing support of our diverse school community.

### **Moving into Year 8**

Although this year has not been what anyone has expected, I hope that Year 7 are able to channel their resilience and strong efforts into their new academic year as Year 8 students. Next year is sure to still be a bit different as we make our way back into school together but I know that this cohort is a tight knit group who will support each other throughout.

I would encourage all students to use the summer holiday to review work that they have done during this time so that they are able to come back to school ready to build on the learning they have already done.

Please continue to read for at least 20 minutes a day - there have been weekly book recommendations on the Year 7 Google Classroom page to get you started.

Even though I have not been able to see you for a while, it has been a privilege to be your head of year this year. Your next head of year is incredibly lucky to inherit you and take you through the rest of your time at Ruislip High School.

### **A Message from Ms Vora:**

I am proud to be your Assistant Head of Year, as you have all done well during the lockdown in completing your work and taking on extra activities to complete. Have a great summer off and see you all in September when you become Year 8 students at Ruislip High School.

I hope you are able to enjoy your well-deserved break. I wish you all the best and I hope that you and your families are able to stay safe and be happy over the summer.

**Ms Loizou**

Head of Year 7

# ART & DESIGN NEWS

What's been going on in RHS's remote creative teaching and learning corner?

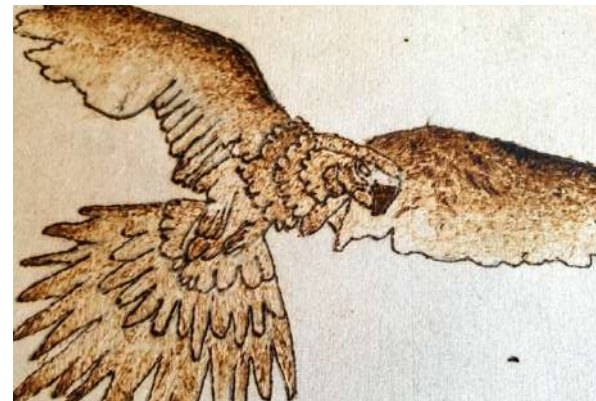
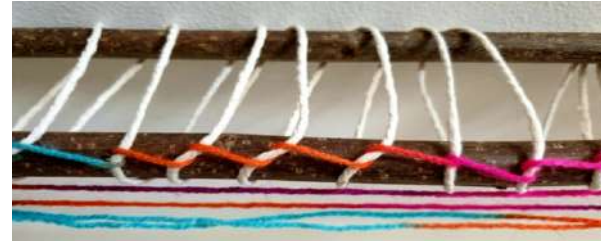


During unprecedented times throughout history, people have turned to expression through Art and Design, whether because of war, injustice or mental hurdles. During the current pandemic things have been no different, with infamous artists such as Banksy showing their thanks to the NHS and people at home, using the resources they have to recreate famous artworks.



You may have also noticed the creation of rainbows and words of thanks popping up throughout the community. These show how we can use the power of creativity to share the appreciation that we have for those keyworkers who have kept the country running during these challenging times.

Within the Art, Craft and Design department we have been using this time to encourage students to create their own artwork, even with limited resources, and creating our own examples ourselves to inspire you all and help us through these difficult times.



## Year 7

Year 7 have been looking at expanding not only their drawing skills, but also their photography skills over the last few months. In Graphics, students have been showing their creativity through an alphabet challenge, which has created some amazing outcomes! Students have been showing off their design skills through tote bag designs inspired by food, creating work that looks fashionable and delicious! In 3D, they have been looking at creatively using what they have around the house to create their own mazes. Art has been encouraging them to apply the skills they have been learning throughout the year through exploring still life and Cubism.



Amelia S (7A)  
Decorate font



Aimee H (7F)  
Maze design



Natalie B (7C)  
Tote bag design



Evita R (7B)  
Alphabet Challenge



Pearl P (7A)  
Still Life Drawing



Charlie M (7B)  
Cubist Inspired Drawing



Sam W (7F) - Cubist Inspired Drawing



Aahana K (7B)  
Onomatopoeia Typography



## Year 8

Year 8 have been looking at broadening their knowledge of not only historical art, but also in contemporary art over the recent months. In Graphics, students have been showing their design skills by creating their own perfume packaging, with some fantastic designs giving Channel and Dior a run for their money! Students have been showing off their inventive design for all the media devices we have been using so much during this time. In 3D, they have been looking at the creation of sculptures, and how maquettes are used to help artists through the design process. Art has been encouraging students to look at the moral issues or urban art as well as being inspired by Banksy's work to create their own lockdown artwork.



Alexia S (8C) Media Wallet Design



Maika B-A (8B)  
3D Sculpture



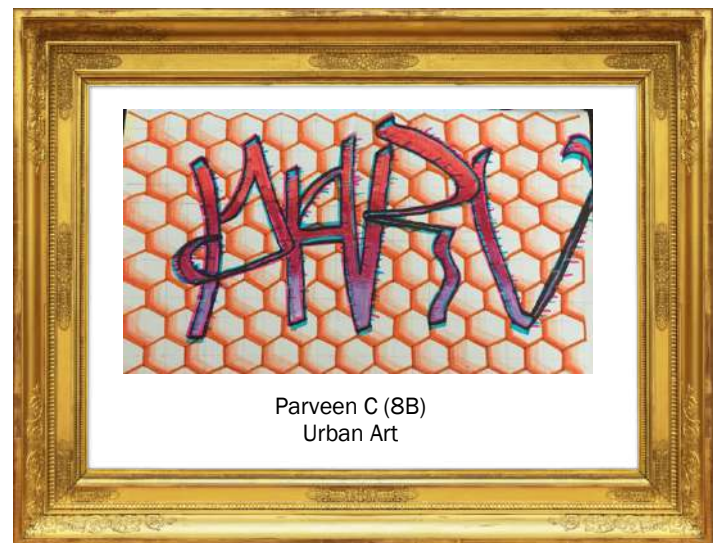
Eliza A (8B)  
Lockdown Art



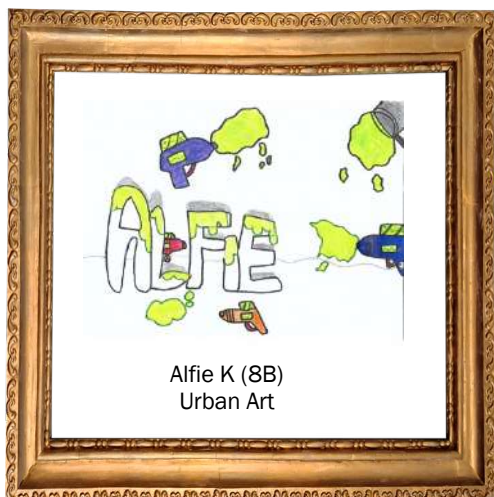
Hayley W (8S)  
Lockdown Art



Julia C (8B)  
Lockdown Art



Parveen C (8B)  
Urban Art



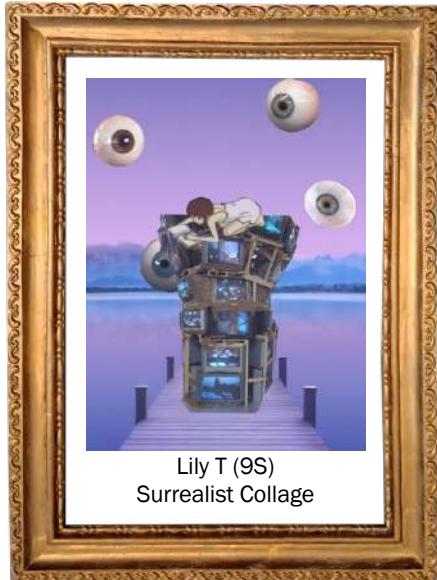
Alfie K (8B)  
Urban Art



Riya M (8S) - Lockdown Art

## Year 9

Year 9 have been looking at broadening their knowledge of not only traditional techniques, but also pushing their skills into new territories. In Graphics, students have been creating their own music festival advertising, making the links between music and its visual representation. In 3D, they have been looking at the creation of architectural structures, using what they have around the house to show their construction techniques. Art has been encouraging students to look at Surrealism and its literature and subconscious-based routes.



Lily T (9S)  
Surrealist Collage



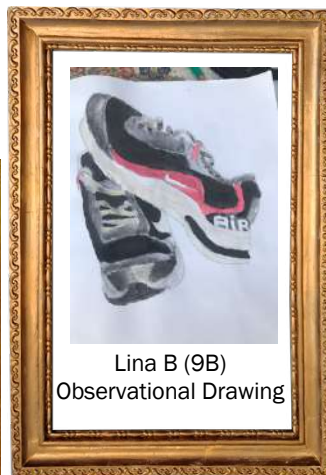
Charlotte B (9W)



Joshua M (9S)  
Wall Hanging Design



Weronika B (9A)  
Logo Development



Lina B (9B)  
Observational Drawing



Alaynah F (9C)  
3D Favela



Jiya-Arya K (9A)  
Music Festival Logo



Sarah H (9S)  
Observational Drawing



Jessica B (9A)  
Logo Development



Jasmyn M (9C)  
Observational Drawing

# Year 10

Year 10 have been working hard at overcoming the challenges of working from home whilst completing their coursework. They have also been trying to overcome the hurdles of not having access to all the equipment. Textiles and Art students have been working on their Natural Forms project, whilst the 3D students have been working their structures project.



Chiyana L-T  
Fine Art



Janani D  
Textiles



Kiera E  
Fine Art



Jessica B  
Textiles



Ali H  
3D



Matthew C  
3D



Amy S  
Fine Art

## Year 11

Year 11s have been joining the 'preparing for A-level' classroom where they have been creating their own sketchbooks based on different themes. It has been amazing to see the quality of work students have been producing, as well as the creative interpretations of different themes they have chosen.



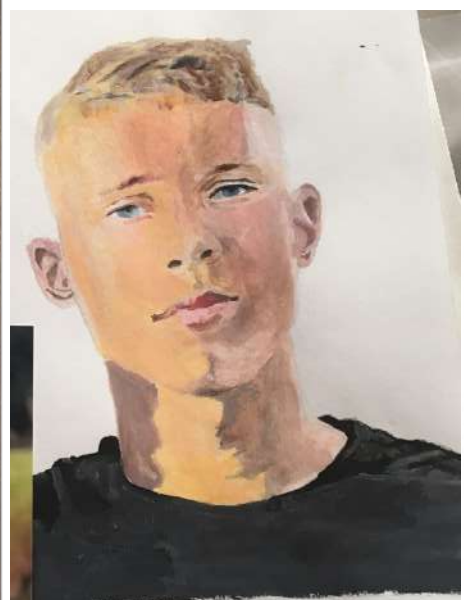
Isabella L-N



Cerys F



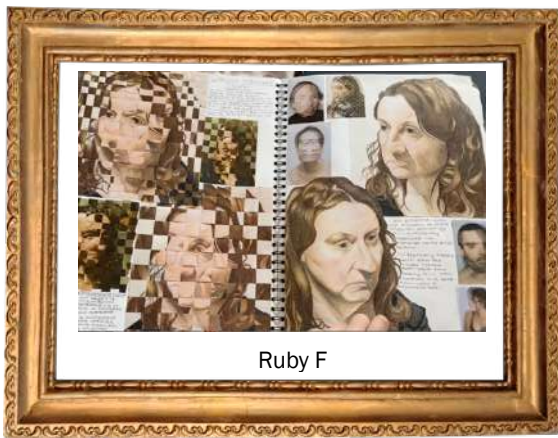
Katerina R



Monika K

## Sixth Form

Sixth form students have been continuing to work hard to make sure that their personal investigation is still going strong! Students are all working on their own personal themes, taking on some challenging topics with tenacity and creativity!



Ruby F



Aamna Z



Holly D

# MFL NEWS

## FRENCH

Year 7 French students have been working really hard during this lockdown period. The theme for their lessons has been travelling around the French-speaking world. They have learned about food and drink in a restaurant and how to book into holiday accommodation; they have booked train tickets and they have visited the tourist office. Year 7 also did an escape-room style exercise where they learned about the French Metro system and they completed a creative challenge where they either cooked crepes, watched an episode of Peppa Pig (en français, of course!) or made an origami Eiffel Tower.

Year 8 students have been working on how to prepare for a holiday, book accommodation, transport and attractions of all kinds. They also learned how to ask for directions. So next time you are holidaying in a French-speaking country, you can put your child in charge!

Year 9 have been recapping the main themes they have learned throughout Key Stage 3: family and identity, where they live, what they used to do and what they would like for their future. The MFL Department has been really impressed by the quality of work and this lockdown made it very clear that our students have learned a lot over the past three years.

## SPANISH

For Spanish, Years 7 to 9 have been working really hard during the school closure period. The theme for their lessons has been travelling around the Spanish-speaking world. As with French outlined above, Year

7 and 8 Spanish students have also ordered food and drink in a restaurant, they have booked into holiday accommodation, they have booked train tickets and they have visited the tourist office.

Year 9 have looked at vocabulary relating to past, present and future holidays, they have described their hobbies and expressed their opinions on them; they have described their family and friends and they 'visited' some countries in South America.

All year groups did a virtual tour of Barcelona and some amazing artwork was produced! KS3 have ended the term by making their own 'Lockdown Time Capsule' in Spanish.

## Year 10 Latin

Year 10 students have focused on developing their vocabulary and translation techniques and on consolidating their grammar skills. They have also finished the analysis of Tacitus' poem Germanicus et Piso.

## Year 10 Spanish

Year 10 students have been working through the theme of identity and culture. They have covered the topics of free-time activities, sports and who inspires them to name but a few things.

## Year 10 French



Rowan's Eiffel Tower model

The student tasks have mainly been set from the National Oak Academy or the usual class textbook. An unusual task was the Paris Metro task where students got to know how the Paris Metro lines work; they had to follow clues to find out the names of stations and do some research on the people stations are named after. Freddie S completed all four games and research which was above and beyond what was expected.

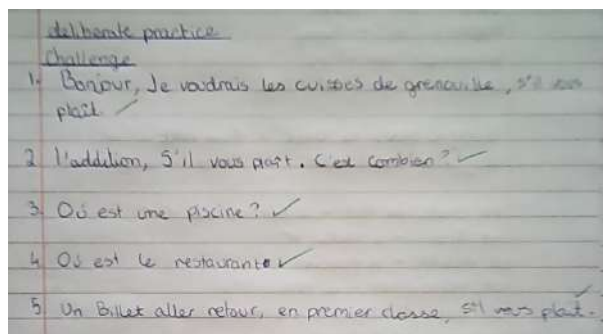
Year 10 were set to make an origami Eiffel Tower for a bit of a break and Rowan H and Rebecca H both sent in their photos.

All the MFL Teachers (Ms Matias, Ms Cotton, Ms Lucas and Mrs Bisland) have been bowled over with how hard our MFL students have worked during the school closure. We are so proud of their efforts and resilience during this difficult time.

Here are the 'MFL Lockdown Superstars' who have gone above and beyond and really impressed the department:

### Year 7

- Avantika P (7A) - for putting 100% effort into all tasks
- Ethan W (7A) - for getting creative in the kitchen
- Husayn D (7B)
- Zinovi B (7B)
- Anna Mora Z (7W)
- Giovanni G (7W)
- Emily King (7F) - for putting 100% effort into all tasks and completing her own extension tasks
- Luke Elliott (7F) - for his creative and original tasks
- Emma Hunt (7C) - for putting 100% effort into all tasks



An example of Anna's (7W) excellent work.

- Brayden Manners (7C) - for his perseverance
- Jack Robertson (7D) - for producing the most amazing work
- Lilly Currie (7D) - for producing the most amazing work
- Joe Reed (7S) - for fantastic effort and very neat work
- Olivia Dean (7S) - for being determined and tackling all the tasks very well.

## Year 8

- Nisham L and Zoi M (8A).
- Eliza A and David C (8B).
- Alex E and Ben M (8W).
- Iris B (8B) - for putting 100% effort into all tasks
- Connor W (8B) - for putting 100% effort into all tasks
- Alexia S (8C) - for producing the most amazing work
- Tommy M (8C) - for putting 100% effort into all tasks
- Ava-Pearl H (8F) - for producing the most amazing work
- Mark P (8F) - for putting 100% effort into all tasks.

## Year 9

- Freddie S (9B)
- Ayesha H (9B)
- Faaris A (9A)
- Daniel F (9A)
- Charlotte B (9W)
- Sonia K (9W)
- Tasnim M (9C) - for producing excellent work
- Younos A (9C) - for brilliant effort
- Kallie C (9F) - for producing the most amazing work
- Haydn W(9F) - for putting 100% effort into all tasks
- Joe K (9S) - for excellent effort
- Eleanor C (9S) - for producing from excellent work.

## Year 10 French

- Janani D
- Maya V

## Year 10 Latin

Miss Lucas was unable to choose two students as she said they have all been superstars so well done!

## Year 10 Spanish

- Yasmin D - for producing excellent work
- Kulraj J - for excellent effort.

### P121 ex 9:

Au collège, ma matière préférée est le dessin parce que j'aime être créative et je suis forte en dessin. J'aime aussi le français parce que j'aime étudier les langages aussi le prof est très sympa et nous aide beaucoup. Je pense que le français est très utile quand on parle à une personne de France ou si vous visitez la France. Je trouve l'histoire ennuyeux parce que il y a tellement à apprendre et on a trop de devoirs. Pour moi, les maths c'est amusant et passionnant. Le prof est très marrant et il nous fait rire en cours. Je suis aussi faible en physique, c'est difficile et parfois je ne comprends pas les matières.

### P122 ex 3 - your answers to the questions in ex 1:

Mon collège s'appelle le collège Ruislip. Beaucoup d'écoles en Angleterre portent le nom de la région. C'est un collège mixte pour les élèves de onze à dix-huit ans. Il y a 1,066 élèves en tout et soixante trois professeurs. Les cours commencent à 8h30, la récré est à 10h50. On a une demie heure pour le déjeuner et les cours finissent à 15h00, mais vendredi le cours finissent 14h00. Il y a cinq cours d'une heures et trente minutes. J'étudie huit matières y compris le dessin, le français, les science, l'anglais, l'EPS, l'histoire, l'instruction civique et les maths. Ma matière préférée est le dessin parce que j'aime être créative. À mon avis, je pense que les profs sont sympas et les profs sont excellents. Mon collège est une géniale école pour aller et vous pouvez -vous amuser bien!

An example of Janani's excellent French work.

# HEAD OF YEAR 8

I think that it is safe to say that the summer term has been a very challenging and unique experience for everyone! I must say that despite all of this, Year 8 has risen to the challenge and have continually impressed staff with their determination and willingness to succeed.

Below are some examples of the amazing work that Year 8 have been a part of:

## Reward System

Not only have Year 8 received over 4000 reward points from teachers for excellent effort and overall quality of work, but the positive 'can do' attitude that has been seen from so many of our students has been so inspiring to see. Special mentions must go to Alex Evans, Benjamin Martinez, Ethan Doran and Iris Butler who all managed to gain over 100 reward points each. As a result, they received a postcard home from Mr Davies along with a £25 Amazon voucher. There are also several other students who are extremely close to getting 100 points before the end of the school year so another massive well done.

## Remote Learning

During the lockdown period, Year 8 have worked tirelessly to produce work of the highest standard. Despite the difficulties that online learning has presented, students in Year 8 have found creative ways of maximising their learning and creating content that has astounded teachers. The feedback from teachers about the quality of work being submitted has been extremely positive which again just goes to show that when our backs are against the wall, we will come out fighting and prevail; further proving the grit, determination and most importantly resilience of Year 8!

## Looking Forward to Year 9

Next year will no doubt bring with it its own new challenges, and none more so than the final year of KS3. Believe it or not, next year will be the time for choosing GCSE options for Year 8. This will therefore no doubt prove a time for growing, developing and maturing as we approach a very crucial year for the Year 8 cohort. This being said, Mr Alexander has full confidence in the year group that they will rise to this challenge and continue to be the amazing cohort that they have proven to be time and time again.

As well as choosing your GCSE options next year, you will also actually start your first GCSE course in Year 9. In September, Cultural Studies will become Citizenship, a compulsory subject for all Year 9 students. All Ruislip High School students take GCSE Citizenship, as it provides students with a further qualification when you complete your GCSEs in Year 11. It is a really engaging subject that covers politics, law and British society, elements which affect your everyday life. The biggest difference students will notice is the increase to 5 Citizenship lessons every two weeks. Mr Cahill who will be teaching Citizenship is already really looking forward to teaching (the soon to be) Year 9 the course.

## Battlefields Trip

Another highlight for Year 9 will be the Battlefields trip to France and Belgium during next year's Easter break. A video, PowerPoint and letter should have been released in the coming days promoting the trip and providing information about the trip. Therefore, it is probably best not to go into too much further detail here apart from saying that it is an excellent opportunity to fully understand World War One and is led by an exceptionally knowledgeable leader in Mr Rich, who was previously a Deputy Head at Ruislip High School.



During the summer period, it is important to take a well-earned rest as it is without question that this summer term has been one of the most challenging for everyone. That being said though, Mr Alexander would also wish to encourage Year 8 to stay active, both mentally and physically so they can begin Year 9 the way they finished Year 8. This would be a great opportunity to take full advantage of the Year 8 reading list that was posted on Google Classroom during the final week of term.

We hope that you all have the most enjoyable summer break. You really have earned it this year. The Year 8 team is immensely proud of all that you have achieved. Please have fun but do remember to stay safe. We look forward to seeing you all in Year 9.

**Mr Alexander and Mr Cahill**

Head and Assistant Head of Year 8

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# MATHS NEWS

## Year 7 Maths Competitions



The week following the school closure, 67 students in Year 7 took on additional Mathematical challenges on the weekly competition on the online platform, Sumdog.

The 67 students spent 71 hours and 54 minutes altogether practising and improving their numeracy, while playing short games, collecting coins and achieving different animal ranks.

Among the weekly winners, we had students who finished at the top of their class on more than one occasion. The students were; Husayn D who was a 5-time champion, Sam C was a 4-time champion and Yuba G was a 3-time champion.

The overall winners from Ruislip High School were:

- **1st place:** Hussayn D who answered 25195 questions.
- **2nd place:** Katie D with 6116 answers.
- **3rd place:** Yuba G answering 1913 questions.

A huge well done to our winners and everyone who participated.

## MathsHub - Year 6 to 7 Maths Transition

The Year 6 transition may be a yearly occurrence, but it is something that never gets any easier for teachers or students!

Ms Vaghela represented Ruislip High School at a few sessions run by MathsHub (a programme that brings together mathematics education professionals). The sessions were to help teachers understand the benefits of a mastery curriculum and develop effective teaching strategies for Year 7 specifically.

The workshops addressed key issues, by looking at specific curriculum areas, pedagogical themes and collaboratively developing models of continuity to support pupils through the transition phase.

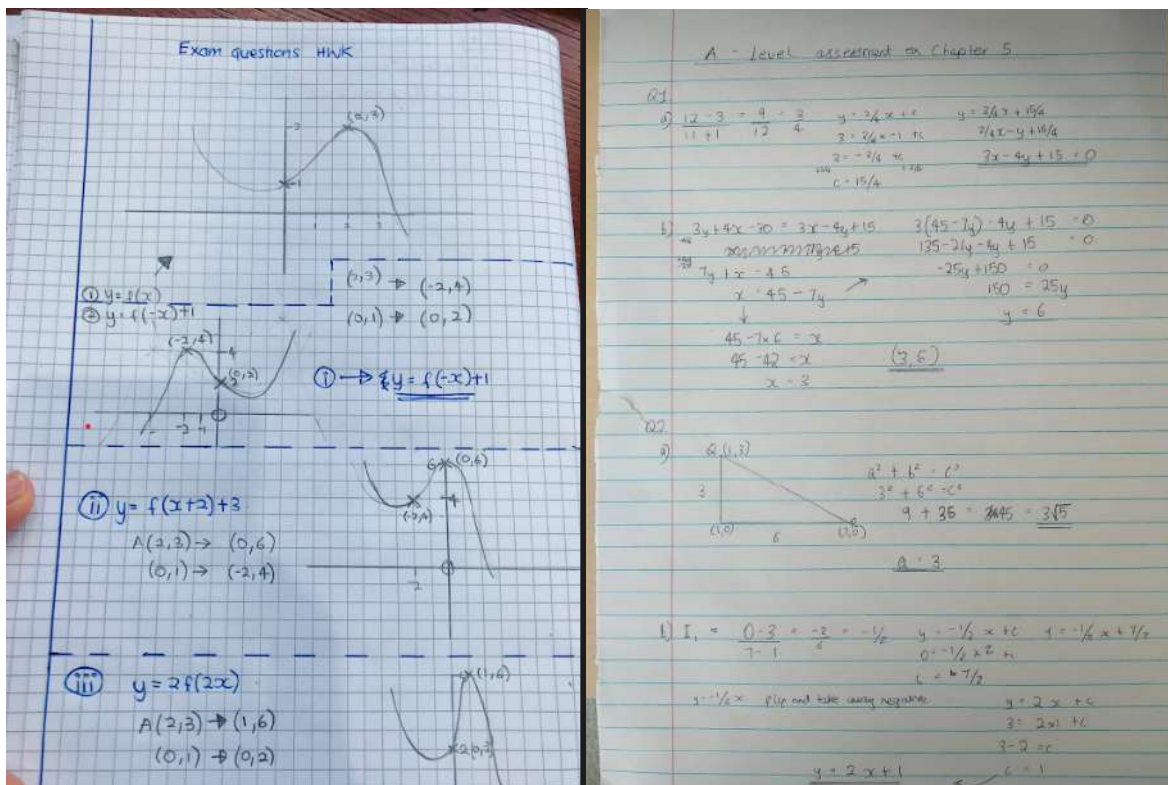
Ruislip High School hosted a session to encourage the links between primary and secondary schools. All participants worked collaboratively to develop ways to improve pedagogical and subject knowledge. As part of this process, Ms Mullane kindly allowed many teachers to observe her lesson, which displayed best practice of the key issues that had been addressed by the MathsHub.

By continuing to develop and apply suitably challenging schemes of work, which promote teaching for mastery, teachers can improve the chances of pupils experiencing a smooth transition in their Maths learning between primary and secondary school.

Going forward, Ruislip High School will continue to be involved in a project with the MathsHub, which will work closely with a Secondary Mastery Specialist, to understand the principles and practices associated with teaching for mastery. Schools will begin to work in their own classrooms, and then with Maths teachers, to embed these principles and practices with the support of the specialist. Work will initially begin in Key Stage 3, but it is intended that this will extend to Key Stage 4.

## Transition to A level Maths Google Classroom

A Google Classroom was created for Year 11 students who hope to take Maths for A level. The class of 49 students have worked through lots of 'hard' maths in order to prepare them for the challenges of next year's A level. Students have worked through lots of exercises and even done assessments. We have been really impressed with the students' determination and the quality of the work, especially as they have had no formal teaching of this material. We are looking forward to seeing lots of the classroom members in our A level classes next year.



Some examples of excellent Maths work produced by students via remote learning.

# HEAD OF YEAR 9

This is the second Head of Year message for the newsletter I have to write since the school closure, and it is not getting any easier!

It has been really hard for me not to see you for so long, and I know I am in for a shock in September...!

I have seen a few of you during lockdown and could not believe how much you have grown, both physically and intellectually. You are probably all taller than me in heels now...

While nothing much has happened in school, I feel that your lives have been altered by these uncanny circumstances. I am sure it will be for the best in the long run.

As you are getting ready to enter the next stage of your education, I could not be more confident that you all have the maturity, organisation and resilience needed to succeed. Throughout lockdown, you have proved that you are willing to learn more and work hard, no matter what happens. You have been at the top of the "Effort League" pretty much from the beginning and you have produced outstanding pieces of work.

I know it has not been easy every day for any of you, but you somehow always found a way to pick yourselves up and carry on. This requires a tremendous amount of strength and I am not sure I would have been able to exhibit so much fortitude and resilience when I was in Year 9.

Lockdown gave me a lot of time to reflect on myself, on what I have achieved so far and what is left for me to do to be truly complete and happy. I had bad days, like everyone, but the one thing that would always cheer me up is you (and chocolate brownies!)

I believe we are a great team, and that we genuinely care for each other, regardless of our social or ethnic background (do you remember how I sound when I speak English, for Napoleon's sake?!) gender or preferences. We are far from being perfect, but who is? We always have a lot to learn from each other, but I truly believe that our Ruislip family enables us to be whoever we want to be. I am so grateful to be working with such a fantastic bunch of young people and their parents/guardians.

I am genuinely missing you all, missing the good and even the bad times in school with you.

I cannot wait to spend what I hope will be an ordinary year while you are starting your GCSEs. I cannot wait to see you grow and succeed. I cannot wait to help you overcome the challenges to come and help you become the person you are aspiring to be.

Remember that "the Force will be with you, always", and so will I.

Have a lovely summer my dearests, have fun and stay safe, and see you in September for new adventures!

**Miss Lucas**

# GEOGRAPHY NEWS

Under normal circumstances the Geography Department would be displaying pictures of students enjoying fieldwork at this time of year. The regular residential field trips have had to be postponed until the department hears more from the exam boards. The department was looking forward to its 9<sup>th</sup> residential visit to Norfolk with Year 12 in June, and its 11<sup>th</sup> residential visit to Swanage with Year 10 in July. Nevertheless, the department has been delighted with the geographical learning taking place across the year groups on Google Classroom. You can see a few examples below!

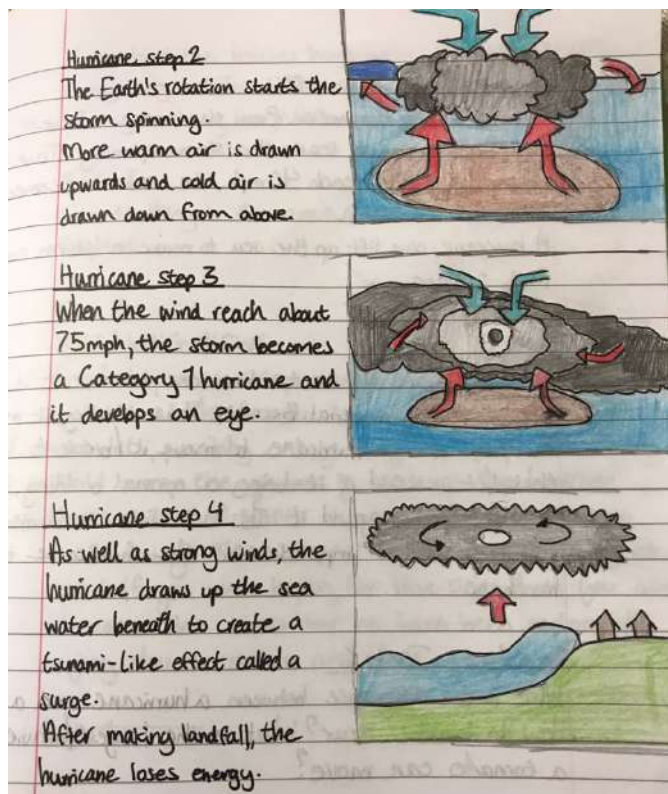
## Year 7 Geography

Year 7 students have completed their Settlement topic, where they studied the growth of Ruislip and how it links to the development of the London Underground in the early 1900s. Students particularly enjoyed studying historic photos from local author Eileen Bowlt's book 'Ruislip Through Time'. Year 7s then went on to study some of the world's megacities with more than 10 million people, before starting the final topic of the year, Coasts and Oceans.

A photograph of Ruislip Manor from the 1950s. Several once well-known shops can be seen, including Brays Cycles on the corner of Shenley Avenue.



## Year 8 Geography



Year 8 students have also been getting on well with Google Classroom and showing the various approaches students can take with their work. In the Weather and Climate topic, one of the online lessons was about tropical storms. Rabia in 8F showed how students can work in their book as usual, then submit the task via a photo.

Rabia in 8F drew some fantastic diagrams to explain the formation of a hurricane.

Many students also take the approach of using a Google Doc for their work. Georgia in 8F showed a good example of this with her introductory notes on the African Adventure topic.

**Task 3**

3a: How many countries does Africa have? 54 countries

3b: How many of the African countries have more people than the UK? 4

3c: True or false? The population of Africa is 1.1 billion and is growing fast? True

3d: True or false? English is an official language in five African countries. False they have over 20 countries that speak English.

Georgia in 8F shares a Google Doc with her teacher with key facts about the continent of Africa.

## Year 9 Geography

Year 9 students have completed topics about geographical conflicts and the geography of tourism. Conflict discussions included whether the Falkland Islands should remain British, and on a more local level if the HS2 rail line should be built. Haydn in 9F did a great job investigating the issues surrounding HS2, and he received some glowing comments and achievement points from teacher Mr Alison.

## Year 10 Geography

This year group sadly could not visit Swanage as usual in the summer term for their field trip. However, the cohort has been working hard on the Year 10 topics and doing lots of revision. Monica in 10B showed some excellent evidence of key word revision for the Urban Issues and Challenges online assessment.

## Year 11 Geography

Year 11 students interested in the Sixth Form geography have had their own 'preparing for A-level' Google Classroom set up. They have had academic articles to read each week, accompanied by Google Form knowledge quizzes. The department looks forward to teaching the new A-level cohort!

## Sixth Form Geography

The Year 12 class have in particular really impressed with their remote learning effort, and they have been enjoying their lessons back in school in June and July. The department is still hoping to be able to do some sort of fieldwork despite the regular field trip to Norfolk not going ahead in June. Students have completed their topics on Coastal Systems and Landscapes with Mr Peacock, and Changing Places with Mr Alison. They have also been doing ongoing revision tasks for other topics using Google Form quizzes.

✓ Name the largest HEP station in New Zealand. 1/1

Manapouri ✓

Benmore

Clyde

Adam in Year 12 gets over 90% of the questions correct in a tough revision quiz about energy resources in New Zealand.

# TRAVEL & TOURISM NEWS

The Travel and Tourism department is pleased to report that all students are making excellent progress with their coursework.

## Year 10

Year 10 sat their Unit 1 - "The UK Travel and Tourism Industry" - exam in January. We are delighted to announce that results from the exam board show that 94% of the class passed. Year 10 students have shown great resilience with several students completing Unit 2 - "UK Travel and Tourism Destinations" - coursework during lockdown.

## Year 12

Year 12 have made excellent progress completing Unit 9: "Tourist Attractions". They also completed a substantial amount of research and revision for Unit 1 exam: "The World of Travel and Tourism". This was shown as all students passed an example paper of the exam with Ella M and Bahij Q achieving a merit. Year 12 have made a great start on the coursework for Unit 3 - "Principles of Marketing in Travel and Tourism".

## Year 13

Year 13 have done exceptionally well this year, several students worked extremely hard to go to a Distinction\* by completing the three Year 13 topics: "The Business of Travel and Tourism", "Customer Service in Travel and Tourism" and "European Destinations".

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# HISTORY NEWS

The History Department would like to thank all of our students for showing real dedication and perseverance during this difficult time. It hasn't always been easy but some of the work produced has been fantastic and we have all been very impressed. The type of work has ranged from investigating family histories to learning about the Slave Trade and the department was particularly impressed with the work that some of our students did around VE day. There are way too many pieces of great work to mention everybody but we would like to make a few special mentions.

### **Ms Horton and Mr. Maud would like to thank:**

The entire Year 12 History A-level class for their dedicated and mature attitude to their studies over the school closure period, particularly regarding the way they have engaged with self-teaching content for the coursework unit remotely. Special mentions to:

- Lily B and Ben K, for their brilliant reviews of the TV series 'Wolf Hall'
- Isabelle L, for her overall curiosity and dedication to learning. Her high standards and desire to understand every part of the remote lessons are truly impressive.
- Adam M, for ensuring every piece of work was done to the highest standard possible - and for responding so well to feedback remotely.
- Emma M, for imbuing her essay writing with real flair and an original style.

- Alex B, Anisa M and Drew M, for making an incredible amount of progress with their exam technique - no mean feat when being taught remotely!
- Ella M for undertaking wider reading and linking to this in extended writing tasks - particularly on the topic of the economy in Tudor England.
- Millie S for improving her essay writing style to make her arguments come alive, through clever use of language.
- Bishan V for massively improving his organisational skills over the school closure period!
- Nathan L for engaging really well with historical debate - both about Starkey's views on the nature of the Reformation, and the Tudor revolution in government debate.

#### **Ms Horton would like to thank:**

- Joshua M (9S) - for his incredible interview with his grandfather in honour of VE Day.
- Lucy A (9S) - for her brilliant VE Day party organisation!
- Sarah H (9S) - for her thoughtful letter in response to VE Day.
- Eleanor C (9S) - for pushing herself to go the extra mile when investigating the bombing of Pearl Harbour.
- Charlotte B (9W) - for her excellent approach to remote learning throughout the school closure period.
- Elliott G (9W) - for ensuring every piece of work was completed in detail and to the best of his ability throughout the school closure period.

#### **In Year 10:**

- Emma N - for her perseverance and resilience when things got difficult.
- Akos G - for absolutely brilliant exam practice answers throughout the school closure period.
- Anna G - for going above and beyond with every piece of work she was set.
- Gabriella-Rose A - for pushing herself in every single task set throughout the school closure period.
- Molly G - for her curiosity and excellent questions.
- Guilbert A - for his unbridled enthusiasm for history and diligent approach to his work.

#### **Ms Woodall would like to thank:**

- Aaron B - for producing outstanding work throughout the lock down period
- Georgia A- for producing outstanding work throughout the lock down period
- Maya V - for being determined to produce work of the highest standard, working hard on improvements and always asking questions
- Amalie M - producing excellent work throughout the lock down period and developing outstanding skills ready for GCSE
- Freddie S - producing excellent work on the Holocaust
- Sasmita T - producing thought provoking and mature work every week.

Year 7 - all of the following students have produced excellent work every week and met every deadline:

- Erica N
- Zinovi B
- Aahana K
- Josh M
- Sam M
- Sam C
- Olivia D
- Maisie D

**Ms O'Neill would like to thank:**

Iris B and Hayley W, both in 8S, for their work on VE Day. Both students shared their families' connection to World War II and some fascinating memorabilia.

**Mr. Maud would like to thank:**

Adam Harabi, Ava Herbert, Aylar Khatabi, Corey Ammon, Emilia Mutwicki, Georgia Pittaway, Grace Araujo, Mark Payne, Matthew Du, Max Sweetman, Maxim Lisovin, Matthew Banks, Mohammad Ahmad, Owen Davies, Parveen Calvete, Maika Bryan - Acitores, Julia Chrzanowska, Eliza Ahmed, Gowsmigah Sivasubramaniam, Aiden Jansen Van Rensburg, Akshaya Kopparapu, Elisha Blackburn, Freddie Cox, Freya Shearn, Harry Cornwell, Imogen Hewitt, Kareem Hassaniyeh, Katie Woosnam, Kristian Ovanezov, Nisham Limbu, Priya Varma, Shrivya Dasari, Zoi Mouzia and Freddi Peplow from Year 8 for their sheer dedication and perseverance with remote learning.

**In Year 9:**

Karina M, Jasmyn M, Eva C, Alaynah F, Freddie S and Serena C for their thoughtful and considered work on The Holocaust.

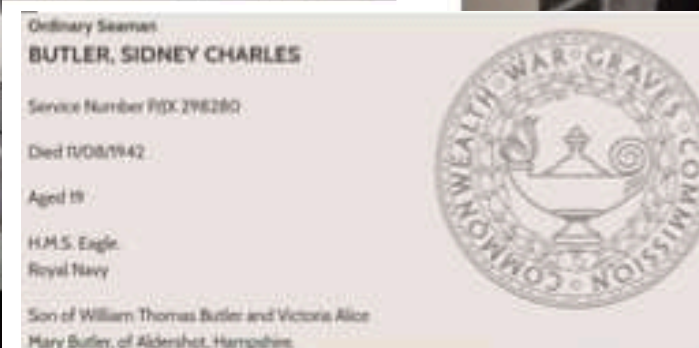
**In Year 10:**

James B for always being on the ball with his history work; Angelina U, Eloise N, Eve J, Heather M, Louise W, Mia M, Nik N, Sam M and Yasmin D for their perfect work records. Well done all!

We would also like to give a shout out to the current Year 11s who have joined the 'preparing for A level history' Google Classroom, particularly the following for completing some fantastic transition work: Lizzy P, Bella L, Jasminder C, Morgan J, Ben S, Lorraine L, Rishley P and Hannah F.

**And finally...**

Below are pictures of some of the research work done by Iris Butler and Hayley Walker who both looked into their family history during WWII. Excellent work, well done!





# HEAD OF YEAR 10

The Summer Term has been an unusual one to say the least. No one could have expected the last few months of Year 10 to turn out the way they have. Despite this, the students have coped magnificently well and have shown great character and resilience throughout the process.

Here are just a handful of examples of which our year group should be very proud:

## Remote Learning

Year 10 have been working incredibly hard remotely since Ruislip High was forced to close its doors to students. All this was disappointing as well as untimely but it hasn't stopped the efforts of the year group and solid learning and revision has been taking place. In total, Year 10 have achieved over 3000 reward points for their work. Two students in particular need a special mention for achieving 100 points: Hannah H (10F) and Sophie N (10A). Well done to both of these students and I hope they enjoy their £25 voucher.

Usually during the summer term Year 10 would sit their Year 10 exams. Again, this had to take place remotely. This was a very challenging experience for the students and staff but we could not have expected the attitude to be any better. Year 10 took this opportunity to show their maturity and readiness for the challenge of Year 11 which will start in September.

## KS4 Study Club

Year 10 were able to use the Study Club this year to keep on track with their subject areas and it was disappointing that this also had to come to an abrupt end. From September, 574 pieces of outstanding work were completed by Year 10. This will go a long way to helping students achieve the grades they desire.

## My Tutor Online Tuition

During the school closure period, we were delighted to continue our partnership with the My Tutor online tuition programme. This is a programme run by universities. University students deliver one to one online tuition in their subject specialisms. Over 30 Year 10 students were able to take advantage of these sessions. Meghan 10S stated the following about one of her sessions: "The lesson was great. We made a really good plan and I feel confident writing an answer to the question for homework". These sessions will continue in September and this will be an opportunity for another 20 students to work on the areas of Maths, English or Science they struggled with during lockdown.

## Year 10 Enrichment Trips

Mr Askin was saddened that the vast array of Year 10 enrichment trips and activities planned for the Summer Term were unable to take place, especially the Year 10 GCSE Geography trip to Swanage. The geography students were looking forward to this for months and it's a shame that it had to be cancelled. The school hopes that Year 11 will be able to provide more of these opportunities for our students such as those at the beginning of Year 10. Year 10 students did get to visit some amazing places over the course of the academic year such as Rome, Berlin and Barcelona. Mr Randall has tentatively rearranged the Edinburgh Festival Trip for 2021, which was going to be a first for the school and featured some of the excellent acting skills that Year 10 continue to demonstrate. He is sure that the new adaptation of Little Women will be performed in some way.

## SALT

Students in Year 10 were last year involved in the National Theatre's Connections Festival and during May we were able to see their version of Dawn King's "Salt" again, this time live-streamed on YouTube. It was fantastic to be able to revisit a great production that holds such happy memories for students and staff alike. We were also able to use this as an opportunity to raise some money for Michael Sobell Hospice - at the time of writing Vanguard Learning Trust is up to £701 of its £1000 target.

### A Brighter Year 11 is Approaching

It was delightful to see the Year 10s returning for some Maths, Science and English learning before the summer break. It really showed what a close community Ruislip High School is and the students were able to get some reassurance from their teachers in a face to face setting. We are all hoping for a quick return to normal lessons as soon as it's possible.

The end to Year 10 has not been what was expected, but it just makes us more excited about what adventures Year 11 will bring. This difficult period has led to huge changes for everyone and it will be difficult when we make a full return. Year 11 students can be assured that Ruislip High will provide all of the support and opportunities necessary to help students achieve their goals both inside and outside the classroom. Mr Askin would urge all students to use the six-week summer holiday to continue reading for pleasure, but also try and ensure that you go back over some of the work you have been doing remotely, so you are all ready to hit the ground running in September.

We hope you all have an enjoyable, restful and deserved summer break. Remember, most importantly, do everything you can to keep you and your loved ones safe during this time.

### Mr Askin and Mr Randall

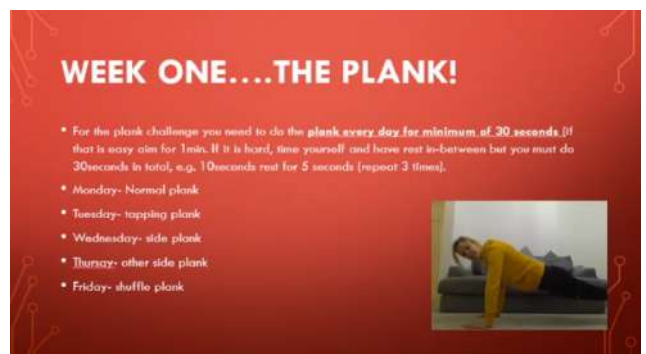
Head and Assistant Head of Year 10

# PE NEWS

## What have we been up to?

This term students have been incredibly busy with a whole host of activities to ensure they have stayed active and fit throughout this time.

Students have embarked on a variety of fitness challenges such as 'Miss Penny's 6 Week Training Programme', 'Miss Farrell's Football Fitness' and #PEwithJoe. These programmes have given students the challenge of improving their fitness levels whilst having fun.



As well as staying active, students have worked hard on continuing to develop their knowledge and understanding of theory topics such as the muscular system, skeletal system, reasons why warming up are important, components of fitness and different ways of testing fitness.

### Muscular System

Label the Muscles



Word Bank

Biceps, Triceps, Hamstrings, Quadriceps, External Obliques, Pectorals, Deltoids

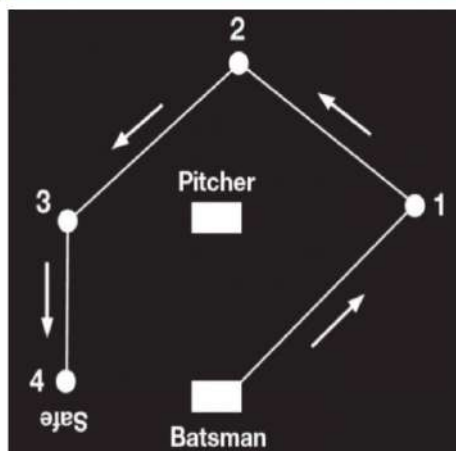
This term students would have been taking part in summer activities such as rounders, athletics and cricket. We hope to be able to start the new academic year with these in September instead! Students have been working on their own rounders games at home.



## Setting up the Pitch

The image below shows how you should set up your rounders pitch correctly. There are four posts that the batters will attempt to run around, a pitcher's box and a batting box.

**NOTE:** Obviously you won't have rounders posts at home but you can use anything to mark out the pitch! For example, cones, jumpers and shoes all work just fine, have a go a setting one up!



## RULES OF ROUNDERS

**TASK:** Below are some of the main rules of rounders. However, in order to test your knowledge some of the rules are incorrect! You need to decide which of the statements are true or false. Once you have answered you can reveal the answer by deleting the grey box. Once you have answered all the questions you can find a list of all the rules here: [http://www.spaldinghigh.lincs.sch.uk/media/Rounders\\_England\\_Simplified\\_Rules.pdf](http://www.spaldinghigh.lincs.sch.uk/media/Rounders_England_Simplified_Rules.pdf)

RULE	TRUE OR FALSE	CORRECT ANSWER
A maximum of 9 players can be on the field at any one time.		
A no ball is given if the ball is bowled below the knee or above the head.		
You can't take a run on a no ball		
You can have two batters at the same post		
When the bowler has the ball in their square you cannot move between posts		
If two no balls are bowled in a row a rounder is awarded to the batting team.		
If you hit the ball and make it all the way to 4th post you score a rounder.		

### INTRODUCTION TO THIS BOOKLET

In this booklet you will find both written and physical tasks relating to **ROUNDERS**. Work your way through the booklet and make sure that you submit your work on Google Classroom so that the PE staff can see all the brilliant work you are doing whilst you are at home!

More importantly, now we are allowed to exercise outside more regularly, we want you to have a go at playing all the different variations of rounders you will find in this booklet with members of your family!

Feel free to let the PE staff know which one you enjoyed the most!

We do understand that you won't have the proper rounders equipment at home...so you may have to be a little creative (E.G. Tennis racket instead of a rounders bat).

## BTEC

Students have been hard at work securing their knowledge within their exam areas for next year. A variety of work has been completed from a remote setting; these include:

- Google form quizzes
- Activity packs/ worksheets
- Exam writing strips
- Feedback analysis

The picture shows the heart. Identify the structures of the heart labeled A-C. (3 marks)

Your answer

**INSPIRATORY RESERVE VOLUME**

**TIDAL VOLUME**

**EXPIRATORY RESERVE VOLUME**

**RESIDUAL VOLUME**

**VITAL CAPACITY**

**TOTAL LUNG CAPACITY**

You can breathe in up to an additional 3000cm<sup>3</sup> of fresh air in addition to the normal tidal volume. This is known as \_\_\_\_\_

\_\_\_\_\_ is the term used to describe the volume of air breathed in and out with each breath.

\_\_\_\_\_ is the amount of additional air that can be breathed out during normal expiration.

The lungs are never fully emptied of air, otherwise they would collapse. The air that remains in the lungs after maximal expiration is referred to as \_\_\_\_\_

\_\_\_\_\_ is the amount of air that can be forced out of the lungs after maximal inspiration.

\_\_\_\_\_ is your total lung capacity after you have inhaled as deeply and as much as you can, after maximal inspiration.

State the responses of the respiratory system in a single sport or exercise session	State the adaptations of the Respiratory system due to exercise

**Additional factors affecting the respiratory system**

## 2.6 Challenge

It seems like such a long time ago that school closed and it was lovely to set a challenge that has brought the school community together. Seeing all of the videos flood in when the challenge was set was really amazing. The students have demonstrated what the word community means wholeheartedly and it was great to see the amount of money being raised for the Michael Sobell Hospice steadily increase over the weeks.



## National School Sports Week 2020



This year Ruislip High School students have been taking part in National School Sports Week. The aim of this project is to get as many young people as physically active, in a variety of ways, as possible.

Some examples of the activities students have completed are walk/run 5 kilometres, 100 burpees, Tik Tok dances and planks! It has been great to see so many students getting physically active with friends and family during lockdown!

Chosen Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Personal Best
30 minute walk	Completed	Completed	Completed	completed	completed	completed	completed	thursday
Walk or Run 3 miles (5km)	Completed	completed	completed	completed	completed	completed	completed	tuesday
Create and carry out your own circuit	Completed	Completed	Completed	Completed	Completed	Completed	Completed	saturday
Run 10km	Completed	Completed	Completed	Completed	Completed	Completed	Completed	monday
Complete 5,00 steps in a day	Completed	Completed	Completed	Completed	Completed	Completed	Completed	wednesday

## Aahana K (Year 7)

## Charlie R (Year 8)

Chosen Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
30 star jumps 30 running on the spot 30 jumps x3	30 star jumps 30 running on the spot 30 jumps x3		30 star jumps 30 running on the spot 30 jumps x3		30 star jumps 30 running on the spot 30 jumps x3	30 star jumps 30 running on the spot 30 jumps x3	30 star jumps 30 running on the spot 30 jumps x3
Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day	Complete 5,000 steps in a day
Plank for as long as you can						Plank for as long as you can	Plank for as long as you can
Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day	Complete 12,000 steps in a day
Run 10km						Run 10km	
Create and carry out your own circuit	Create and carry out your own circuit		Create and carry out your own circuit		Create and carry out your own circuit		Create and carry out your own circuit

Chosen Activity	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Personal Best
Bike ride	Around the roads		Around the roads					
Daily walk		Up to the manor and back with Tia		Around the roads	With my family			
Rounders						With my family in the park		
Football in the garden							With my brother and sister	
Exercise every morning	✓	✓	✓	✓	✓	✓	✓	

## Keela E (Year 9)

## Virtual Sports Day 2020



Ruislip High School's Virtual Sports Day took place from Monday 6th-Friday 10th July 2020.

This year students had the opportunity to take part in virtual challenges that could be done at home, garden or out in a local park. Each student tried to score as many points for their form class by completing the challenges to their best ability.

1. The Banner Competition
2. The Talent Show
3. The Sports Challenges (10 in total)
4. The quiz

The winning tutor groups from each year group will be announced before the end of term and will receive prizes once we are back at school.

# DRAMA NEWS

It has been an interesting few months for the Drama department, that's for sure. The summer term would usually have brought with it both the A-Level and GCSE practical performance exams which were without question some of the most exciting performances of the year. This however did not stop our KS4 and KS5 students from getting creative with several of them taking part in the creation and submission of their own completely original, online monologue performances.

The department were particularly impressed with the performances of James B, in Year 10 and Victoria P in Year 11. Catherine M (Year 10) has worked tirelessly over this period on developing her exam technique which has been impressive to see.

Jamie R (Year 12) has exceeded expectations this term with his independence and response to the challenges presented when studying a practical subject online. Not only has he shown dedication but he has also used his time during lockdown to create his own TV script for an original comedy that he has created.

Further special mentions also need to go to Isabelle Q and William Q who have been very creative in all of the work that they have submitted for Drama this term and in particular their video submissions that have shown a clear talent for performing! It should also be mentioned that the work that Year 9 have been studying this half term would usually have been set for GCSE students. The way the majority of students have risen to this challenge has been excellent to see and the work produced, most definitely to a GCSE standard. Well done!

The department are already very excited about seeing what a vibrant and exciting new Year 10 and 12 cohort can achieve in the next academic year. Theatre always thrives in moments of challenge and the Drama department at Ruislip High School are sure that it will be no different here. In the first term back, the Drama department are already looking at how we can use the past few months as inspiration for new and contemplative work. Global events have had a huge impact on the Arts, in a variety of different ways, and although much of it is sobering and anxiety-laden, there are so many chances to improve, adapt and evolve the way that we share and communicate our stories. As a school, it's imperative that we look to the future, and in doing so hope to create individuals who will be at the forefront of the changes in society - in the theatre world and beyond.

We're excited too about the prospect of some of our students looking to audition for drama schools, and we hope to build on the partnerships we began with the Royal Central School of Speech and Drama and professional theatre company Hotbuckle Productions in the last academic year. We're thinking about, and planning how to have, socially distanced school plays and how we can incorporate guidelines as part of the creative process. People will need to express themselves after so long without communication and shared experience, and the Drama department is excited at the prospect of playing a healing role in the community and in the school.

# HEAD OF YEAR 11

What a year it has been for Year 11! When they arrived at the start of Year 7, I always knew it would be an adventure - but I don't think anyone expected a plot twist quite like this!

In truth, perhaps it was inevitable that this would happen to our year group; they are the students for whom there has always been drama. On their first school trip, I managed to take us to the wrong place, this resulted in a longer drive during which some students decided to share the contents of their stomachs. Not a pleasant journey but, after five more years, probably not the worst we have been on together! School trips have always been disasters for us, trips to the hospital (all was fine!), the rain and snow in Belgium, and who could forget that trip to Greenwich on what must have been the hottest day on Earth....

Resilience is a key skill that I feel I was able to instil in the Year 11s by "acting" incompetent for the sake of their education. Anyone who has been to one of our celebration assemblies will know how much I struggle with organisation and therefore the Year 11s have had to learn how to be self-sufficient, knowing that I wouldn't always remind them of what to do and when. They have learned to support and help each other; they have developed amazing personalities which makes teachers genuinely excited to see them and to teach them. As robbed as we all feel by what has happened over the last four months, as much as I know that there has been pain within our community and beyond, I also know that the Year 11s are strong, will get over the disappointment of not being able to sit their exams, and will continue in their post-16 education with a new drive and determination- looking for their next opportunity to prove themselves.

Miss Mulqueeney has been a rock for the students ever since joining our team. She is a ferocious and ruthless character who will settle for nothing less than 100% effort. Her approach to manners and respect is infectious and has led to these values being spread throughout the year group. Whilst there have, on occasion, been issues, I think that it is fair to say that the Year 11s are the most polite, respectful and well-mannered year group I have ever had the pleasure to teach.

Looking forward to the future I want to urge you all to continue your education in some form or other. Out of sheer boredom in the last 4 months I have: started the guitar, started university education again, started a YouTube career and, most impressively, got some serious Ws on Fortnite. If you are a parent reading that and you don't understand, ask your child!

Not everything that we attempt in life works out for us the first time. QuarenTEEN TV had a decent number of viewers but I'm not the next Ninja unfortunately. I am happy playing the guitar but that happiness isn't always shared by my housemate. Miss Loizou often ruins our Fortnite games by getting herself killed. The point is that we have to try, knowing that there is a chance of rejection, disappointment and failure. To fail isn't a bad thing, it just means that it wasn't your time to succeed yet. In the spirit of Fortnite, you just have to reload the game and try again. This year wasn't your year. You have faced disappointment on a scale that hasn't been felt by any other academic year group before in living memory. What will define you now is how you deal with that disappointment. I think I have made it clear that I already know and trust you will do the right thing.

I'm off to play some more guitar. I hope to see you all very soon!

**Mr Elsby**

# SIXTH FORM NEWS

It's been a tumultuous but exciting year for the Sixth Form here at Ruislip High School.

I am delighted to be on course to welcome our largest ever Year 12 cohort in September 2020 with the vast majority of the current Year 11 having accepted their place to continue their Ruislip High School journey. I would like to extend my congratulations to all our offer-holding students who have worked so hard on the transition work that has been provided via Google Classroom over the school closure period. There are more summer tasks available on each Google Classroom which students are welcome to dip into over the holidays!

I would also like to acknowledge the outstanding effort and resilience of our current Year 12 students, who have adapted to the obstacles of remote learning and meant that I can honestly say that our Sixth Form students have lived up to the challenge I set them on their induction day this time last year: to become curious, creative and independent students.

Finally, I would like to use this opportunity to bid farewell to our Year 13s. I hope to see them in person on their results day, in order to personally mark the end of their time at Ruislip High School. That cohort has always held a special place in my heart, as they were the year group that joined the school when I joined as a member of staff in 2013. I was even lucky enough to have some of them in my first tutor group (the absolute legends that were 7W). The Year 13s have dealt admirably with the huge challenges dealt to them by the events of this year and I wish them every success for the future.

**Ms Horton**

## GET TO KNOW YOUR STUDENT LEADERSHIP TEAM



**Emma M**  
Head Student



**Alex H**  
Deputy Head Student



**Natasha L**  
Head of Year 11



**Lily B**  
Head of Year 10



**Courtney W**  
Head of Year 9





**Alicja B**  
**Head of Year 8 and Joining Students**



**Alfie E**  
**Head of Year 7**



**Jamie R**  
**Head of Mentoring**



**Hajra R**  
**Head of Media**



**Rachel S**  
**Head of Lower School Engagement**



**Mark P**  
**Head of Volunteering**

## HEAD OF YEAR 12

Although Year 12 have had very little time in school this term, their hard work and progress has continued in a way that is testament to their admirable work ethic and character. As a collective, the year group has been awarded over 1500 points for excellent effort and exceptional work throughout the school closure period, with many students working even harder than during normal term time! This has culminated in some strong scores in the remote learning review tasks which, while far from the perfect substitute for in-school lessons and a full suite of PPEs, will stand students in good stead for the unique challenges that their cohort will face in Year 13.

The students have continued to impress me and their form tutors with the ongoing effort that they have put into preparing for and drafting their post-18 applications. I have had to conduct this term's post-18 1:1 Head of Year meetings over email with the students rather than in person, but have been so impressed with the amount of wider reading that students have been doing to prepare for a strong post-18 application, alongside online open courses and virtual work experience. Many students have also been taking advantage of the virtual open days online that the majority of universities have been offering this summer, and I would urge students to continue to attend these for any universities that interest them.

I would urge all students to continue to prioritise their post-18 preparations over the summer. The more students can read around their subject and/or completing online experience where possible, the better prepared they will be for their application in the autumn.

The two most useful central sources of information about how the post-18 process is working are the two screencasts Ms Horton and I have produced which were sent out to parents and students by email on 7th May and 24th June. In September, students will be finalising their application drafts.

I very much hope that September will bring the opportunity for more normal schooling, and I am very much looking forward to continuing as Head of Year for this impressive group of students into Year 13. I have no doubt that they will be excellent role models as the most senior year group in the school, and that it will be a year full of success as they strive towards the big leap into the adult world.

In the meantime, I wish you all a safe, peaceful and pleasant summer.

**Mr Peacock**

## THE UNIVERSITY EXPERIENCE

**Ex-student Khadra M shares her initial experience of life as a university student at University College London...**

September 2019, the month that I had been counting down to had finally arrived. I was now where I wanted to be and studying my passion, Social Sciences with Quantitative Methods at University College London. There was a moment where I felt a little doubtful about whether I had chosen the right university and whether I'd fit in, but in no time, these thoughts were banished when I realised that everyone else was probably feeling the same way.

Meeting and hearing from renowned lecturers who have produced research about issues such as voting intention and the gender wealth gap, which have influenced, and informed public policy has really shown me what I may be able to achieve in the future.

One thing about me, I have always been a fan of sociological theories, from the debate of Marxism to Left Realism, I would enjoy reading around these debates. However, when it came to learn how to use R for data analysis of crime surveys. This was to me a whole different language, both technical and scientific, but seeing the module leaders in their office hours when I needed some extra help and utilising the module forum helped me to find my feet. Which leads me to encourage all of you to be vocal if you need help or feel you do not understand the content, as it can really make a huge difference.

Joining societies has really been a huge part of my university experience, it is a really nice way to meet likeminded people and learn more about the university. Joining the Somali Society was so inspiring because each event held, proceeds went towards charitable causes in Somalia, changing lives. Also, across the country, other Somali societies unite in the February fundraiser to see which society can raise the most amount of money. In this year's February Fundraiser which I was so lucky and happy to be part of, we raised £170,703 which has gone towards providing educational facilities and necessities and to cover the running costs of a school built in 2018. One of my favourite events was a Charity Laser Tag competition with King's College London and honestly a little out of my comfort zone but proved to be memorable especially when we won!

I am also a tutor for students who study Sociology, History and English Literature and have really enjoyed helping and guiding students, and I applaud all of them for their hard work and commitment. Seeing students reach a 'lightbulb' moment is so rewarding and I feel so proud of them every time I see improvements in their progress. This experience has enabled me to find an internship based on increasing BAME students' A level results, which has been fulfilling, especially working with inclusive organisations and networks.

Overall, my first year of university has flown past and exceeded my expectations, from becoming a student ambassador to being part of an outreach programme within my society, I feel I have learned more about myself and look forward to what second year holds.

# HEAD OF YEAR 13

The past year has been the most challenging, yet exciting, year of the Year 13 students' Ruislip High School journey. Students have been working hard on their post-18 journeys and the result of this hard work is that many students have now been offered university places by top institutions, apprenticeships by reputable companies and job offers to pursue their career ambitions. The determination, motivation and resilience shown by Year 13 students has been admirable - they have continued to prepare for their post-18 destinations, despite the unprecedented times, and they have not allowed the uncertainty surrounding the future to affect their preparations for their post-18 journeys.

I have had the pleasure of preparing an online virtual leavers' celebration for Year 13 students, which will be held on Friday 17th July over Zoom. This has given me the opportunity to reflect on all of the Year 13 students' achievements and experiences throughout their time at Ruislip High School, and this made it very clear how special their Ruislip High journey has been and what an excellent year group they have been. All of their experiences, from the once-in-a-lifetime trips they have attended to the many whole-school events they have participated in, have shaped their learning and experiences forever and it shows that the Ruislip High School journey is far more than just classroom lessons - it provides students with the opportunity to develop as mature, driven, enriched young adults. These characteristics instantly come to mind when I think of our fantastic Year 13 students.

I am extremely grateful to have had the opportunity to be their Head of Year and the warm-hearted, supportive nature of this year group has made them a pleasure to work with. I have no doubt that each and every student in this year group will go on to be highly successful in their chosen post-18 path - and they will be deeply missed by everyone at Ruislip High School.

Mr Karimi

## COMPUTER SCIENCE AND BUSINESS STUDIES NEWS

In the past few months, the Computer Science and Business Studies teams have been doing things a bit differently in order to ensure we could adapt to the challenges of learning from home. We are really proud of how all our students have stepped up and taken on this new way of working confidently!

As a department, we realised that we needed a personal touch added to the Google Classrooms; after some research completed by Mrs Carstens, we started using Bitmoji and other resources in our Classrooms. We even had messages sent to students, using our new found strategies, which included our tutor groups.

Some examples of work that has been done below:



Banners for the classrooms

Using creative ways to set work or send messages:



Mrs Carstens also used talking Bitmoji’s video to communicate with her classes.

Key stage 3 Computer Science students participated in the **iDEA Bronze certificate** challenge.



**Congratulations** to a total of 32 students listed below who achieved their Bronze certificate status! <https://idea.org.uk/about>

Year 7	Year 8	Year 9
Stephen Hicks Lily Curry Maisie Dryell Ethan Waters Sam Clayton Husayn Dhala	Georgia Pittaway George Georgiev Zou Mouzia Luke Goddard David Chen Alexia Samiola Emily Lavin Robert Blades Elisha Blackburn Iris Butler Amalie Welch	Popov Makar Elliot grant Jasmyn Marajh Aaron Skinner Freddie Simpson Anika Parmar Daniel Fenlon Liam Griffin Yalda Alizai Jaini Bonthu Karina Mahal Haydn Worsfold Jesang Limbu Alaynah Faizan Serena Cooney Mahd Khurram

In **Computer Science** Year 10 students have been learning about the ethical and legal impacts of trace and track COVID 19 app. All the articles were impressive and thoughtful with following students being in Hall of Fame



From left to right: Hannah H; Nathan U; Anthony O’B; Nour H; Samuel T; Alfie C

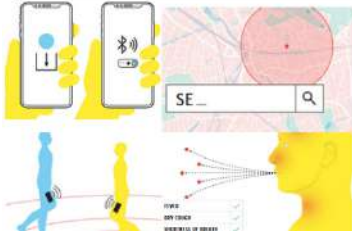
## Excellent examples of Computer Studies work

Written by Neemie Nosten

Wednesday 6 Of May, 2020

### When will it all end!!!

During such crises and where many try to find ways to help others, we know that in these days technology is increasing more and more. We also know that healthcare has been using it more than ever especially now, with a contact-tracking app. With the help of Oxford University, the NHS has developed a new app called "NHS COVID-19" which will be used to alert people that they have the virus which would slow the spread. The government has revealed the app and will be launched in the UK in June. This app was tested on the Isle Of Wight and was proven successful. The UK is planning to use trained teams to find people who have the virus symptoms, all of which will be complemented by contact-tracking apps.



### How it works:

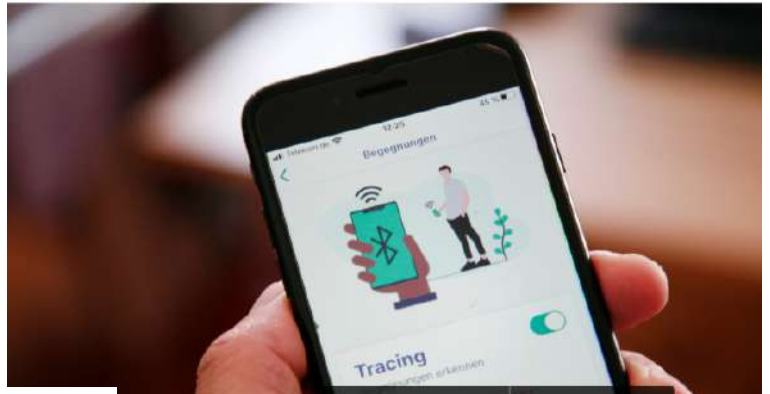
1. The first thing to do is to download the app from Apple or Google app.
2. Then activate the Bluetooth feature on the phone.
3. Then the app will ask a small part of the postcode, so that the NHS can find the data to spot infection.
4. Bluetooth will measure how far away the others are, and log the other phone if they come into contact.

Anthony O'Brien News

Special Edition - Hannah Harrison

WHEN WILL LOCKDOWN END? PM SET TO ANNOUNCE LATE TODAY AT 5PM

## WILL THIS TRACKER STOP THE VIRUS OR CREATE A NEW ONE?



**BBC** insider

6 May 2020

## Technology Controversy over new life-saving NHS app

**NHS COVID-19**

Help the NHS stop the spread of coronavirus in the UK

This app lets you know if you may have been near someone with coronavirus (COVID-19) symptoms.

[Learn more about how it works](#)

**NHS COVID-19**

Enter the first part of your home postcode

Example: CE1B

**Why do we need this?**

This information will be used to help your local NHS respond to the coronavirus in your area and to understand the spread of the disease across the UK. Your postcode will **not** be used to track your location.

**NHS COVID-19**

Set up app permissions

**Bluetooth**

This app uses battery-saving Bluetooth Low Energy to determine when it is near another phone with this app. For this app to work, Bluetooth needs to be kept on at all times.

**Push notifications**

This app will send notifications to you if you've been near someone with coronavirus symptoms and will guide you on what to do next.

### New technology paves the way for COVID - 19 tracing.

The government today has begun testing of a new app in the Isle of Wight. The app is being used in conjunction with the government's trace and track programme and hopes to reduce the spread of the disease. It does this by tracking users and notifying them if they've been within 2m of someone who has displayed symptoms. The success of the app will heavily rely on the trust between primary stakeholders and the protection of users rights. If there is no trust between the provider and the user, eg. The government and the citizens then the app will see little to no usage essentially making the app useless as it needs 50% of the country to download for it to work. Which when you consider is just over 33 million people is kinda crazy. To put that into consideration. Subway surfers, one of the most successful mobile games of all time, has a monthly player count of 100 million and the British government intends to get a third of that within a week? They're gonna need one hell of a marketing campaign!



It uses bluetooth technology already prebuilt into your phone to see if you've been within 2m of someone with symptoms. This technology

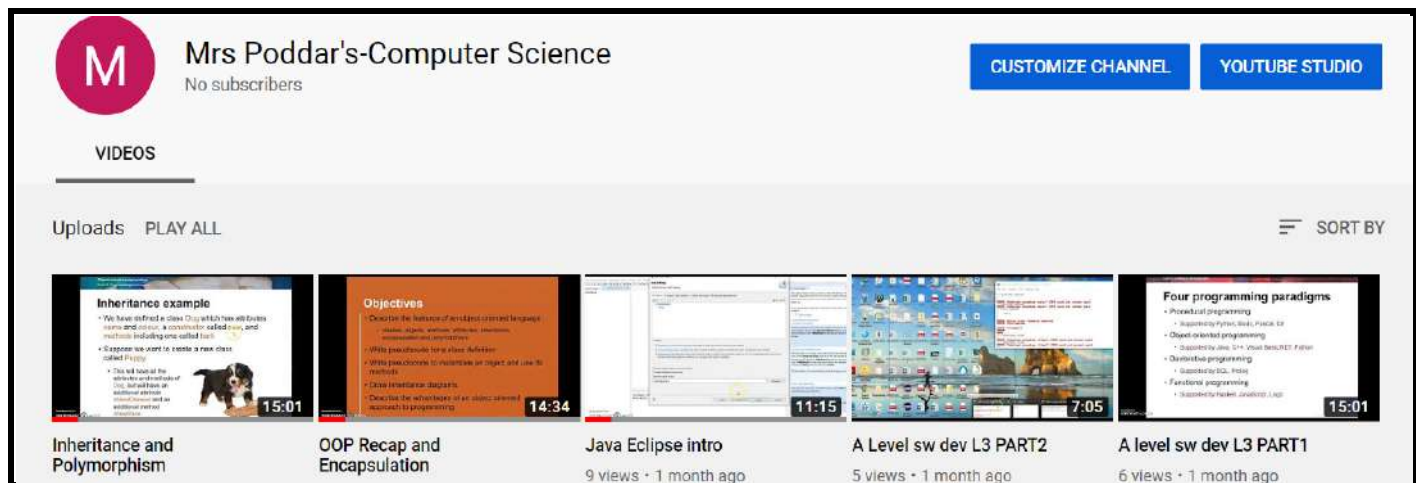
## Year 12

Computer Science students worked very hard throughout the term. In particular, Mrs Poddar was impressed with their resilience and independent working skills. Congratulations: you all are great. They also learned a new programming language, Java.



From left to right: Alife E; Viraj P and Abid M

Finally, from Computer Science, Mrs Poddar created her YouTube channel to teach remotely and help her KS5 students gain better understanding of the subject.



In **Business Studies**, the Year 10s have been doing great work discussing the functional areas of businesses and the responsibilities of each department. They have also looked at what a business plan is and the importance of having a well-structured, thought-through plan. Researching the impact of the Coronavirus on companies, whether positive or negative, has also come up as a recent topic called 'external influences'. There has been an emphasis on focusing on the positive; some companies have been doing really well, due to the nature of the products being sold or service delivered.

# ENGLISH NEWS

## 'TALES FROM LOCKDOWN': RECONNECT

The English Faculty have seen a range of incredible creative writing work produced during the school closure.

We are seeking your creative contributions for a Ruislip High 'Tales from Lockdown' anthology or montage. The theme is 'Reconnect':

You can either use the picture as a prompt or the title 'Reconnect' to create a...



- Poem - including found poetry
- Monologue or duologue
- Speech
- Short film or trailer
- Podcast
- Collage of all your favourite things and all the things you are looking forward to doing again
- A Shepard Fairey inspired drawing of someone you are looking forward to reconnecting with.

## LET'S GET READING!

The summer holidays are nearly here! So, what better excuse to pick up a good book and whisk yourself away on an adventure. We are keen to encourage all students to find a book they love and enjoy reading for pleasure; there are so many benefits to learners, beyond just enjoying a story.

**Ms Keenan, Head of English and Mrs Austen, our school's LRC Manager** have put their heads together to give you some **reasons to read** and some **summer recommendations** to get us picking up our own choice of page-turner...



### 'How often should students read?'

There is no strict rule to say you should read for a certain length of time but because reading is so beneficial you should aim to read for at least 20 minutes, 2 - 3 times a week.

Not only does reading improve teenagers' vocabulary by 26% but strong readers are likely to do 'significantly better' in maths, with a 9.9% advantage by age 16! And did you know that the strongest factor affecting pupils' science scores is reading comprehension?

Reading also has emotional benefits: it develops confidence and self-esteem, helps you to deal with complex issues and increases empathy – research shows that young people who read are more empathetic towards others.

### 'How can I get into the reading habit?'

Not only can you read quietly to yourself, why not try reading aloud to an adult, sibling or even a pet? This will help build your confidence for when reading aloud in class. When reading a book why not include one reading aloud session each day?

If you struggle to read, why not include a 20-minute session in your home school timetable, or even set an alarm to stop what you are doing and read, so you know when you stop, read for 20 minutes, then return to your school work? Not only is it giving you a break, but you can escape in a good book.

There are thousands of books and stories out there for every child and adult alike! Have a look at our suggested reading lists on the next few pages.

- Have a look at **World Book Day's World of Stories**, where you can listen to audiobooks of some of your favourite books. <https://www.worldbookday.com/world-of-stories/#fiction>
- Free audible books for children - <https://stories.audible.com/start-listen>
- Free e-books online - <https://www.gutenberg.org/>

## Recommended for Key Stage 3

### Action, Adventure, Mystery & Thrillers

*Storm Catchers* by Tim Bowler  
*The Terrible Thing [...] Barnaby Rickett* - John Boyne  
*Bodyguard* or *Gamer* (& sequels) by Chris Bradford\*  
*Alone* by DJ Brazier  
*Mortal Chaos* or *Lie, Kill, Walk Away* –M Dickinson (!)  
*The London Eye Mystery* by Siobhan Dowd (!)  
*The Girl Who Stole An Elephant* by Nizrana Farook  
*The Boy Who Flew* by Fleur Hitchcock  
*High Rise Mystery & Mic Drop* by Sharna Jackson  
*Girl Missing* (& sequels) by Sophie McKenzie  
*The Recruit* (& sequels) by Robert Muchamore\*  
*Hatchet* by Gary Paulsen  
*Ruby in the Smoke* by Phillip Pullman  
*Wolf Wilder* or *The Explorer* by Katherine Rundell  
*Murder Most Unladylike* (& sequels) – R Stevens  
*Lost (Choose Your Own Adventure)* -T Turner.\*

### Humorous books

*Little Badman &[...] Killer Aunties* - Humza Arshad (!)  
*Millions, Cosmic or Broccoli Boy* by Frank C Boyce  
*The Last Kids on Earth* (& sequels) by Max Brallier\*  
*Fenway and Hattie* by Victoria Cole\*  
*Adventures of a Wimpy Vampire*(&more)-T.Collins\*  
*The 13-Storey Treehouse* (& series) by A Griffiths\*  
*Cookie & the Most Annoying Boy...* by Konnie Huq\*  
*Enginerds* (& sequels) by Jarrett Lerner\*  
*Disaster Diaries: Zombies* (&sequels)-R McGeddon\*  
*The Accidental Billionaire* series- T McLaughlin  
*The World of Norm* series by Jonathon Meres\*  
*Accidental Trouble: Planet Omar* by Zanib Mian  
*Middle School* series by James Patterson\*  
*Tom Gates* series by Liz Pichon (dyslexia-friendly)\*  
*Big Nate* series by Lincoln Peirce\*  
*Killer Animals* series by Tracey Turner

### Dystopian & Science Fiction

*The Infinite* by Patience Agbabi  
*Ink* (& sequels) by Alice Broadway  
*Where the River Runs Gold* by Sita Brahmachari  
*Gone* or *BRZK* (& sequels) -Michael Grant  
*The Giver* and *Gathering Blue* by Lois Lowry (!)  
*The Dog Runner* by Bren Macdibble (!)  
*Killer T* by Robert Muchamore  
*The Knife of Never Letting Go* (& sequels)-P Ness (!)  
*Railhead & Mortal Engines* (& sequels)-P Reeve (!)  
*Scythe, Unwind, Dry* (& sequels) – N Shusterman (!)  
*Destination Earth* by Ali Sparkes  
*Contagion* or *Slated* (& sequels) by Teri Terry  
*The 5th Wave* (& sequels) by Rick Yancey (!)

### Fantasy, Magic Realism, Horror & Ghost

*Children of Blood and Bone* by Tomi Adeyemi  
*The House With Chicken Legs (&Girl/Bear)*-S. Anderson  
*Asha & The Spirit Bird* by Jasbinder Bilan  
*Mind Writer* by Steve Cole\*  
*Artemis Fowl* (& sequels) by Eoin Colfer  
*Who Let the Gods Out* (& sequels) by Maz Evans  
*Ranger's Apprentice* or *Brotherband* - J Flanagan  
*Inkheart* (& sequels) by Cornelia Funke (!)  
*The Graveyard Book* by Neil Gaiman (!)  
*Blackberry Blue* by Jamila Gavin (!)  
*Brightstorm: A Sky-Ship Adventure* by Vashti Hardy  
*Girl of Ink and Stars* by Kiran Millwood Hargrave (!)  
*Skulduggery Pleasant* (& sequels) by Derek Landy  
*Eragon* (& sequels) by Christopher Paolini  
*Tales of Terror, Mister Creecher* –Chris Priestley  
*Northern Lights* (& sequels) by Phillip Pullman (!)  
*Goth Girl* (& sequels) by Chris Riddell\*  
*Mrs Peregrine's Home for Peculiar Children* -Riggs  
*Zom-B* or *Cirque du Freak* (& sequels) by D. Shan\*

### Relationships & Tough Situations

*Cyborg Cat* (& sequels, *Boys Don't Cry* or *Pig-Heart Boy* by Malorie Blackman (!)  
*Blubber* or anything by Judy Blume  
*Artichoke Hearts* or *Jasmine Skies* -S. Brahmachari  
*A Pocketful of Stars* by Aisha Bushby  
*New Kid* or *Class Act* by Jerry Craft  
*One, Apple & Rain, Moonrise, Toffee* -S Crossan (!)  
*Bud Not Buddy* by Christopher Paul Curtis  
*Stella By Starlight* or *Blended* by Sharon Draper  
*Running on Empty* by S.E. Durrant  
*Mind the Gap, Being Billy or Saving Daisy* - P Earle\*

### Sports

*Booked, Crossover or Rebound* – K. Alexander\* (!)  
*Stat Man* by Alan Durant \*  
*Man of the Match* (& series) by Dan Freedman  
*The Number 7 Shirt* or *The Lion Roars* - A Gibbons\*  
*The Fix* by Sophie McKenzie\*  
*The Greatest: Muhammed Ali* by Walter D Myers\*  
*Ultimate Football Heroes Collection* – M&T Oldfield\*  
*Football Academy* or *Foul Play* series–Tom Palmer\*  
*Soccer Squad, Dream On (& series)* by Bali Rai\*  
*The Football Boy Wonder* (& sequels) - Martin Smith\*  
*Pay Attention, Carter Jones* by Gary Schmidt\* (!)



## **Relationships & Tough Situations**

*Tulip Touch, Goggle Eyes or Flour Babies* by A. Fine  
*Lenny's Book of Everything* by Karen Foxlee  
*Check Mates & The Bubble Boy* by Stewart Foster  
*Unstoppable* by Dan Freedman\*  
*One Crazy Summer* by Rita Williams-Garcia  
*George* by Alex Gino  
*Tall Story* or *Shine* by Candy Gourlay  
*The Island at the End of Everything*—KM Hargrave(!)  
*After the Fire* by Will Hill (!)  
*Boy in the Tower* by Polly Ho-Yen  
*A Different Dog* by Paul Jennings\*  
*Red Sky in the Morning* by Elizabeth Laird (!)  
*Scarlet Ibis* by Gill Lewis  
*Out of Heart* by Irfan Master  
*Lark* (& series) by Anthony McGowan \*(!)  
*A Monster Calls* by Patrick Ness (!)  
*No Fixed Address* or *Word Nerd* – Susin Nielsen (!)  
*Wonder* by R.J. Palacio (!)  
*Pax* or *Here in the Real World* - S Pennypacker (!)  
*Freak the Mighty* by Rodman Philbrick  
*Unboxed* by Non Pratt \*  
*A Good Kind of Trouble* by Lisa Moore Ramee  
*Long Way Down, Look Both Ways, Ghost* -Reynolds\*(!)  
*Ghost Boys* or *Black Brother[...]* Jewell P Rhodes (!)  
*Esperanza Rising* by Pam Munoz Ryan  
*Operation Frog Effect* by Sarah Scheerger  
*Can You See Me* or *Do You Know Me*—Scott & Westcott  
*The Marvels* or *Wonderstruck* by Brian Selznick\*  
*The Boxer* by Nikesh Shukla (!)  
*Stargirl* by Jerry Spinelli (!)  
*Clean Getaway* by Nic Stone  
*Roll of Thunder, Hear My Cry* by Mildred Taylor (!)  
*The Hate U Give* by Angie Thomas (!)  
*Goldfish Boy* by Lisa Thompson  
*The 1000 Year Old Boy* by Ross Welford (!)  
*A Boy Called Hope* by Lara Williamson  
*Brown Girl Dreaming* or *Harbor Me* - J Woodson (!)

## **History, War, Conflict & Refugee Experience**

*Soldier Dog* or *A Horse Called Hero* - Sam Angus  
*The Boy in the Striped Pyjamas* by J Boyne (!)  
*Illegal* by Eoin Colfer \* (!)  
*Wolf Children, Red Shadow, Eleven Eleven* -Dowswell  
*Under a War-Torn Sky* by L.M. Elliott  
*Boy 87* by Ele Fountain  
*The Bone Sparrow* by Zana Fraillion (!)  
*Once* (& sequels) by Morris Gleitzman \* (!)  
*Bone Talk* by Candy Gourlay (!)  
*Grenade* by Alan Gratz  
*Race to the Frozen North\**, *Blade and Bones* or *Sawbones* by Catherine Johnson (!)  
*Orphan Monster Spy* by Matt Killeen (!)  
*Inside Out and Back Again* by Thanhha Lai (!)  
*Buffalo Soldier* or *Apache* by Tanya Landman  
*Every Falling Star* (North Korea) by Sungju Lee  
*Dog Tags: Semper Fido* or *Strays* by C A London\*  
*Diver's Daughter: A Tudor Story* by P Lawrence  
*Shadow* or *In the Mouth of the Wolf* -Morpurgo  
*Sunrise Over Fallujah* by Walter Dean Myers\*  
*A Night Divided* by Jennifer Nielson  
*Armistice Runner* or *Over the Line* by Tom Palmer\*  
*A Long Walk to Water* by Linda Sue Park  
*The Red Pencil* by Andrea David Pinkney  
*Now or Never: A Dunkirk Story* by Bali Rai\*  
*The Boy at the Back of the Class* by Onjali Rauf (!)  
*Salt to the Sea* by Ruta Sepetys (!)  
*Eagle of the Ninth* by Rosemary Sutcliffe (!)  
*Refugee Boy* by Benjamin Zephaniah  
*The Book Thief* by Marcus Zusak !

Note to parents: Some books from this list are written for young adult readers; this means there may be occasional 'gritty' content. Generally, by Key Stage 3 young people are ready for this, but parents know their children best; if you have queries about suitability, please check online reviews or ask your child's teacher. \* = Top picks for reluctant readers ! = Top recommendations

## Recommended for Key Stage 4

### Action, Mysteries, Horror & Thrillers

*Famous Last Words* or *Bad Girls Don't Die*— Alender  
*Bodyguard: Hostage* (& sequels) by Chris Bradford\*  
*Dead Time* (& sequels), *Getting Away With It* or *The Bone Room* by Anne Cassidy\*  
*And Then There Were None* by Agatha Christie  
*Say Her Name* by Juno Dawson  
*Mortal Chaos, Speed Freaks, The Everest Files* or *Lie, Kill, Walk Away* by Matt Dickinson\*  
*A Gathering Light* by Jennifer Donnelly  
*The Enemy* (& sequels) by Charlie Higson\*  
*House of Silk, Moriarty, Magpie Murders*- Horowitz  
*A Good Girl's Guide to Murder* by Holly Jackson  
*Sawbones* or *Blade & Bone* by Catherine Johnson  
*The Long Weekend* by Savita Kalhan  
*Carrie* or *It* by Stephen King  
*We Were Liars* by E Lockhart  
*Here We Lie, Sweetfreak, Blood Ties* or *Girl Missing* (& sequels) by Sophie McKenzie  
*#Murdertrending* by Gretchen McNeil\*  
*One of Us is Lying, One of Us Is Next* or *Two Can Keep a Secret* by Karen McManus  
*I am Still Alive* by Kate Marshall  
*Blame* or *Itch* (& sequels) by Simon Mayo  
*The Recruit (Cherub), The Escape (Henderson's Boys)* or *Rock War* (& sequels) by R Muchamore\*  
*Foul Play* (& sequels) or *Ghost Stadium* - T Palmer\*  
*Daniel X* or *Confessions of Murder* by J. Patterson\*  
*13 Minutes* by Sarah Pinborough  
*Remade* or *TimeRiders* (& sequels) -Alex Scarrow\*

### Autobiographies/Memoirs/Biographies

*Tuesdays With Morrie* by Mitch Album  
*I Know Why a Caged Bird Sings* by M. Angelou  
*A Street Cat Named Bob*\* by James Bowen  
*Playing the Enemy* by John Carlin  
*In Cold Blood* by Truman Capote  
*Nothing to Envy* (North Korea) by B Demick  
*Hope in a Ballet Shoe*: Michaela & Elaine DePrince  
*Wave: Life After the Tsunami* by S. Deraniyagala  
*One Dog at a Time* (& sequels) by Pen Farthing  
*Fatal Throne: The Wives of Henry VIII* - multiple YA writers (fictionalised biography)  
*Diary of a Young Girl* by Anne Frank  
*Marley & Me* by John Grogan\*  
*Mud, Sweat and Tears* by Bear Grylls\*  
*Fever Pitch* by Nick Hornby  
*The Story of My Life* by Helen Keller  
*Finding Gobi* by Dion Leonard\*  
*Today Everything Changes* by Andy McNab\*  
*A History of the World in 21 Women* - Jenni Murray  
*The Greatest: Muhammed Ali* by WD Myers\*  
*Dreams From My Father* by Barack Obama  
*Becoming* by Michelle Obama

### Dystopian, Science Fiction or Magic Realism

*Children of Blood and Bone* by Tomi Adeyemi  
*Internment* by Samira Ahmed  
*The Testaments* or *The Handmaid's Tale* - Atwood  
*iBoy* by Kevin Brooks\*  
*World War Z* by Max Brooks  
*The Girl With All the Gifts* by MR Carey  
*City of Bones* (& sequels) by Cassandra Clare  
*Matched* (& sequels) by Ally Condie  
*The Maze Runner* (& sequels) by J. Dashner  
*Stepsister* by Jennifer Donnelly  
*Cell 7* (& sequels) by Kerry Drewery\*  
*The Gender Game* by Bella Forrest  
*Gone* or *BZRK* (& sequels) by Michael Grant\*  
*The Deathless Girls* by Kiran Millwood Hargrave  
*Department 19* (& sequels) by Will Hill  
*The Loneliest Girl in the Universe* by Lauren James  
*Maladapted* by Richard Kurti\*  
*I Am Number Four* (& sequels) by Pittacus Lore\*  
*Legend* (& sequels) by Marie Lu\*  
*The Passengers* by John Marrs\*  
*Circe* or *Song of Achilles* by Madeline Miller  
*The Knife of Never Letting Go* (& sequels)- P Ness  
*MetaWars: Fight for Future* (& sequels) - J. Norton\*  
*Z For Zachariah* by Robert O'Brien  
*Replica* or *Delirium* (& sequels) by Lauren Oliver  
*Only Ever Yours* by Louise O'Neill  
*Hatchet* by Gary Paulsen\*  
*Divergent* (& sequels) by Veronica Roth  
*Lord Loss*\* or *Zom-B*\* (& sequels) by D Shan  
*Scythe, Unwind* or *Dry* (& sequels) -N Shusterman\*  
*Concentr8* by William Sutcliffe  
*An Ember in the Ashes* (& sequels) by Sabaa Tahir  
*Contagion* or *Slated* (& sequels) by Teri Terry  
*Uglies* or *Zeroes* (& sequels) by Scott Westerfield  
*The 5th Wave* (& sequels) by Rick Yancey\*

### Relationships

*Beautiful Broken Things* by Sara Barnard  
*Three Daughters* by Consuelo Saah Baehr  
*Tender Earth* by Sita Brahmachari  
*Fault in Our Stars* or *Looking for Alaska* by J Green\*  
*Why We Broke Up* by Daniel Handler\*  
*To All the Boys I've Loved Before* (& sequels) –J Han  
*Hold Back the Stars* by Katie Khan  
*Falling Fast* (& sequels) by Sophie McKenzie  
*One Day* by David Nicholls  
*The Art of Racing in the Rain* by Garth Stein\*  
*Shiver* or *The Raven Boys*(& sequels) - M. Stiefvater  
*Our Chemical Hearts* by Krystal Sutherland  
*Paper Avalanche* by Lisa Williamson  
*Everything, Everything* & *Sun is Also a Star*-Yoon\*  
*Girl Online* (& sequels) by Zoe Sugg\*

### Humorous books

*The Hitchhiker's Guide to the Galaxy* by D Adams  
*The Life and Times of The Thunderbolt Kid* - Bryson  
*Swim the Fly* or *Call the Shots* by Don Calame  
*The Private Blog of Joe Cowley* by Ben Davis\*  
*An Abundance of Katherines* by John Green\*  
*Noah Can't Even* or *Alex in Wonderland* - SJ Green\*  
*The Reformed Vampire Support Group* by Jinks\*  
*Hellbent* or *Henry Tumour* by Anthony McGowan\*  
*Don't Even Think About It* – Sarah Mlynowski  
*Discworld* series by T Pratchett (try *The Last Hero*)  
*Good Omens* by Terry Pratchett and Neil Gaiman  
*A Midsummer Tights Dream* or *Georgia Nicholson* series by Louise Rennison  
*The Rosie Project* (& sequel) by Graeme Simsion  
*The Gifted, The Talented and Me* by W Sutcliffe  
*The Secret Diary of Adrian Mole Aged 13 ¾* (& sequels) by Sue Townsend

### Conflict, War, Genocide & the Refugee Experience

*A Country to Call Home: Anthology of Young Refugees & Asylum Seekers* ed. by Lucy Popescu  
*Illegal* by Eoin Colfer (graphic novel)\*  
*All The Light We Cannot See* by Anthony Doerr  
*Birdsong* by Sebastian Faulks  
*The Bone Sparrow* by Zana Fraillion  
*Act of Love* or *The Trap* by Alan Gibbons\*  
*Bone Talk* by Candy Gourlay  
*The Nightingale* by Kristin Hannah  
*The Kite Runner* by Khalid Hosseini  
*Orphan, Monster, Spy* by Matt Killeen  
*The Librarian of Auschwitz* by Antonio Iturbe  
*The Beekeeper of Aleppo* by Christy Lefteri  
*Dog Tags: Semper Fido* or *Strays* by CA London\*  
*The Tattooist of Auschwitz* by Heather Morris  
*Fallen Angels* or *Sunrise over Fallujah*-WD Myers\*  
*A Long Walk to Water* by Linda Sue Park\*  
*All Quiet on the Western Front* by EM Remarque  
*Salt to the Sea* by Ruta Sepetys  
*Maus* by Art Spiegelman (graphic novel)\*  
*Milkweed* by Jerry Spinelli  
*Night* by Elie Wiesel  
*Code Name Verity, Rose Under Fire* by E. Wein  
*My Dear I Wanted to Tell You* by Louisa Young  
*Refugee Boy* by Benjamin Zephaniah  
*The Book Thief* by Marcus Zusak

### Complex/Difficult/Thought-provoking Issues

*Change is Gonna Come* – various BAME authors  
*Poet X* by Elizabeth Acevedo\*  
*Simon vs the Homo Sapiens Agenda* – B Albertalli\*  
*Booked, Rebound* or *Crossover*- Kwame Alexander\*  
*The Hypnotist* by Laurence Anholt  
*Thirteen Reasons Why* by Jay Asher  
*Black Flamingo* by Dean Atta\*  
*Noughts & Crosses* or *Boys Don't Cry* -M Blackman\*  
*Tiger Eyes* or anything by Judy Blume\*  
*Am I Normal Yet?* (Spinster Club series)- H. Bourne  
*The Heart's Invisible Furies* by John Boyne  
*The Bunker Diary* or *See Through Me* by K Brooks\*  
*Hate List* by Jennifer Brown  
*Junk* or *The Hit* by Melvin Burgess  
*Looking for JJ* or *No Virgin/No Shame*-Anne Cassidy  
*The Perks of Being a Wallflower* by S. Chbosky  
*Stolen* by Lucy Christopher  
*The Chocolate War* by Robert Cormier  
*Toffee, One* or *The Weight of Water* by S Crossan\*  
*A Swift Pure Cry* or *Solace of the Road* -S. Dowd  
*Furious Thing* or *Before I Die* by Jenny Downam  
*Out of My Mind* by Sharon Draper  
*Heroic, Being Billy* or *Saving Daisy* by Phil Earle\*  
*Mockingbird* or *Seeing Red* by Kathryn Erskine  
*The Universe versus Alex Woods* by G. Extence  
*The Curious Incident of the Dog...* by Mark Haddon  
*After the Fire* by Will Hill  
*The Outsiders* by SE Hinton\*  
*That Asian Kid* by Savita Kalhan  
*Pigeon English* by Stephen Kelman  
*That's Not What Happened* by Kody Keplinger  
*I am Thunder* or *Kick the Moon* - Muhammed Khan  
*The Secret Life of Bees* or *Invention of Wings* - Kidd  
*Brock, Pike, Rook & Lark* by Anthony McGowan\*  
*The Sky is Everywhere* or *I'll Give You..* by J Nelson  
*Things a Bright Girl Can Do, An Island of our Own* or *Ways to Live Forever*- Sally Nicholls  
*We Are All Made of Molecules, Word Nerd* or *No Fixed Address* by Susin Nielson  
*All the Bright Places & Holding Up Universe* - Niven  
*Before I Fall* or *Vanishing Girls* by Lauren Oliver  
*My Sister's Keeper* or *Small Great Things* - J Picoult  
*The Harder They Fall* or *Stay a Little Longer;*  
*(Un)arranged Marriage* or *Killing Honour* -Bali Rai\*  
*Gloves Off* or *Black Heart Blue* by Louisa Reid\*  
*Long Way Down*\* by Jason Reynold

\* = top picks for reluctant readers or readers who prefer visual/less dense texts. Includes some dyslexia friendly titles; quick-paced reads of longer books; verse novels; and graphic novels.

Note to parents: Many of these books are written for young adult readers (13+) or adults; this means there may be 'gritty' content. Generally, by Key Stage 4 young people are ready for this, but parents know their children best; if you have queries about suitability, please check online reviews or ask your child's teacher.

# MEDIA STUDIES NEWS

In Media Studies, all students have adapted to remote learning successfully and many have flourished, whilst continuing their studies from home.

## Year 10

In Year 10, students began the school closure learning about *GQ* and *Pride* magazines. Both magazines have been selected by the exam board, Eduqas, as the chosen editions require students to learn about issues relating to the lack of diverse, positive representations of black culture in the media. At the time the news surrounding the killing of George Floyd broke around the world, Year 10 were learning about the Black Lives Matter (BLM) movement. Hopefully, studying the topic at this time helped students to understand the context of the events relating to the BLM movement in 2020. Mrs Ohana felt the relationship between the Year 10 topic and real world events exemplified why it is so important for students to be able to deconstruct and analyse the daily messages they are exposed to in the media.

All of the students responded very well to this topic, as shown in their recent assessments. In particular, James B, Catherine M, Kimiya N and Meghan D showed an incredible level of depth and insight when tackling these challenging issues.

## Year 11

To help students prepare for A-level Media Studies, the Year 11s were asked to complete a four-week induction unit, focused on youth culture and how it is presented across various media platforms. Mrs Ohana and Ms Loizou were both very impressed with the quality of work produced by the students during this period. It was clear they thoroughly enjoyed exploring the relationship between participatory media, such as YouTube and Twitch, and youth identity. Several students' submissions stood out as exemplary, with these students taking on very challenging theoretical concepts seemingly in their stride. A huge well done to Louise C, Alfie A, Lauren P and Abigail K for your excellent effort!

## Year 12

The Year 12s have been very busy in Media Studies! They have been continuing with both their examination units – exploring representation in newspapers and an in-depth study of Vogue in the 1960s – and have begun the coursework unit.

The coursework gives students the choice to produce a marketing package, linked to a media area of their choice. Amongst the Year 12 cohort, students have elected to make either a music video, a lifestyle magazine or a promotional package for an original British film.

All students have demonstrated their excellent organisation skills and flexed their creative muscles; the plans submitted by the students are all original and exciting. We are very much looking forward to the end results.

It is very difficult to choose students who deserve a special mention, as the whole class is truly outstanding. However, Mrs Ohana and Ms Loizou felt four students have gone above and beyond throughout the school closure: Amy J, Lewis H, Emma D and Grace R. Well done!

# CULTURAL STUDIES NEWS

During these strange times the Cultural Studies department has focused on life after lockdown.

Students in Year 7, 8 and 10 have completed work on the life they would like to live in the future, including the career they may like to pursue and how they are going to get there.

Students started by researching different careers, what the job entails and the qualifications or skills that might be required for the role. This provoked a wide range of responses from students who said they were interested in careers from fashion designing to professional sports to healthcare work to games and computer designing. Students found that for some roles, qualifications are important, and for others it is skills and experience that open the doors.

After this, Year 7 students have set out their dream future lifestyle. The students saw that an average projected cost of the house and accessories they desired would cost over £2million. Subsequent lessons have explored how we pay for things, what tax is and whether it is important to think about the items we buy and whether we should buy ethically or not.

Year 10 then completed a week of virtual work experience, where over 20 companies gave students the opportunity to see around their business, what they offer employees, the different roles and to ask different questions. This gave students an insight into the different opportunities offered by companies to their employees, and how the same job might vastly differ depending on the setting. Students then moved on to investigate what a payslip might look like, where money goes, how income affects the choices you are able to make and how to save for the future.

As things in the news have felt as though they have had a more direct impact on our everyday lives than ever before, Year 8 students have considered some of these topics and how they link to a democracy, and the voice students can have now and in the future.

As Year 9 students are half way through their GCSE course they have been focusing on the Active Citizenship part of the course. Students have to pick an issue they would like to change, research around the issue, come up with a plan, contact those who could make a change happen and campaign for the change to occur. There have been some very insightful topics chosen from Black Lives Matter, to ending bullying, to end of life care including the laws around euthanasia and votes at 16. Students have shown a great maturity and knowledge of the topics they have picked and we look forward to hearing all about them in September.



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