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# AUTUMN TERM HIGHLIGHTS

Including the half-term USA trip, art, music and much more...





## From the Principal's Study

Dear Readers,

It is hard to believe it is only three months since I arrived at Queen's Gate – and harder still, when you see how much the girls have been up to in just one term. From award-winning essays to Junior School Debating success, via international sport and international travel, it has been an exhilarating start to the 2023/24 academic year.

Within these pages you will find many highlights from all that our girls have thrown themselves into since September. I hope that the vibrant range of activities and achievements showcased prove a worthy demonstration of how Queen's Gate empowers and enables each and every girl to find and nurture her own personal talents and interests.

As we move into the new calendar year, I am so excited by all the promise and potential I see within this school. With our forward-thinking, socially conscious and warm-hearted pupils, dedicated staff, determined governors and motivated parents, this is a special community of which to be part. Together, I know that we are going to take Queen's Gate from strength to strength – in 2023, and beyond.

For the time being though, I hope that you and your families enjoy the most wonderful Christmas breaks.

All best wishes,

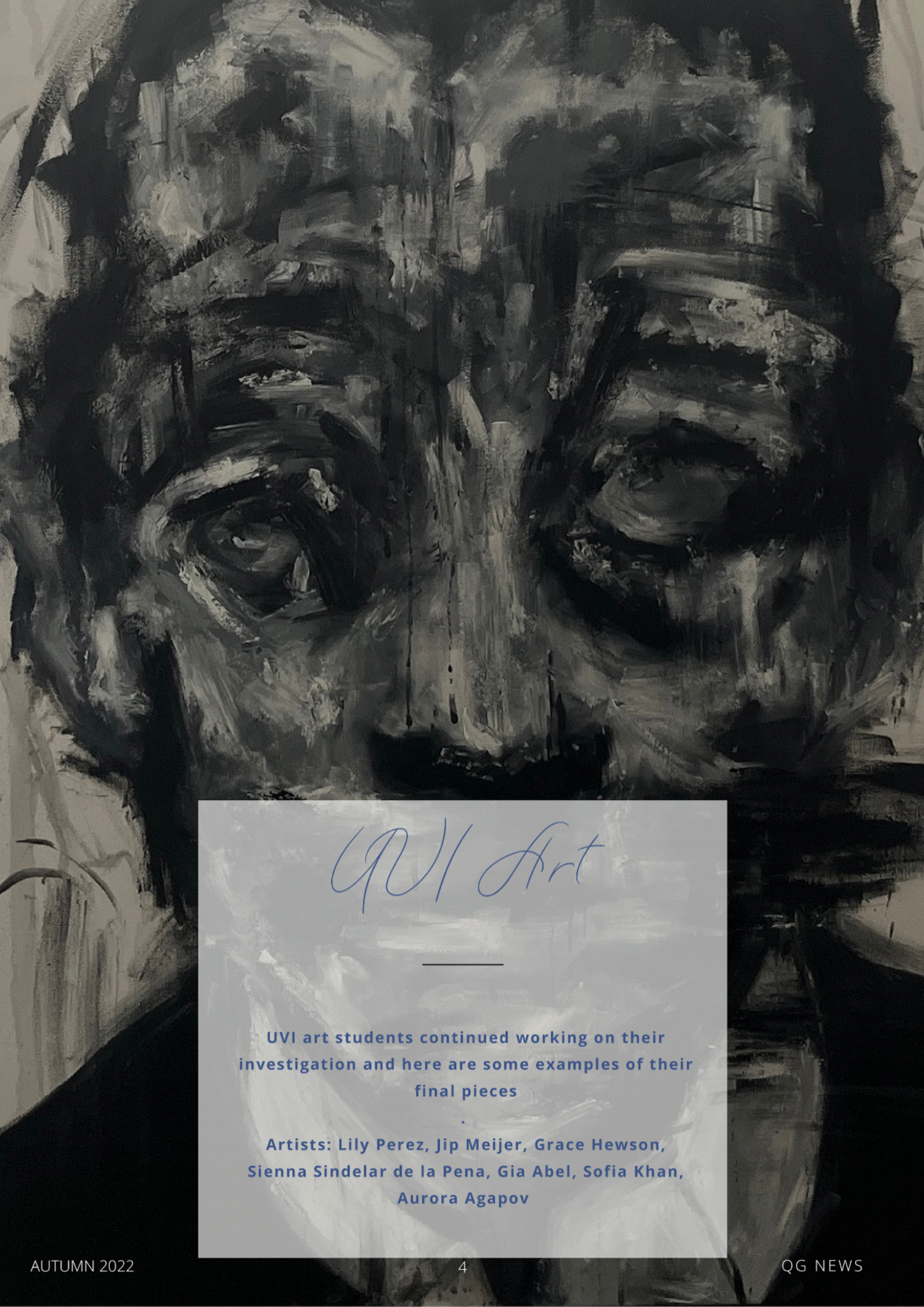
Amy Wallace  
Principal

# QG Art



*QG*





# UVI Art

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**UVI art students continued working on their investigation and here are some examples of their final pieces**

**Artists: Lily Perez, Jip Meijer, Grace Hewson,  
Sienna Sindelar de la Pena, Gia Abel, Sofia Khan,  
Aurora Agapov**

# QG Art – Trips



Year 10 GCSEs art students had the opportunity to visit The Art Hub at Cromwell Place in South Kensington to see the **Taylor Wessing Photographic Prize Exhibition**. One of the most prestigious photography awards in the world, it showcases a fascinating collection of images with a wide variety of stories and styles.

Two pieces particularly caught my eye.

“Mother and Daughter” by Haneen Christian explored identity, race, and queerness in families. In the picture, the two models, Cheshire Vineyard and Autumn May explore their relationship as a found family. Christian commented that this image “celebrates the family we choose”.

The second piece that caught my eye was “Son of Man” from Tony Sebastian Ukpo’s series “Unidentified Black Male”. Although the image is very simple, Ukpo tells a powerful story through his lens. He was once the suspect in a crime, and as a result, he was chased by the police despite being innocent. In the picture, he turns away from the camera and is dressed in black, suggesting to the viewer that he wasn’t viewed as a person but reduced to his skin colour.

This was an amazing exhibition showcasing exciting contemporary photographers, and I would recommend everyone to go see it if they have time.

**Valentina Zorzi, VMT**

# DOES IT MAKE SENSE TO HATE SOMEONE FOR HIS OR HER OPINIONS?

by Tess McGill -- QJ



Tess McGill has written the following article for her participation in the John Locke Institute Essay Competition

## **Introduction:**

If someone expresses an opinion that they think green is better than blue and another states they believe women should adhere to traditional norms of staying at home, you will nowadays generally expect a negative emotional response to the second opinion. This is an instance of how, over time, society's perceptions of what is deemed morally acceptable or unacceptable has changed. As defined by Oyserman, 'values are internalized cognitive structures that guide choices' therefore like emotions, they are subjective to the individual and can potentially evoke feelings of 'hatred' if threatened by another's opinion.

A person's values can, however, be suppressed by social influence, whereby people tend to 'adopt the opinions, behaviours, and judgements of others' (Turner 1991) to conform to a group, even if it means going against their personal view. In this case, 'hatred' of certain individual's opinions may come from a negative disposition towards the person being associated with an out-group.

In this essay, I will aim to explore the fundamentals of hatred from evolutionary, individual, and social perspectives. In doing so, I will aim to evaluate whether it makes sense to hate others for their opinions.

## **Defining hate:**

Despite being a common emotion, hatred has still not been clearly defined. Research shows that this ambiguity can be partly attributed to a social desirability bias where people are generally reluctant to admit or acknowledge their feelings of such a pernicious emotion; one of 'animosity, anger, and hostility toward a person, group, or object' as described by Reber (1985). This is demonstrated in Halperin's (2008) study where he asked 40 Israeli people if they have experienced hatred from an event in their lives. Although all participants answered no, they stated that they had felt extreme anger, with some expressing they would want to destroy Palestinians by bombing a large city.



This is representative of psychological conflict, consequently making 'hate a phenomenon complex to empirically investigate with standard psychological methods and samples' (Fischer 2008).

Therefore, to try gain a better understanding of hate, related areas of prejudice and discrimination have been investigated, focusing on the cognitive components relating to the 'devaluation of the victim and the ideology of the hater' (Navarro et al 2013). Stern presents in his paper that hate could also be defined as a spectrum with varying degrees of strength and meaning, all sharing negativity as a common component. However, this definition is flawed as it focuses only on the individual and not on the various manifestations of hate in a group or larger context. Considering there is still ambiguity in defining hatred, perhaps it is only the individual's cognitive perspective that can determine whether hatred, even for an opinion makes sense.

### **Are we born to hate?**

The Darwin paradigm shift from creationism to evolution has helped us understand that 'humans are part of nature and not above it'; like wild animals, we are related by descent to a common ancestor (Berra 2008).

This is incorporated into Tooby and Cosmides key assumption that a universal human nature exists as evolved psychological mechanisms constructed by natural selection over time, rather than 'expressed cultural behaviours.' (Barkow, Tooby and Cosmides 1992) Pleistocene hunter-gathers would solve adaptive problems by resorting to violence and intergroup hostility to ultimately survive and reproduce. So, if the origins of prejudice came from competition and group conflict being a way of life for our ancestors; the psychological predispositions of hatred can be viewed as natural and therefore reasonable if a particular opinion signifies a threat to a particular group or individual.

However, there are many theories which oppose evolutionary psychology, mainly because of the lack of empirical evidence to support underlying assumptions. As such, other biological research methods have been employed to explore the genetic and neural predispositions of negative emotional responses. Research into the neural correlates of hate directed against an individual using fMRI scans have shown distinct activation/deactivation of specific brain regions, such as the medial frontal gyrus and right premotor cortex when shown hated faces. One example included a famous political figure that the participant had no personal connection to (Zeki and Romaya 2008), thus their intense hatred would be likely based on the person's expressed opinions. The implications of this study are that aspects of hatred are biologically determined and can be considered justifiable if one is predisposed to certain neural responses.

### **Socialisation processes and hatred:**

There is an intrinsic need as humans, to belong and be socially accepted, hence the presence of others within a group can profoundly influence the behaviour and beliefs a person adopts, in order to conform.

Though some theorists suggest that affiliating with a group is primal, developmental psychobiologists believe behaviour does not stem from psychological adaptations but instead they emphasise the role development plays in producing certain behavioural traits. Research has shown that imitation is related to affiliation; 24-month-olds are more likely to copy the actions of a model who engages in a contingent interaction with them rather than one who does not engage with them (Nielsen et al 2008). This can transfer to beliefs and opinions that a child develops when growing up, therefore the transmission of prejudice and discrimination associated with the hatred of cultures or differing opinions is based on teaching, imitation, and other forms of social learning (Boyd and Richerson 2000). Even though perceptions of social differences emerge early in infants, 'it is possible to love one's own group and not hate the out-group at all' (Nesdale 2004). Hate is therefore not an inevitable or inalterable consequence of the opinions expressed by others.

However, at later stages in life, the power of dominant individuals in instilling radical opinions makes overcoming hatred more challenging. This is researched from a socio-political attitudes' perspective, where being part of a large crowd helps produce a psychological state of deindividuation (Duval and Wicklund 1972), making people more likely to conform to cultural or group opinions. Ezekiel describes how the development of hatred arises from the devaluation of the other, discrimination, and violence against others who do not hold the same beliefs. 'Followers come to identify with the leaders and the ideology they propagate' (Ezekiel 2002). Therefore, such strong leadership also removes personal responsibility that could limit our hatred towards others, thus those with an authoritarian personality are susceptible to believing their feelings and behaviour are justifiable and normal.

### **The role of cognitive and humanistic psychology in hate:**

Humans are subject to a high risk of errors in our thinking, known as cognitive distortions (Navarro 2013). This can be attributed to Beck's 'automatic thoughts cycle' where unconscious thoughts strongly impact how an individual interprets and processes information and in turn behaves. Ideas such as being unwanted, wrong, or mistreated can cause a response which is often disproportionate to the actual situation. A common cognitive distortion is seen in perpetrators of domestic violence where even a mild criticism from their partner can lead to a 'violent response sequence' (Beck and Pretzer, 2005).

Since how we interpret events are based on preconceptions shaped by past experiences; short-cuts or mental heuristics which allow for faster processing of information, also make us susceptible to a wide array of poor judgments (Tajfel and Turner 1979). It has been shown however, that through therapy, patients can learn to focus on these automatic thoughts and alter them. Therefore, since hatred is irrational in this perspective, it ultimately does not make sense.

Hatred can also be seen as counterproductive in trying to achieve an accepting environment. Considering love and belonging are high up in Maslow's hierarchy of needs, having a negative disposition towards others can reduce one's ability to self-actualise and prevents others from achieving self-actualisation. 'Nine studies dealt with the relationship between self-acceptance and prejudice and found that non-prejudiced people were higher in their self-acceptance, whereas prejudiced individuals had low self-acceptance (Fishbein 2004). As such, hatred does not make sense if it prevents someone from becoming the best version of themselves. However, one of Sternberg's basic tenets is that hatred is psychologically related to love, 'distancing or denial of intimacy in hatred leads to repulsion and aversion to the other'. (Sternberg 2005)

Most people such as white supremacists, Nazis, Islamists who 'act on their hatred seem to have one single aspect of their identity that supercharged and all-important' (Stern 2004). Since hatred of others is sometimes expressed as love of self, hating others for their opinion acts as a defence mechanism, allowing them to continue having the security they require to live 'happily'.

### **Conclusion:**

Essentially, all opinions have an element of subjectivity and uncertainty. How they are interpreted differs between individuals and as discussed, depends on a multitude of different evolutionary, biological, social, and individual reasons. This has in turn made hatred itself difficult to define and many experts disagree with each other's definitions. As the old cliché goes, 'everyone is entitled to their own opinion'. If freedom of expression is indeed a universal human right which every individual forms their own perception of, hatred in this instance may not make sense as it only serves to further provoke conflict in an already unstable world.



# QG SPORT



## IT'S BEEN A JAM-PACKED AUTUMN TERM

Fencing, netball and gymnastics are just some of this term's highlights.

# FENCING

## "I HAVE MADE SOME OF MY BEST MEMORIES WITH MY CLOSEST FRIENDS"

BY ERIKA BUSTNES

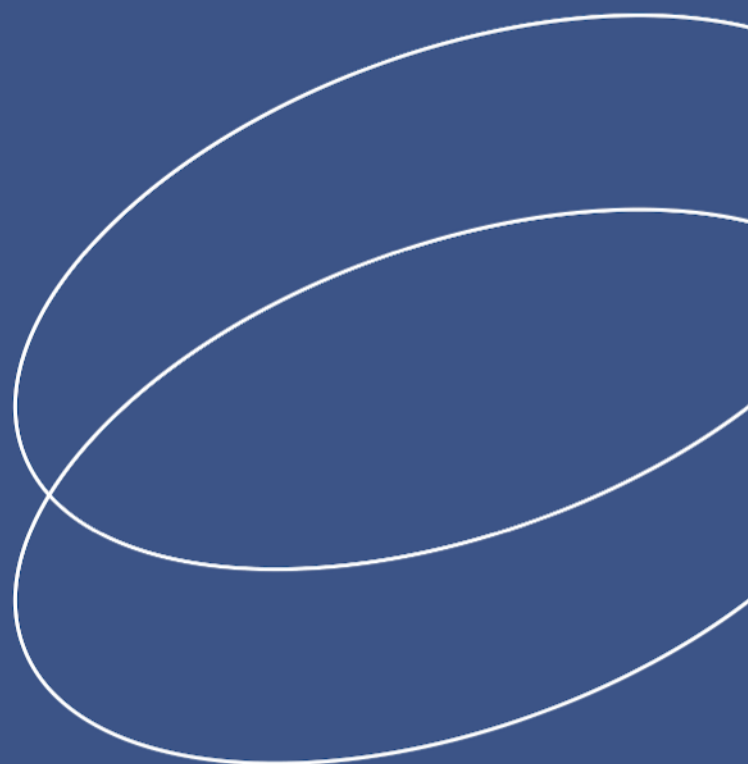
I started fencing at Queen's Gate when I was 9 years old. Bob, our coach at QG has previously coached the British team for the Olympics so I couldn't have had a better introduction to the sport. Once we have gained enough experience, we are encouraged to start competing at a national level.

Last year I started competing in the Cadet events which is for Under 17-year-olds where you have the opportunity to compete for your country. As I am half Norwegian, I was selected to represent Norway and it has given me a much broader experience with the chance to train with the Norwegian national team.

Due to Covid-19 there were very few competitions for a brief period so 2022 has been my first real opportunity on the international fencing circuit. It is amazing to fence so many different countries, the Americans are incredibly talented as are the Eastern European countries.

I have most recently fenced in Budapest and Grenoble at both an individual and team level. Fencing as a team is great fun, although you do feel a lot of pressure not to let your team mates down!

My aim this year is to be selected to compete for Norway in the European and World Championships. I would certainly encourage everyone to try the sport, especially as we have the club within the school. It is where I have made some of my best memories with my closest friends.



# QG SPORT

Despite what feels like a rather wet and windy few months, this hasn't stopped things and we have been very busy and active during this Autumn term, ending the term with a jam-packed netball fixture diary and some great victories under our belts from both the Junior and Senior School.

From the Remove pupils, who have been finding their feet within QG PE and displaying a keen attitude to netball and beyond, right through to our Sixth Formers whose competitiveness and sporting nature still shines through, with their dedication to their PE lessons and netball fixtures.

We hope to see this continue across all year groups as we move into hockey and other spring term activities.

In the Junior School, Key Stage One classes have completed their Gymnastics Interhouse – winning their houses important points and show casing the skills they have been practising throughout the term. Whilst the Key Stage Two pupils took part in their Netball Interhouse Competition, which much the same as always, was an eventful afternoon with lots of pivots, goals, and cheering!

There too has been some brilliant swimming and netball fixtures organised against local schools where girls selected have thrown themselves into representing Queen's Gate.



Much like always, we have loved hearing about all the extracurricular sports pupils participate in and the achievements that come alongside that.

We were ecstatic to hear of our current Sports Prefect, Lara Mannes Diaz De Cerio's visit to Massachusetts and the University of Massachusetts, where she was offered a contract to be part of the UMASS Track and Cross Country programme next year. We couldn't be prouder and can't wait to hear about the next part of her running journey, but until then, we will continue to appreciate Lara's presence and help in the PE Department, the perfect role model to younger students at QG.

Duru Beyazit continues to smash it on the volleyball court and has been jet-setting here, there and everywhere with the U17 England Cadets playing in competitions and training camps across Europe. Such amazing opportunities for someone so passionate about her sport - long may it continue.

Queen's Gate has always had a brilliant supply of fencers, with girls who initially started fencing in the lunchtime fencing clubs, spotted by our brilliant coach Bob Meshkov, then being invited to join the Fencing Academy, moving on to the tougher competitions, and this term has been no different.

Eva Savic from IIB took part in her first fencing competition a few weeks ago in the Cocks Moors Woods Epee Championship, and we are thrilled that she came away with a bronze medal in the Under 9s division. A huge congratulations to Eva!!

Harriet Hillier from Lower Sixth continues to dominate on the circuit; her trophy cabinet continues to grow and grow; she was crowned the Under 17 Cadet National British Champion earlier in September, and we love to hear of her continued success. Vanessa Lemer also continues to impress, representing Great Britain in the Maccabiah Games held in Israel over the summer, the third-largest sporting event in the world by number of competitors, with Vanessa placing SECOND against a strong contingency of fencers. Eloise Kumba Kohen placed a credible third place at the English Fencing Championships earlier on in the year too. This is to name but a few of the more recent success of our fencers.



LARA MANNES DIAZ DE CERIO



EVA SAVIC



HARRIET HILLIER

QG NEWS



# Drama

On the 22 and 23 November girls in the Lower Fourth delighted audiences with their version of 'The Tempest', by William Shakespeare. Using the 30 minute Shakespeare version, abridged and edited by Nick Newlin, the directors from LVI eagerly took the helm. Challenged to create an 'otherworldly' island using a large ensemble, they did not disappoint. The production was lively and inspired.

The cast and company developed new skills, fostered new friendships and created wonderful memories. We look forward to working with the talented actors at Queen's Gate in future productions!

Mrs Dawn Pajovic - Head of Drama and Theatre Studies.



My experience in the LIV Play was amazing! It challenged me, and it was lots of fun acting in my role. The best moment for me in the play was performing for the parents, as it was lovely getting their feedback on what they thought. Overall, I was very proud of us all in the play. Knowing that you have accomplished something with a great outcome is a great feeling!

**Naiara Pontes Silva - Stephano**

My experience of directing the LIV play was full of amazing moments! The girls did incredibly well and made me and the other directors proud! I love that now, when I see the girls in the school corridors, we have a friendship and shared love for the arts, and we are no longer just girls that go to the same school. Overall, the experience felt empowering as I had the opportunity to share my creative ideas and watch the girls bring them to life!

**Kitty Searle - Director**

I loved directing the LIV play, and although it was quite stressful and difficult to manage everyone at times, it completely paid off when watching the performance. The girls collaborated with us so well and gave us some great ideas as well!

**Rayya Hameed- Director**







My experience doing the Queen's Gate LIV play has been incredible, I have learnt how to work in teams, and teamwork really makes the dream work; we were like a big family. There were times when it felt like it was not possible and that it was not going to work, but we work through it, we worked hard, and it paid off because, in the end, the play was magical, and it was like we were in the real scene, at the moment it felt surreal.

**Estelle Abbott - Prospero**

My experience of the LIV play has been so much fun!! I learnt how to be able to act even when the language is tricky, and now my understanding is a lot better. I also learnt that creativity is the key to putting on a great show and that working as a team and putting in the effort will make all the magic happen. I especially remember coming on Sunday mornings, it was a lot of work, but the play was a great success. I will miss the play a lot!!

**Uma Soochak - Ensemble**

I liked performing in the LIV play as it was fun with my friends, and the final outcome when we performed felt really good as I felt like our effort had paid off.

**Mashal Ali Khwaja**

# QG TRIPS

## South West USA

Arizona

Utah

Nevada

California

The Grand Canyon

Summer  
Trends



A GREAT TIME WAS HAD BY ALL

# USA OCTOBER HALF TERM

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During Half Term, a group of QG students and teachers travelled to the South West USA to explore the geographical wonders of Arizona, Utah, Nevada and California. Over the course of ten days, we travelled to desert regions, national parks and cities, exploring all the best of what the Southwest has to offer. The trip saw regular changes of climate, time zones and terrains throughout -we were also very lucky with the weather, with local San Franciscans telling us it was some of the best weather they had seen in the bay all year! The journey through to The Grand Canyon included a stop off in Kanab, known as 'Little Hollywood' where everyone took part in our very own Western.

The girls were in awe at the vastness of the Mojave Desert, with all the unusual shapes and distinctive rock formations such as Bryce Canyons's 'Hoodoos'. The girls also experienced the other extreme of the Mojave Desert, Las Vegas, with architectural feats and replicas of well known landmarks rivalling the real deal. The trip was rounded off with a journey through greener pastures via the Mammoth Lakes and Yosemite National Park, with the final destination of San Francisco. It was a brilliant trip enjoyed by all, a special thank you to Miss Scott for organising such a successful trip!

Here's what we have planned for the next few years!

**2023 - Croatia**



# Bio Club



In Mrs Garty's Bioclub this term, we have been looking at a variety of living things, including humans. We tested how right-handed or left-handed we were and were surprised to find out that we were all a mixture of both. We studied the human skeletal system and looked at some unusual x-rays. We found out that bones contain minerals, and when the minerals are removed, the bones become bendy! We looked at a variety of feeding mechanisms in living animals, including water fleas, planarian flatworms and snails. We also looked at specimens from many of the classification groups of living things, including the horseshoe crab – an amazingly ancient species. Our biology ambassador, Jip, challenged us to a fun biology quiz.

Thank you to Miss Tilkitzi for her help each week.

# Biology A-Level Field Trip



On Monday, 21st November, the Year 13 Biology A-Level class took part in a field day. This trip was organised to complete our Core Practicals which are required as part of our course. This involved us going to the Royal Parks Education centre in Hyde Park.

Unfortunately, the original date in the summer had to be postponed due to the Queen's funeral; this meant braving the wet November weather! However, we were determined and resilient to complete our practical experiments! These involved investigating the distribution and abundance of a plant species depending on different factors such as light intensity.

After taking our readings, we all were happy to return to the centre and warm up. We took down our results and conducted various statistical tests to determine conclusions about our investigations. We found that the amount of light did not impact the plant species we investigated. It was a great learning experience!



Wider World is our rolling enrichment programme of weekly lectures during the Autumn and Spring Terms. This term, we welcomed James Murphy, the Founder/CEO of New Commercial Arts. James founded the agency in May 2020 in the depths of lockdown. It is the fastest-growing advertising agency in the UK, with clients including Uber, Vodafone, Paramount, Lloyds & Nandos. Before this, James was the Founder and CEO of the agency that created the John Lewis Christmas advert campaigns, adam&eveDDB. The creative agency grew from a start-up to the biggest in the UK.

We were joined by Nigerian-born Omoyemi Akerere, the founder and CEO of Lagos Fashion Week and Style House Files. She has worked in the international fashion industry for more than two decades, contributing to the acceleration of the African creative economy. Her work focuses on delivering long-term solutions within the African textile and apparel ecosystem by empowering brands, creative businesses and communities with growth opportunities.

Karin Joseph, Head of Partnerships & Gender at Amos Trust, a human rights organisation based in London but with partners worldwide, came to talk to us about her work in the international development and human rights sector, mainly focussing on homelessness and the rights of children, young people and women. Currently, the Amos Trust works in Tanzania, Burundi, South Africa, India, Palestine, and Nicaragua, and Karin leads work on gender justice and climate justice.

Our first speaker of the term was Dr Owen Bowden-Jones, a Consultant in Addiction Psychiatry, specialising in substance misuse. He oversees the alcohol and drug services in RBK&C and is an Honorary Senior Lecturer at Imperial College in the Division of Brain Science. He is also an Honorary Professor at University College London and has lectured at many London teaching hospitals. Dr Bowden-Jones prides himself on his holistic approach to psychological problems and uses medication and psychotherapy to treat his patients.



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## Remove – Pastoral Care Week

**Ameeren Alvisi & Mia Bodereau**

We experienced self-defence, nutrition and managing friendships. In self-defence, we learned how to defend ourselves using simple and easy techniques. The coach made it fun and enjoyable.

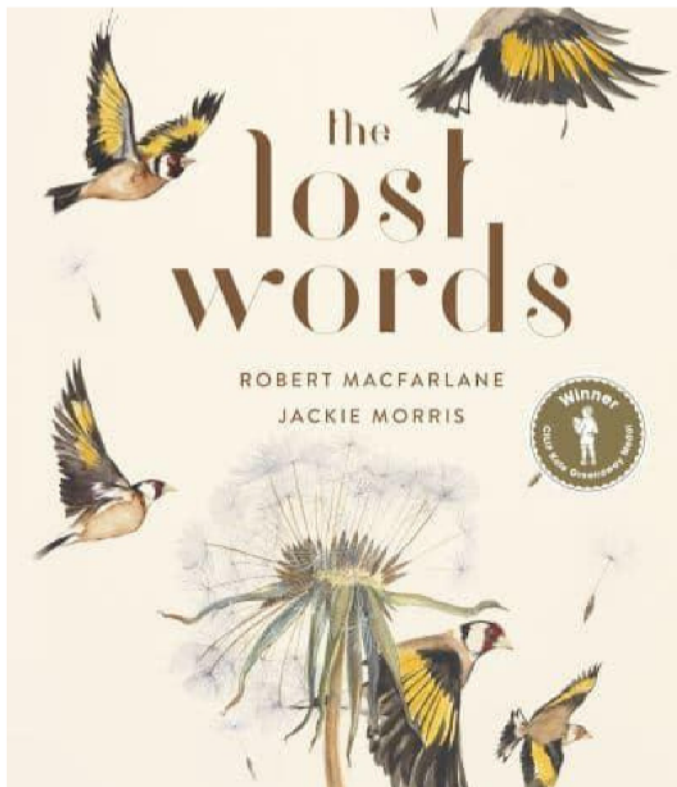
When studying nutrition, the nutritionist taught us to enjoy our food and ensure we eat healthily. Everyone enjoyed the practical activity, as it lets us have fun and express ourselves. The session was very interesting, and we learned how to deal with friendship issues in a controlled way. We also learned how to recognise healthy and unhealthy friendships. The overall pastoral day was a huge success, and we would love for this to be more regular.

# National Poetry Day

## JUNIOR SCHOOL

On Wednesday 12 October, our Junior School Library Team, Environment Prefects and STEM Prefect joined forces to deliver an inspiring assembly about poetry and the power of words. The theme of National Poetry Day this year was the Environment, and the girls decided to share with all their Junior School friends a selection of poems from the beautiful book 'The Lost Words' by Robert Macfarlane and illustrations by Jackie Morris. They also encouraged each class to write their own collaborative poem about nature and what they would like to protect for the future.

Thank you to Dala and Yasma from III Form (JS Library Prefects), Elsa and Nina from IIA (Senior Pupil Librarians), Lucia from III Form (STEM Prefect) and finally, Maia, Zaina and Maya from III Form (Environment Prefects), for reminding us that we can all contribute to saving our planet by making our voices heard.







# JUNIOR SCHOOL NEWS

## Bulb Planting in St Mary Abbott's Gardens

By Maya Collins and Zaina Rahman, III Form

We went to St Mary Abbott's Gardens in Kensington to plant snowdrop bulbs. With the help of some Kensington & Chelsea gardeners, we learnt how to plant bulbs in the ground. We were given a tool, and, in partners, one dug the hole, and one planted the bulb. First, you dig a hole that's 4 cm (about 1.57 inches) deep, twisting the tool side by side then the planter plants 3 bulbs into it. The handle has a part which you push then the dirt falls out, coating the three seeds. In the spring, when the snowdrop bulbs grow into flowers, we will go back to see them.



## Wellbeing Week

By Georgie Stokes, III Form

During Wellbeing Week, our theme was Courage, and we did some of the following: on Mindful Monday we had an Assembly about Well-being week and talked about what we were going to do throughout the week. On Topsy-Turvy Tuesday, some of the older girls read stories to the younger girls. We also went to different classrooms to try out different activities which were designed to help our mental wellbeing. On wonderful Wednesday, we brought in some card games to interact with girls from different year groups. III Form sat with the IIB, IA, and IIA girls at lunch. On Thoughtful Thursday, the girls made pictures of things that made them feel happy and stuck them on jars which were used on display. We also were able to wear an outfit that made us feel good inside and reflects our personalities. On Friday, to end the week, we were allowed to have pizza and movie night to raise money for charity! The pizza was yummy!



## Debating

By Ellie Scott, Tara Sarin & Molly Crider, III Form

We are fortunate that debating is part of Queen's Gate's curriculum. For the past few years Queen's Gate has been very successful and pupils have taken part in debating tournaments. We do not debate about simple topics; we debate about ones that stretch our brains and make us think, e.g. This house believes that we should end animal testing.

We have attended multiple competitions, our biggest one being at South Hampstead High School this term, which is the largest children's debate in the UK, with over 50 schools! We sent four teams and half of our teams won. We have also held debates at Queen's Gate.

# Sports Update

By Rebecca Quan & Eugenia Calvo Moreno, III Form

Sports this term has been terrific. We have had many matches across all classes in KS2. Netball and hockey have been our main focus this term, but the majority of our fixtures have been netball. A few schools we have played against have been, Eaton house, Knightsbridge School, Hampshire School, Eaton Square, Finton House and Newton Prep.

Interhouse has also been a very exciting event this term with every girl in KS2 taking part trying to score points for their houses, Victoria and Elizabeth. KS1 have been practising their ball skills and have been improving immensely.

IIA have focused on their hockey skills and have been practising and improving every Wednesday.

Swimming has also been a highlight this term with girls from IA to III Form improving their skills in the water in every aspect. This term some girls from IIB – III Form have participated in a swimming fixture against Broomwood Hall School.



# Little Mozarts' Concert

By Meredith Hau, III Form

Every term, we have a Little Mozarts' Piano Concert, which is run by Ms Chua and Ms Tham. In the Autumn Term, we had our first one of the school year (we had it in early December). It featured Ms Chua and Ms Tham's students performing on an ornate grand piano in the Senior School Hall. Because Christmas is just around the corner, we wore adorable Christmassy headbands while playing the piano and received a goody bag each full of chocolate.



JUNIOR SCHOOL

# Christmas EVENTS

NATIVITY PLAY &  
CHRISTMAS  
LUNCH



AT HOLY TRINITY

# CHRISTMAS BOOK RECOMMENDATIONS

**Kira (JS Senior Pupil Librarian) recommends ...**



**The Santa List, by Kieran Crowley**

Not one single babysitter in their town is brave enough to look after Aisling and Joe, two siblings who are CONSTANTLY getting into mischief!

But when a business trip means their parents have to go away for a couple of nights before Christmas Eve, Aisling and Joe find themselves saddled with a super-strict babysitter called Mrs Grough. In fact, she's so strict that a little misunderstanding (perhaps not that little!) sees Aisling and Joe on Santa's naughty list and faced with the prospect of NO presents on Christmas Day.

But when the list goes missing, the siblings realise there's a lot more at stake. Armed only with a very messy dog, a grumpy elf and an unexpected new ally in the form of the toughest kid at school, Aisling and Joe have to find Santa's list and save Christmas – before it's too late!

For all (naughty) readers aged 6+

**Yasma (JS Library Prefect Assistant) recommends ...**

- The Fairytale Hairdresser and Father Christmas, by Abie Longstaff and Lauren Beard
- The Big Christmas Bake, by Fiona Barker and Pippa Curnick
- The Christmas Pine, by Julia Donaldson and Victoria Sanday

THREE CHRISTMASY PICTURE BOOKS FOR CHILDREN (AND ADULTS!) AGED 5 AND UP



**The Miracle on Ebenezer Street**

by Catherine Doyle, 9+ readers

George is visiting the Christmas fair with his Nana when he discovers a strange little shop selling magical items. Marley's Christmas Curiosities – strictly for children, and no adults allowed. Right at the back of the shop, George finds a snow globe that contains a memory from his life. That night, George and his Christmas-hating dad are taken on an adventure – with the help of the snow globe – to Christmas past, present and future. Will George's dad finally understand what life would look like with no Christmas? And can the whole family begin to feel joy again?

Recommended by Dara (JS Library Prefect)



**Leena (SS Pupil Librarian) recommends ...**



**CHRISTMAS DINNER OF SOULS** BY ROSS MONTGOMERY

Although it has an overarching narrative, *Christmas Dinner of Souls* is also a collection of hair-raising and spine-tingling short stories. Some of these are deliciously, deliciously ghoulish, and perhaps not suitable for more sensitive readers. However, if you are the sort that hungers for chills and thrills, you will love this book.

For readers aged 10+

**ALL WRAPPED UP** BY HOLLY SMALE

It's not a novel, but a *Geek Girl* Christmas cracker, with quizzes and extras including an interview with the author. Best of all, it has one of the most exciting moments in Harriet Manners' life, which takes place on the Christmas ice-rink in front of the Natural History Museum, and despite her habitual self-doubt, turns out to be everything Harriet dreamed of; she wouldn't change any embarrassing moment of it.

For readers aged 11+

Recommended by Elsa (JS Senior Pupil Librarian)



**BAH! HUMBUG!**

This Christmas, join Michael Rosen and Tony Ross with their unforgettable retelling of Charles Dickens' beloved classic! In a school theatrical production of A Christmas Carol, the boy who plays Scrooge is extra nervous because his very busy father is in the audience. However, it's likely his father won't stay for the duration, due to business. As always, will the classic story's message of Christmas cheer and family love reach his father's distracted heart?

For readers aged 8+

# CHRISTMAS BOOK RECOMMENDATIONS

Leah (SS Library  
Prefect) recommends ...



## 3 Agatha Christie Christmas Mysteries

*Hercule Poirot's Christmas* -  
the holidays are anything but merry  
when a family reunion is spoilt by  
the murder of the family patriarch

*Midwinter Murder* -  
a winter-themed collection of short  
stories starring some of Christie's  
most well-known detectives

*The Adventure of the  
Christmas Pudding* -  
a collection of Poirot and Marple  
Christmas who-dun-its

All suitable for readers aged 11+

# Kids For Kids

By Lila Ozmen & Maia Szabo,

III Form

Kids for kids was amazing. Mr Webb-Taylor was our music producer. He put together several songs to create a lovely harmony for the people watching. We sang two songs on our own (Jingle Bells and Carol of the Children) which was truly amazing. Two girls from III Form sang in a solo 'I Would Light a Candle'.

There was a pianist, Miss Tham, and a harpist called Lesley Magee. We were also accompanied by the singer Natalie Rushdee who was a great singer. There was also the Thames Brass Fanfare who played excellently. Celebrities, such as Timothy West CBE, read readings as well as Miss Wallace our Principal. It was a truly heart warming concert to raise money for the Kids for Kids charity in Darfur.



# Merry Christmas

from

QG



# Music

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# Together and Festive: Christmas Begins at Queen's Gate During the Annual Fair

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By Gioia Duenas

As I turned into Queen's Gate on this Saturday morning, I immediately felt a Christmas mood enchant me whilst our school choir lit up the entrance to our school, singing joyous carols. I was greeted by a busy scene of junior and senior students, and parents and family friends excitedly rushing from room to room. Just a day before, I was packing my heavy folders to head home after a busy school week, only to come back the next day to a completely transformed environment. The PTA, who spent months preparing for this successful day, worked with determination and passion to create such an alive and merry event.

It was hard to decide what to do first. After finding my friends, which was a challenge amidst the flood of faces all around, we gathered a list of all the things we wanted to try. Food seemed most fitting to start with. The White Dining Room changed from its usual echo during lunchtime to a cosy room filled with festive baked goods, tasty treats, and a glamorous champagne stall. The PTA also reached out to local cafés, and the Tease Tea stand became a popular attraction - their matcha with oat milk was the perfect way to tackle this fun-filled day. Over by the Drama Studio, a photo booth stole the spotlight and my friends and I enjoyed taking countless goofy photos with stylish props.







Our very own Queen's Gate teachers had stalls, too, and I enjoyed smelling Mrs Mayne's handmade soaps and admiring Frau Atufe-Kreuth's handmade knit goods in support of the SOS Kinderdorfgemeinschaft. And, to advocate for the school's environmentally friendly strides, there were second-hand books and PE Kit stalls.

Walking up the stairs, the Hall and Library turned into Christmas gifts galore. From essential oils, delicate jewellery and funky tech accessories to mindful stationery, vibrant shoes (sold by ex-QG girl Shahrzad Moaven) and delicious Chocolate from The Chocolate Detective (who spoke to us during Wider World), it was hard not to feel like your Christmas gifts for family and friends were sorted. The stallholders were kind and inviting, making an hour go by easily just looking at all the intimately made gifts that were being sold. Next door, Year-Eleven classrooms were bursting with the anxious but hopeful energy of winning your desired prize at the Tombola, and young children ran from playing games in the gym to having a magical chat with Santa in his grotto.

Throughout each room, Year Eleven and Sixth Form students thoughtfully ran stalls and sold tokens, adding to the warm community that was so evident on this day. Wrapping up the day was the most anticipated event - the raffle. At two o'clock sharp, crowds of people filled the Hall; eyes now focused beyond the buzzing stalls. Miss Wallace took to the microphone, ready to announce the raffle prizes. Standing by the piano was a tower of red bags which mysteriously hid luxury gifts - Apple headphones, an electric guitar, cases of champagne and wine, precious advent calendars - there was something that peaked everyone's interest. The Hall would expand with optimistic voices hoping their name would be called next and then quickly shrink to the propitious silence of hearing each winner being read out.

And just like that, another Queen's Gate Christmas fair came to a close. After having a virtual fair in 2020 and a cancelled one in 2021, this was the first live fair since 2019, and something about it felt fresh and earned. Perhaps it was the exuberance of having such a busy school or the break it provided to seek comfort in the Christmas spirit during such a trying year, but a special light glowed throughout Queen's Gate on that crisp Saturday afternoon. Once again, we owe it to the PTA for enabling such a magical day to happen and the reminder it gave about the uniqueness of Queen's Gate's embracing and close-knit community.



# Window to her future

## QUEEN'S GATE SCHOOL

Welcome to 'Window to her future', our campaign to enhance our capacity to provide bursarial support, and so offer the gift of a Queen's Gate education to those who would not otherwise be able to benefit from all that we offer. We know the huge impact bursarial support has for recipients, often allowing them to access further education and careers that might not otherwise have been open to them. Bursaries really do open a window to a future, and are one of the many tools available to Queen's Gate as we play our part in tackling social inequality. We are enormously proud to have Bursary girls throughout the school already enjoying the many opportunities afforded here, and it is our hope to be able to increase that number in years to come. .

## The 1891 Society

As part of this campaign, we are pleased to offer supporters membership of the 1891 Society. This Society will acknowledge, privately or publicly, donors who in some way have supported the future of Queen's Gate. Members of the 1891 Society will receive regular updates on the School's bursarial provision, and other development projects, as well as invitations to special events. Society members who make a substantial donation may also be invited to have their name associated with a particular bursary or capital project, or perhaps have their generosity recorded on an honours board.

## Ways You Can Support

### A One-off Gift

£100 | £200 | £500 | Other

### Regular Giving

£18.91 | Annually  
£18.91 | Monthly  
£189.10 | Annually



Please scan the QG Code to complete the form and support Queen's Gate  
Thank you

For those who valued their time at Queen's Gate School, a legacy is a wonderful way to give back and offer another girl the experience you or your daughter have so valued. Furthermore, while we continually seek support for the School in the form of regular giving and donations, we know that for many a legacy may be a more practical way for individuals to offer support.

As a registered charity, all legacies to the Queen's Gate School Trust Limited are exempt from Inheritance Tax, and so leaving a legacy could be a tax efficient way to support charitable organisations. Please note that we recommend in all instances that you discuss your options with your solicitor.



# New Dates 2023

Queen's Gate

A **FREE** event series for children aged 2-7 and their families



Join us for cookery lessons, origami and ball skills this spring!

## FIND OUT MORE

[www.queensgate.org.uk/events](http://www.queensgate.org.uk/events)



Jan  
**21**

### COOKING

Walk in the shoes of Queen's Gate old girl, Nigella Lawson and let your culinary skills flourish! Enjoy some foodie family fun as we create 'Queen's Gate Mess'.



Feb  
**25**

### ORIGAMI

Come celebrate the start of Japanese cherry blossom season with South Kensington's Queen's Gate School. Join Yuka Meneely as she shares the art and culture of Japan with you and your little one.



March  
**25**

### BALL SKILLS

Covering a wide range of ball games and skills, the aim is to improve coordination, fitness and teamwork - and, above all, to have as much fun as possible!



10:00 - 10:45 am & 11:00 - 11:45 am



Queen's Gate Junior School - SW7 5LJ

[www.queensgate.org.uk](http://www.queensgate.org.uk)

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