

Dear Parents and Carers,

As we head towards the Winter break it is great to look back at a full and busy term. We all continue to face the challenges of a changing world through the pandemic. In school we have worked hard to limit the impact of this and I continue to be full of admiration for our students and staff as they adapt to new learning situations and content. Whilst there is still a degree of the unknown about end of year public examinations, we are preparing our children to ensure that they are ready and able to meet the challenges with focus and determination. On Thursday of last week our governors gathered at school for a training and strategy day. As part of this they walked around the school and spoke to students, staff and parents. They were tremendously impressed by the concentration and hard work in the classes that they visited and the maturity and passion that our students demonstrated. In the next few weeks, we will be inviting expressions of interest from parents who would like to join this important group of people. Please look out for this communication. On behalf of the Hendon School community may I wish you a happy and relaxing Christmas break and a peaceful and joyous 2022.

Dr Povey, Headteacher

Year 11 GCSE Photography trip to Autograph Gallery and London's Eastend - 6 Oct 2021

The Year 11 Photography class visited Autograph Gallery in London's East End to be inspired by the exhibition CARE CONTAGION COMMUNITY, which showed artists from diverse ethnic backgrounds responding visually to the Covid lockdown. The gallery curator Bindi Vora (who is a former Hendon School A level student) gave an introduction to the artwork on display. Our group of students were a real credit to the school because of their excellent attitude during the gallery visit and the street location photoshoots. As part of their follow-up project they researched the artists' intentions and have created images that reflect their own emotional experiences of lockdown.



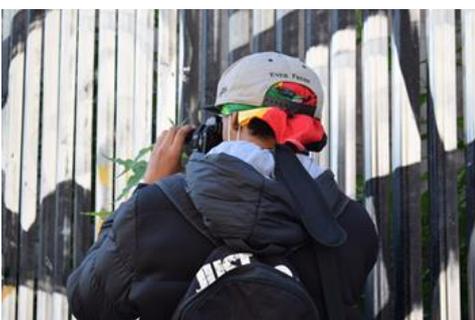
As part of their follow-up project they researched the artists' intentions and have created images that reflect their own emotional experiences of lockdown.

We are really proud of their mature engagement with the subject matter and are excited to share the outcomes with you as a display in the school library.

Miss Schmid - Head of Photography



Student display in the library



Congratulations to Rayanne Moussa 7.6 and Latifah Nakabiri 10.3 who were the KS3 and KS4 winners of the BHM art competition with their beautiful art works.

Mr Keller - Art Department



Rayanne 7.6



Latifah 10.3

GCSE DRAMA TRIP - 17th November 2021

On the 17th November, ten GCSE Drama students, led by Mr Chappel and accompanied by Miss Zou and TA Teale from HARP, went on a trip to London to go and see *The Play That Goes Wrong*. This was vital for the GCSE Drama students as they need to be able to talk about a piece of live theatre within their written exams, it is also important to see as much professional theatre as possible.

The Play That Goes Wrong is a comedy about an amateur dramatic company attempting to put on a murder mystery play. However, everything that can go wrong does so in spectacular fashion. Actors are accidentally knocked unconscious, vital props are missing or falling off the walls, parts of the set collapse, and a dog goes missing. The play comes from the creative minds of Mischief Theatre Company, the same people behind *The Goes Wrong Show* on BBC iPlayer, and *Magic Goes Wrong*, and has been on in the West End for the past seven years.

The trip was a tremendous success and highly enjoyed by everyone who went, and, despite the title of the play, everything went alright on the night.

Mr Chappel - Drama Teacher



Mr Chappel and the GCSE Drama students who went on the trip



The set of *The Play That Goes Wrong*

UKMT Maths Challenge

On Wednesday 10th November, 33 of the top mathematicians at Hendon School participated in the UKMT Senior Maths Challenge. The selected students from years 11-13 had to complete 25 challenging maths questions in 90 minutes. The results will be posted at the end of November, with the best students winning either bronze, silver or gold certificates.

Below is an example of the questions they were attempting; why don't you have a go?

The sum of four consecutive primes is itself prime. What is the largest of the four primes?

- A. 37 B. 29 C. 19 D. 13 E. 7

Answer: E. 7

Mr Roman - Head of Maths



A Visit from Fred Varley, one of our former Students



On Friday, the 5th November, we were very fortunate and privileged to have a former Hendon School student visit us to give us a talk about his interesting work as scientist. Fred is a trainee radiation physicist who amazed us with his fascinating work.

He spoke about how he uses particle physics to diagnose and treat cancer and intrigued us with the technology that he was using, which is very sophisticated. It brought to life that the concepts and ideas we have been learning in science have such useful applications. For example, he uses anti-matter to create images of people's organs and uses ultrasound to produce videos of internal human structures in real-time. He further went on to tell us about how he has had to learn about biology and chemistry to help him in his work and how collaborative it is with other specialists. His enthusiasm really came across to us as a class.

The finale was a brilliant demonstration using air pressure, whereby Fred was able to suspend a polystyrene ball in mid-air. We were all amazed and would love him to come back to tell us some more. It certainly has increased my interest in this area in physics!

Fred Varley demonstrated the power of ultrasound and stationary waves by levitating a polystyrene ball. The application of this seems very futuristic where ultrasound may be used to move microchips to specific organs in the body!

Jezrin Jacob - 11.4

New Toilet Facilities

As part of our ongoing commitment to safeguarding students and improving the facilities at Hendon School, we are pleased to share with you that our brand-new toilet facilities are now open for students to access. The toilets are located in the old J1 classroom adjacent to the Courtyard; next to our Student Support department.

In line with schools receiving a full refurbishment or rebuild, these new facilities are dedicated to mixed-gender usage. To maintain maximum privacy, there are 10 individual toilet cubicles with floor-to-ceiling dividing walls and locks on each of the cubicle doors. Sinks for handwashing are based in the communal area. During the school day, the exterior door to the new facilities will be secured open and at night, locked closed.

Should your child not feel comfortable in accessing these new facilities, they are still able to access single gender toilets in the B block (Humanities corridor) and C block (PE department). Please be aware that the toilets previously located by our 'old' reception area are now out of bounds as the next phase of building work to re-design the main entrance of the School continues.

If you come on to the school site before the building work is completed, our reception area has temporarily relocated to the F block. Access to reception is via the vehicle entrance and immediately on the left-hand side as you enter the building. We look forward to welcoming you to Hendon School at our brand-new reception area from Easter 2022.

Mr Slater - Assistant Headteacher

Diary Dates	
❖ Thursday 25 th November	Year 8 Parents' Evening
❖ Monday 29 th November - Wednesday 15 th December	Year 11 Mock Examinations
❖ Thursday 9 th December - Wednesday 15 th December	Year 12 Pre-Public Examinations
❖ Thursday 9 th December - Tuesday 14 th December	Year 13 Pre-Public Practical Examinations
❖ Friday 17 th December	Last day of Autumn Term
❖ Tuesday 4 th January	First day of Spring Term
❖ Thursday 20 th January	Year 11 Parents' Evening
❖ Thursday 27 th January	Holocaust Memorial Day
❖ Thursday 27 th January	Year 12/13 Parents' Evening

Is A Globalised World An Ethical World?

I'm Adrian, a student at Hendon chosen to write this article due to my current studies, where all of my three A level subjects are humanities: Politics, Religious Studies and Geography. I have decided to write an article on a topic which brings together many aspects of all my subjects - the ethical debate on the idea of globalisation.

Globalisation is a term that many people may be unable to define, but it is something in which everybody contributes to daily. It is a process that keeps the world interconnected through a variety of ways, such as trade and migration, as well as communication and media. It could also be referred to as a process that 'shrinks' the world, as it has become easier to communicate and travel all over the world, in comparison to a hundred years ago. There is a large debate over how ethical this idea is, as the benefits it produces for both the wealthy and poor of the world, it comes as the cost of people's safety, lives and arguably most significantly, the environment.

The global shift describes the movement of manufacturing from the Western world to the East, more specifically Asian countries like India and China. As put by Jeremy Sachs, globalisation has lifted millions of people in both these countries out of poverty as it has provided them with job opportunities that they once would not have had, which means that the overall economy of these once very poor nations will improve. However, these jobs do not always come with the best working conditions, as the TNCs that drive the manufacturing often tend to prioritise profits over safety. In 2013, the collapsing of the Rana Plaza in Bangladesh - which killed 1,134 people - could have arguably been avoided, as all other parts of the building evacuated when signs of collapsing started to show, yet the garment workers were told to continue working as the owner had pressure being put on him by the overseas TNCs.



Globalisation has however helped to spread culture. This has been achieved through the ease at which people can travel, as it does not only introduce the tourist to the country's food, music and fashion, which they can bring back to their home country, but the tourist also introduces the country they have visited to their own culture. This has allowed for different countries to make populations more culturally aware, and potentially increases the likelihood of migration, as it makes people overseas more comfortable.

The greatest problem with the idea of a 'shrinking' world that globalisation creates is the arguably inevitable damage it does to the environment. Many ecologists see the idea of capitalism as the main reason that the degradation of the natural environment is increasing at such a rapid pace, the main reason for this being the increase in the use of technology that emit greenhouse gases. For example, the more people lifted out of poverty and into the middle class in developing countries means that they are now much more likely to spend money on luxuries that they once could not afford, such as cars, which are a huge contributor to global warming. There has been a 58% increase in car ownership in India since 2008, which has contributed to the large amount of air pollution the country now has, and in China, air pollution has increased so much that it now kills 4400 people a day. The large amount of trade has also increased CO₂ rates as there are now a lot more planes and cargo ships that contribute to the already high amounts of greenhouse gases. This, as well as increased deforestation to make space for factories, show how globalisation is a significant driver in worsening our current climate's state.

To conclude, globalisation may be a process that damages the environment significantly and prioritises profits over the safety of workers, however it is arguably essential for the economic development of countries, so whether or not it is ethical, it may be significant to world leaders, who are more likely to prioritise the development of their country over the state of the environment and population. However, there are signs of improvement, such as the recent COP26 meeting, where world leaders met to discuss ways to tackle the problems, arguably created by globalisation, on the climate. Perhaps there is hope; there may yet be a way to create a more ethical form of future globalisation.

Adrian Kryeziu - 13.6

Attendance

We are committed to ensuring that all our students have excellent attendance. It is crucial that your child attends school every day and should aim for 100% attendance. Our GCSE results show that students were more than twice as likely to under-achieve if their attendance fell below the expected standard. If your child is not able to attend school for any reason we ask that you report this between 8.00 - 9.00 am. Please call 020 8202 9004 (select option 1). If your call is not answered, please leave a message, with your child's name and form class.

Please, wherever possible, make any medical or dental appointments after school hours or during school breaks. If a medical appointment has to be taken during the school day, we would ask that these are made after 12pm so that students are able to attend school for the majority of the day. We will always ask for written proof of such appointments and you are asked to provide this before the appointment takes place.

Year 7 Bike Club

I will be starting a bike club in Hendon School for Year 7 students. The intention is to teach some students how to ride a bike and also improve the skills of those who can ride a bike already.

The club will also involve some fitness sessions to help develop cardio vascular fitness. It will be suitable for all fitness levels. This could potentially lead to some students developing an interest in competing against each other or via the British Cycling 'Go Ride' programme. The key element however is making it fun.

At the moment the school has 5 mountain bikes and 5 helmets. If you have a mountain bike or road bike at home that is in working order, and you would like to give it to a good home because it isn't being used anymore, then please consider donating it to the school bicycle club.

I hope to be able to start the club in a few weeks time as quite a few Year 7 students have already shown a keen interest in the club.

This is a great opportunity for students to learn how to ride a bike, increase their fitness levels and for those who already cycle to discover new cycling skills.

Mr Hall- Head of Year 7

Geography GCSE Fieldwork - Stratford



One of the best parts of being a geography teacher is taking children and young people out to conduct fieldwork. It is so important for pupil's geographical understanding for them to observe, experience and apply what they have been learning about in the classroom to the real world. When we go out on fieldwork, we collect data from the places we go in order to answer the enquiry questions that we have asked ourselves. GCSE geographers have asked themselves 'To what extent has coastal processes and coastal management shaped the coastline at Hengistbury Head?' for their physical geography investigation, and 'How and why is quality of life unequal in Stratford?' for their human geography investigation.

As geographers we ask ourselves these questions in order to explore how our world is changing around us;

Are these changes positive?

Is this something to look forward to?

Are these changes fair and equal for everyone and if not, why not?

How can we make sure in the future things happen differently in a way that benefits more people?

When we conduct fieldwork we gather information using a range of data collection methods. These skills such as completing questionnaires, conducting environmental quality surveys and crime surveys and analysing the findings, are skills that geographers will use when they leave school, in jobs like community outreach and product design for example.

When we went to Stratford we found that the regeneration after the 2012 Olympics meant that everyone had access to a world class shopping centre and sports facilities, and an improved environment because of the creation of wetlands and wildlife parks. However, some parts of Stratford were still really underdeveloped, such as Carpenter's Estate. Although some people have basketball courts and places to play in Carpenter's estate, the quality of these open, green spaces were not great, especially compared to the regenerated East Village nearby. There was paint on the floors and the court in the estate was run down. Services such as the doctor's surgery had shut down and the balconies on the flats were small or non-existent. Some people had been forced to leave their homes and move away from their families and friends. By going to Stratford we learnt that the quality of life is not equal for all. This has helped us think about how regeneration projects could be improved to be more effective in the future.

Miss Patterson - Head of Geography

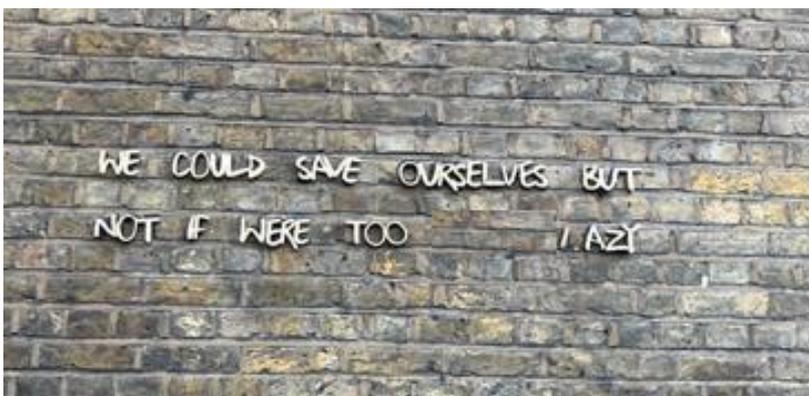
The A-Level geographers took a trip to Shoreditch to explore gentrification in the area. Gentrification is the process of wealthy people moving into a poor urban area and transforming it so that housing is improved and new businesses move in, sometimes pushing out the existing, poorer residents. Gentrification is happening in Shoreditch; the word Shoreditchification has become synonymous with the gentrification.

The A-Level Geographers met with environmental activists from Extinction Rebellion and made posters with messages about saving the environment. Posters can be used as a way of spreading messages and influencing people's decisions and thoughts just like advertising. Getting involved with a group of people that you are studying is known as ethnographic research and provides really useful qualitative data collection method. Those of you studying sociology and geography will be familiar with this. It's a really good way of finding out about the thoughts and emotions of a group you are interested in and getting involved in the culture and environment you are studying.



On the right you can see Lili K's (Year 13) amazing poster which is warning about the effects of climate change on wildlife.

Thank you so much to all of the pupils who came on these trips and for how you conducted yourself in such a responsible and thoughtful way. You represented the Hendon community so well.



Miss Patterson - Head of Geography

Hendon School Careers Fair

On 11th November, we held our Annual Careers Fair. It was very exciting to be able to host a careers event again after the pandemic.

All students from Year 9 - 13 had an opportunity to visit the main hall and meet with visitors from a whole host of organisations including: Universities, Further Education Colleges, Specialist Colleges, Apprenticeship and Training providers, a University Technical College (UTC) and Employers.

Students had the opportunity to speak directly with experts to gain valuable information and advice to help in making their future plans. Students were really inspired and appreciated finding out about the variety of post-16 and post-18 options available.

Mrs Mohammed - IAG



Careers Service at Hendon School

If a student wants further advice at school about careers or pathways for the future, they can drop in to speak to Mrs Mohammed who provides Careers Information, Advice and Guidance (IAG).

Mrs Mohammed is always available at break and lunch time on Wednesdays and Thursdays. The Careers office is next to A10. Students and parents can also contact her on mohammeds@hendonschool.co.uk



Mrs Mohammed - IAG

Travel & Tourism - Thorpe Park Trip

The Year 13 Travel and Tourism students enjoyed an exciting trip to Thorpe Park in late October to experience Fright Night. The trip gave us first-hand experience of how a large purpose-built visitor attraction manages an event and meets the needs of its diverse customer types.

The students were able to speak to a range of guests and employees at Thorpe Park as they undertook primary research to support their write up of the Unit 3 coursework on UK Visitor Attractions. The group also had the opportunity to ride the big headliners at Thorpe Park in the process and had a lot of fun. It should be noted that Mr Spicer and Miss Nicholas were far too scared to go on Stealth though!

As it got dark the students were able to get the full experience of Fright Night with music, live performances and special scare fest experiences. It was also very exciting riding coasters like Nemesis in the dark. The students had a brilliant day of learning outside the classroom and the coursework produced on the back of this trip has been first class!



Mr Spicer - Travel & Tourism teacher

THE
HENDON
Christmas
CONCERT

MUSIC & DANCE FEATURING: THE JAZZ BAND
THE ROCK BAND
THE GUITAR ENSEMBLE
KS3 AND KS4 DANCE PIECES
WHERE: HENDON MAIN HALL
WHEN: 16TH DECEMBER
TIME: 6PM

**WITH A SPECIAL
INTRO TO THE
SUMMER CONCERT:
IN THE HEIGHTS**