



# NEWSLETTER – 28<sup>TH</sup> APRIL

## MESSAGE FROM MR COOPER, SENIOR DEPUTY HEAD

### **Whole school study skills scheme**

Secondary school students are constantly learning new material across a wide range of subjects. This must be pretty exhausting for them, and moving from lesson to lesson is a large cognitive load every day. In addition, different subjects are developing different skills, each with their own challenges to master. However, the good news is that there are some study skills that are applicable across a range of subjects and students can benefit from learning and applying these skills regularly.



Study skills come in a variety of forms and our teachers have been nominating areas in which students are showing signs of needing support, including various revision skills, organisation, oracy, note-taking, time management and critical thinking. When these skills are developed and practised, students can become more confident, independent learners, capable of tackling any subject that comes their way.

At Mount House we have begun a whole school study skills scheme. This is aimed at helping each student develop particular skills that are applicable for a range of subjects. The scheme takes the following format:

- Firstly, staff are trained in the key research and techniques of a given study skill.
- The students then cover some work introducing the chosen skill to them during tutor times.
- Finally, over the course of the term each teacher plans opportunities to use, adapt and fine tune the chosen skill.
- By the end of the term each student will have practised the use of that study skill at least once in each of their subjects, helping them master the process required.

With examinations in some form being taken by all students during the summer term, we decided to start with a well-proven revision technique - mind maps. Students can use them as part of their revision or create whole class versions as a note-taking exercise, or perhaps present a core analysis of a topic in this format. For those of you keen to support your child, at the end of this newsletter is a quick summary of the process.

When students learn study techniques that are applicable across a range of subjects, they can complete assignments and study more efficiently. When they learn how to take notes, they can better retain and recall information. These skills can also help students improve their critical thinking and problem-solving abilities, which are crucial for success in many subjects.

I believe that the whole school study skills approach, toning particular habits and skills, is important for personal growth and development, and when approached across all subjects this can grow more quickly. When students learn how to study effectively, they develop self-discipline, which is essential for long-term success. They also become more independent, able to take ownership of their own learning and development. These skills help students develop a positive mindset, where they view challenges as opportunities for growth rather than insurmountable obstacles.

The end game is of course how it prepares students for life beyond school. Whether they are heading to university, starting a job, or pursuing further training, students need the ability to learn new material quickly, work independently, and manage their time effectively. The skills they develop in school will serve them well in any future endeavour, and the chance to realise how even basic skills such as using diaries and folders effectively, or note-taking techniques such as mind maps, can help them in a whole host of career paths.

Having the whole school focus on the same techniques for a term helps teachers and students to embed the skills and also realise how these skills are not subject specific. Too often we compartmentalise our thinking and knowledge in subjects, and I am also hoping that students realise that learning and applying skills like those we are developing in this scheme are in many ways more important than much of the content that is covered in class. Equally that subjects aren't that different after all and complement each other.

By developing and practising these skills, students can become more effective, efficient learners, capable of tackling any subject or challenge that comes their way. So, I hope the students don't underestimate the importance of whole school study skills and take advantage of every opportunity to develop them.



## YEAR 7 DESCRIPTIVE WRITING

This week in English, one of Mr Nancarrow's Year 7 classes, in order to conclude a module of work on Shakespeare, has been imagining what it would have been like to be on board the ship at the start of *The Tempest* as the storm raged around them. They have produced some great descriptive passages, here are some extracts from their work.

The sky grew dark, the waves danced and the clouds were as grey as smoke. The crashing waves splashed salty water into my face. My body was thrown as the boat skipped on the waves and everyone let out a horrifying scream.

Rania Adeyemi

The sun started to set so I headed to my cabin, but as I got down there I heard screams. The boat started tipping, I dropped to the floor. The sky roared and the sea screamed. At this point I knew I was no longer safe, and then a white shark hopped on board.

Florentia Paschalis

The ship was crashing against the roaring waves, and the stormy salty water was crashing hard onto the boat making it fall. The water was crashing hard into my mouth and my face, while the hard-stormy wind was thrashing in my face and cutting my it.

Siana Chowdhary

Above in the sky, massive raindrops were knocking seagulls from their flight. The windy waves were strong enough to pull human bodies apart. The storm grew and grew and grew. One by one, sailors were caught in the sea's trap. We all stood petrified.

Ben Wrightson

## SHOWBIZ NEWS FROM 'AINE



'Aine performed with her Chickenshed colleagues and friends at the London Palladium in Britain's Got Talent.

The song brought Alesha to tears and she pressed the Golden Buzzer.

There will be an interview with 'Aine about her experience in next week's newsletter. In the meantime, you can see the performance here:

<https://www.youtube.com/watch?v=agt9pzi3V-g>

## YEAR 10 FRENCH GCSE TRIP TO THE BRITISH FILM INSTITUTE

On Monday 24<sup>th</sup> April, the year 10 French group travelled to The BFI (British Film Institute) on the South Bank for a French study day, where they looked at the GCSE topic of Identity and Culture through short film.

The morning was spent watching three short film clips and students participated in comprehension and speaking tasks. Well done to Emir Yurtseven for volunteering to answer a question in front of 330 students in the auditorium! Students perfected their listening skills, as all three presentations were held in French.



During the lunch break, students were able to enjoy the views of the Thames and an ice cream. In the afternoon, we watched a screening of the very excellent movie 'Les Intouchables' with Omar Sy, which the students enjoyed tremendously.

## SCHOOL TRIP TO PORTUGAL

On Monday 3<sup>rd</sup> April, we were fortunate enough to spend five days in the Algarve with a group of tennis and golf players. We stayed at the amazing Five Star Ria Park Hotel. The tennis academy was a 15-minute walk away from the hotel. Head Coach Phil along with his assisting coaches Craig, Louis and Simon spent the week with us, practising various aspects of the game.

In between tennis, the group was able to relax by the pool and at the beach. Evenings were spent doing a quiz, celebrating Hari's birthday and playing table tennis.

Sporting highlights include Francesco and Kimi being invited to compete in a doubles tournament against students from other schools. In a points aggregate system, they came fourth, despite only losing one game. Mr Whitehouse was very proud of their performance and conduct. Kimi was the youngest competitor by far, but that spurred him on.

At breakfast on the final day, everyone was saying that they felt sad that we had to go back home. The last tennis session was match play. Students played doubles and the teachers also got involved. At the end of the session, the coaches gave out some awards.





Temi received Most Improved, and Tia received Player of the Tour.

There were some very sad (but tanned) faces on the way home as everyone had so much fun. The whole experience was a great chance for the children to bond and form new friendships, and they did just that.

***By Miss Buckland and Mr Whitehouse***

On Monday 3rd April we met at the airport around 7:00. We were all really tired but excited at the same time to start our trip in Portugal. Our flight was two and a half hours long and when we landed the weather was nice and warm. As soon as we collected our luggage we headed to the coach and before arriving at our hotel, we went to the supermarket to buy some snacks.

We arrived at the Ria Park Hotel in Vale do Lobo and we met Pat who told us all about the hotel and the tennis academy where our training sessions would be. As soon as we checked into our rooms, we got ready for our afternoon tennis session. We were introduced to some amazing coaches and had a lot of fun playing on our first day. After tennis, we walked back to the hotel and got an early night.

The next day we had breakfast around 9:00, with a buffet of a lot of delicious foods. After breakfast we had some free time, so we chilled by the pool for a couple of hours. Thanks to Miss Buckland we had a lot of fun with her shark pool toys, which we ended up calling plonkers, which Calypso came up with. Later on we took our lunch and ate by the beach. After all of this time, we went back to the hotel and got ready for our tennis sessions. On most days, we had two hours of tennis in the morning, and two hours in the evening. After tennis we met up with the people that were doing golf and had dinner. Our first day in Portugal was a really good experience and we were all ready for our next days ahead.

On Wednesday we had an early start to our day, with breakfast at 7:30, because our first tennis session started at 8:30. However, when we got there we found out that our schedule and our coaches schedule were completely different. Our first session actually started at 9:30, so we woke up a whole hour early. But we did have a whole hour of free time, so we just chilled by the tennis courts. There were also a lot of other schools, that we watched play tennis. After our morning session, we mostly spent time by the pool and around the hotel in our free time. On our walk back home we were all really hyper and we all got wet by the sprinklers especially Mr Mather!

On Thursday most of our day was hanging around and chilling. We had an early tennis session and then we got to chill until around 6:30-7 before our next session. After a late dinner we went back to the hotel and had to pack our suitcases, as we were leaving the next day.



On our final day in Portugal we were lucky as we got to sleep in and have a late breakfast. We got some time to hang around before going to our last tennis session. It was so much fun, we played a lot of games, and the last game that we played was called Marmite, which I think was our favourite. By the end of our lesson, our coaches gave us their final goodbye, and two of them actually said that we have been their favourite school to work with. They also gave out three awards, which were to Temidayo, Louis and Tia.

After saying our goodbyes to everyone, we were all upset that our trip had ended so quickly, but we knew that we had enjoyed it. When we went back to the hotel, we started getting ready to leave for the airport. Our flight was late and we landed around 11, we were all tired and most of us wished we were still in Portugal.

***By Silvana Terziu (Year 10)***





## PE REPORT

Games:

Students who participated in Athletics were focusing on the correct technique and hand positioning for shot put.

Students who participated in cricket were working on their hand-eye coordination and batting technique.

Students who participated in tennis were focusing on forehand serves and scoring a match.

Athletes of the week:

Year 7:	Isobel Bickley
Year 8:	Shanar Khaledabadi
Year 9:	Ava Adams
Year 10:	Lorenzo Theodoulou
Year 11:	Zakariah Rahman-Cook

## FELIX DIES, ROMA! HAPPY BIRTHDAY ROME!

When we found out that Rome was turning 2776 on the 21<sup>st</sup> of April this year, the only option for the Classics Department was to throw this significant and historically-vital city a birthday party!

Whilst toasting to Rome's eternal good health with diluted wine (Ribena, don't worry!), students across all year groups enjoyed Roman themed party games like:

- Pin Romulus and Remus on the She-Wolf - won by Isabella (Olympus) and Tia (Chimborazo)
- Kill Achilles - won by Harvey (Olympus)
- Musical Roman statues
- The floor is lava
- Make a toga from toilet paper
- Various quizzes



The deadline to submit your birthday card to Rome is Tuesday 2<sup>nd</sup> of May to win your House ultimate points.

Thank you to all who got involved.

Mrs Clarkson, Mrs Fallon and Miss Watkins



## *Mount House School*



& **6th  
Formers**

### **Auction of Promises**

**DEC Turkey Syria Earthquake Fundraiser**

**Friday, 12th May at 7pm @ Vadi Restaurant, EN3 4HF**

**Here are a few of the promises that will be available to bid for:**

4 Ball at Hadley Wood Golf Club

Pet Portrait – 20x20cms by Julie Westmore

3 course home-cooked Indian Meal for four

28 Day Fitness Challenge Gift Voucher

Three signed books by critically acclaimed author Sarah Sultoon

1 Day Work Experience at Seltex Wallcoverings

Head massage, wash and blow-dry at your home

Half day development session 'Leading with Confidence and Self-belief', for women or girls in a business or educational setting.

£50 Everyman Gift Card

Selection of Handmade hair accessories

Pasta Brown £50 Gift Voucher

Arsenal Emirates Stadium Tour for one adult, one child

Tottenham Hotspurs Stadium Tour for Two

Two hour gaming and VR session for a group of four

Commissioned painting by Rosa in year 12

Two hour dog walk





*Friends of*  
**MOUNT HOUSE**

## AUCTION OF PROMISES

Please find below details of how to purchase tickets for the upcoming charity Auction of Promises to be held at 7pm on Friday 12<sup>th</sup> May. This is a chance to bid for some great prizes while enjoying a delicious Turkish meal at Vadi restaurant found on 314-316 High Street, Enfield, EN3 4HF.

The tickets include a soft drink, a mezze starter followed by a selection of meat and vegetable platters, salad and rice/bulgar wheat, finishing with some delicious pastries for dessert. When you book the tickets can you please let us know if you are vegetarian/ vegan or have any allergies so we can cater for you accordingly. There will be the ability to purchase further drinks on the night.

On the night the sixth formers will be selling the promises that you, the parents, and local businesses have kindly donated in order to raise money for the IRC's Turkey-Syria Earthquake Appeal, a charity chosen by the 6<sup>th</sup> Form, and Friends of Mount House.

For all of this the ticket price is only £35!

Click on this link to buy your tickets securely from your bank using BOPP.  
<https://bopp.app/link/d61h3> or you can scan the QR code.



## CHARITY SWIM BY ISABELLA DUGDALE Y7



At the start of May I am taking part in this year's Swimathon. I am swimming the 5-kilometre team event with my younger brother Daniel. It is a long swim of 200 lengths of a 25m pool, I will swim 115 lengths & Daniel will swim 85 lengths. We will be raising money for Marie Curie Cancer & Cancer research UK. We have taken part in the last three Swimathons and raised a total of £970. So, this year we are hoping to add as much as possible to our total and get a really good time for our swim. So far for the 2023 Swimathon we have raised £380. Lots of the Year 7 parents have very kindly sponsored us and we are very grateful to them.

Here is a link to our JustGiving page: [www.justgiving.com/isabelladugdale](http://www.justgiving.com/isabelladugdale)



## UNIFROG

Students will shortly receive an email message from Unifrog, which is a careers, education and further education website. Unifrog provides unbiased careers information and advice to young people to help them make informed decisions about what to do after school. In Computer Science and/or in PSHE lessons, they will be logging onto this website and exploring it with their teachers. If you have any questions about Unifrog, please ask Mr McCormick or Mrs Trickey.

## CAREERS

### EY Apprenticeships

If you're thinking about your options after school, one of our work experience or apprenticeship opportunities could be for you.

Kick-start your career with the EY apprenticeship programmes. Earn a salary from your very first day, work towards a professional qualification, and use your insights and skills to solve complex business challenges. And make an impact that not only aligns with our purpose, but helps economies to thrive and prosper. You'll receive dedicated, structured training, a network of mentors and coaches, and access to the latest tools and technology to set you on a path for success. Plus, your experience doesn't stop once you've completed the programme – we'll continue to give you opportunities to progress within EY.

The link to the vacancy is here:

[https://www.ey.com/en\\_uk/careers/students/programmes/schools/mobility-tax](https://www.ey.com/en_uk/careers/students/programmes/schools/mobility-tax)

Additional info:

[Our events | EY UK](#) click on this link and click on Schools as it lists upcoming assessment process bootcamp sessions for students to sign up to, to get tips on the process.

## SCHOOL TRANSPORT

An important reminder from Sheila that if you are not intending to use the 4.15 or 5.15 coach you need to inform her by texting 07842 243570 as early as possible on the day.

## UPCOMING EVENTS

1 <sup>st</sup> May	School closed for bank holiday
8 <sup>th</sup> May	School closed for Coronation bank holiday
20 <sup>th</sup> & 21 <sup>st</sup> June	The Wizard of Oz school production



## WHAT IS A MIND MAP?

Mind mapping is a technique to visually organise ideas, thoughts and information. At its core, a mind map is a visual representation of information that organises ideas and concepts in a hierarchical or interconnected way. It can take the form of a diagram, drawing, or other type of visual representation.

The basic structure of a mind map typically involves a central idea or theme, which is represented in the centre of the map. From this central idea, branches are drawn outwards to represent subtopics or related ideas. These branches can be further expanded upon with additional subtopics, creating a branching structure that helps to visually organize and connect information.

How to create a mind map:

Creating a mind map is a relatively simple process that can be done using pen and paper, a whiteboard, or a digital tool such as MindNode, XMind, or Lucidchart. Here are the basic steps for creating a mind map:

1. **Start with a central idea or theme:** this should be a single word or phrase that represents the main topic you want to explore.
2. **Draw branches:** from the central idea, draw branches outward to represent subtopics or related ideas. Each branch should be labelled with a word or short phrase that describes the subtopic.
3. **Add subtopics:** for each branch, add additional subtopics as needed. These can be represented as smaller branches or bubbles that are connected to the main branch.
4. **Use images and colour:** to make your mind map more visually appealing and memorable, consider adding images or using colour to differentiate between different branches or subtopics.
5. **Review and revise:** once you have completed your mind map, take a step back and review it to ensure that it accurately represents your ideas and information. You may need to revise or adjust your mind map as needed to improve its clarity and organisation.

Tips for creating effective mind maps

- **Keep it simple:** mind maps are meant to be a simple and intuitive way to organise information, so don't overcomplicate things by including too much detail or unnecessary information.
- **Use keywords and short phrases:** to keep your mind map easy to read and navigate, use keywords and short phrases rather than long sentences or paragraphs.
- **Emphasise important ideas:** use colour, images, or bold font to emphasise important ideas or concepts.
- **Be creative:** mind mapping is a flexible technique that can be adapted to suit your personal style and needs, so don't be afraid to experiment with different layouts, colours, and formats.



It may not be ideal for everyone, but mind maps are a powerful tool for organising ideas and information in a visually appealing and intuitive way. By following the basic steps outlined above and using some of the tips we have provided, you can create effective mind maps that will help you to think more clearly, brainstorm more effectively, and communicate more clearly.

Here is an example recently used by Mr Phillips with his GCSE History class:

