



## EIS Moscow Newsletter

42 Items

Friday, 11 September 2026

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### *Welcome to the EIS Newsletter - 2026/27 - Issue No. 2!*

Congratulations to our new **House Captains (HC)** and **Student Council (SC)** members at EIS. These are positions of great influence and responsibility. The SC have started collating a survey that I will be reading and evaluating as to how and if we can implement these items on a school-wide scale. In the past we have many suggestions become great aspects of the outdoor space such as the basketball court and merchandise such as the EIS hoody. There are many others. The HC's will learn the challenges and joys of leadership as they aim to steer their Houses to great success!

I have heard some great reports coming out about the **Clubs** this week. I managed to access a few and I was impressed with what I saw. I know some of these Clubs are after-school as well so that provides a different angle. Of course, our private clubs have continued with chess, hip-hop and our new Indian dance option. We are currently exploring a private Drama Club as well as an in-house **Drama Club** ran by **Ms. Anna D.**

In the classroom, **baseline assessments** have been completed and teachers are using this precious data to plan accordingly and positively impact the academic journeys of our students. There has been some very encouraging results and feedback from teachers. Great news!

Keep it up, EIS!

*Mr. Lee N. Daglish - Head of School*



#### Why September Feels More Like a New Year Than January

January is officially the beginning of a new year, but I've always thought September feels much more like one.

Perhaps that's because, for most of our lives, we measure time by its calendar years and more in school years. Ask me when I was born in 2003 and I'll probably have to stop and work it out. Ask me about Year 20, and an entire period of my life immediately comes to mind — the people I knew, the classes I took, the things I cared about. School years have a strange way of becoming chapters in our lives.

January, by comparison, rarely changes very much. We celebrate midnight, change the number at the end of the date and make resolutions, but a few days later most of us return to the same routine we left in December. September brings a much more tangible kind of change. There are new timetables, new subjects, new teachers and, for some, an entirely new school. Even returning to the same building can feel unfamiliar after a long summer away.

The first week has an atmosphere that is difficult to recreate at any other point in the year. Conversations are easier, everyone is comparing timetables, and conversations seem to begin with some variation of "How was your summer?" There is a special period when everything still feels undecided. The events, conversations, achievements and challenges that will eventually define the year have yet to begin.

## EIS Today - Vol 3 - Issue 1.pdf

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Why September Feels More Like a New Year Than January

#### Do Individual Environmental Choices Actually Matter?

The average person would probably say that their choices about the environment don't matter. But what if they did? What if the choices we make about the environment actually do matter? What if the choices we make about the environment actually do matter? What if the choices we make about the environment actually do matter?

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## EIS Today 2026 - Vol 3 - Issue 2.pdf

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Do Individual Environmental Choices Actually Matter?



## A Colourful Week of Learning!

This week, we have been immersed in the colourful world of *The Colour Monster*, enthusiastically joining in with actions and repeating key phrases from the story. We were delighted to welcome a Year 2 visitor, who captivated us with a reading of the story and challenged our understanding with thoughtful questions. In Expressive Arts and Design, the monsters inspired us to refine our cutting skills, colour with care, make playdough creations, junk modelling projects and experiment with watercolours to create beautiful new shades. In Maths, we embarked on a vibrant colour hunt before using our discoveries to create colourful repeated patterns. Outdoors, it has been wonderful to see friendships flourish as the children developed cooperation, turn-taking and teamwork while sharing bikes and enjoying ball games. It has been a joyful week filled with colour, creativity, discovery and opportunities to grow in confidence together.

*by Ms. Abi*



# YEAR 1

## A Fantastic Second Week in Year 1!

What a wonderful second week we have had in Year 1! The children are becoming more confident with our routines and learning, and it has been lovely to see how smart they look in their school uniforms each day. They have shown enthusiasm, curiosity and a positive attitude towards their learning.

**English** This week, we revised Phonics Level 3 and enjoyed reading *The King's Pants*. We explored nouns and adjectives, identifying examples from the story and using them to describe characters and objects.

**Maths** We developed our number skills by counting and reading number names to 20. We compared and ordered numbers, practised making sensible estimates, and learned to find one more than a given number.

**History/Geography** We learned about King Charles III and researched some interesting facts about him. We also explored different monarchies and compared crowns from around the world, noticing similarities and differences in their designs.

**Science** Our focus was the human body. We discussed different body parts and explored their functions, thinking about how they help us every day.

**Computing** The children continued developing their computer skills by practising mouse and keyboard accuracy through fun and engaging activities.

It has been wonderful to see the children growing in confidence and settling into Year 1 so well. We are looking forward to another exciting week of learning together!

*by Ms. Nadin*







## YEAR 2

**English** Year 2 spent time with Goldilocks and the Three Bears. The children read the story, watched a short version, cut out pictures and wrote labels and sentences. They enjoyed the mix of reading, talking and practical work.

**Maths** We continued with adding two-digit numbers. The children used counters and hundred squares to help them see how numbers change when we add. It stayed lively and hands-on, and they showed good confidence.

**Computing** We researched the Titanic. The children cut out pictures of Captain Smith, the ship, the iceberg and the passengers. We also talked about the two sister ships and Harland and Wolff, which helped them understand how huge ships were built.

**P.E.** Going to P.E. on the minibus felt like an adventure and everyone enjoyed it.

*by Ms. Martin*





# YEAR 3

This week in Year 3, students continued developing their knowledge and skills across a range of subjects.

## **English**

In English Grammar, students reviewed parts of speech, including nouns, adjectives, and verbs. The learning objective was to identify these word classes and use them correctly in sentences. Students practised recognising different parts of speech and used them to create and improve their own sentences.

## **Maths**

In Maths, students focused on number bonds to 100. The learning objective was to use efficient strategies to find missing numbers. Students practised skip counting and inverted addition problems into subtraction problems to help them solve number sentences.

## **Science**

In Science, students were introduced to rocks and fossils. The learning objective was to identify and differentiate between different types and qualities of rocks. Students began by discussing what they already knew before exploring how rocks can be grouped and compared according to their properties.

## **Computing**

In Computing, students practised logging into Teams and accessing their weekly homework. They also learned how to design a character using art programs. The learning objective was to develop confidence using digital tools for learning and creativity. Students practised these skills independently during the lesson.

*by Mr. Bell*



# YEAR 4

## **Class news**

Two new classmates joined our class this week and we were excited to get to know new friends. Everyone is settling in well to new routines. We enjoyed lunchtime clubs and tried some new activities such as finger knitting and petanque! We made a target board with our learning goals for this term.

## **English**

In English, we completed baseline assessments in Spelling and Grammar. These assessments help us to focus on the key areas of development for each child. We identified nouns, adjectives, verbs and adverbs in sentences.

## **Maths**

In Maths, we also completed baseline assessments the four key operations addition/subtraction/multiplication/division. Some of the questions were challenging, but this allows us to see which units we need to focus on.

## **History**

We began our first History unit about Ancient Sumer. We looked at a picture of an Ancient Sumerian city and came up with a list of research questions. The children came up with very interesting questions such as why are their cities circular? Why did they live near a river? Why did they have three sets of walls around the city? Did the children have school? Over the coming weeks our Y4 historians answer these questions and many more! The children used an organiser called a KWL to start our first history unit.

*by Ms. Waldron*

# YEAR 5

This week the children have continued to build their learning with confidence and curiosity across all subjects.

## **English**

We explored proper nouns and how they help us name specific people, places, days, months, and brands. The children created their own imaginative stories, ensuring they incorporated a range of proper nouns to bring their writing to life. We also finished our class book *Super Socks* and the children created their own additional chapters, extending the story with creativity and enthusiasm.

## **Maths**

Building on last week's work with five-digit numbers, we focused on ordering numbers up to 100,000. The children then learned to round these numbers to the nearest 10, 100, 1,000, 10,000, and 100,000. This deepened their understanding of place value and number magnitude.

## **Science**

In Science, we investigated the properties of a range of materials. Through testing and observation, the children developed rich scientific vocabulary, learning new terms such as brittle, opaque and transparent. They are now able to describe and classify materials with greater precision.

## History

In History, we explored the location of Ancient Greece and identified key landmarks within it. The children learned to plot these locations on a map. We also began reading the book *How to Be an Ancient Greek*, which introduced us to the fascinating city states of Ancient Greece and their peoples.

*By Mr. Twaddle*





## YEAR 6

It has been another busy and exciting week in Year 6, with plenty of opportunities to learn, explore and develop skills for everyday life.

### **English**

We continued reading our weekly chapter of *The Locked Room*, following the adventures of the children and exploring how the story develops. Our learners are becoming increasingly enthusiastic about reading, whether it is settling down on the carpet for some quiet reading time or simply enjoying a good book. After our chapter activities, we put our writing skills to the test by creating a new chapter for the story.

### **Maths**

This week, we have become increasingly confident working with decimals. We ordered and compared decimals, completed calculations and practised rounding decimals to different place values. The children showed great progress and are becoming more confident explaining their thinking.

### **Science**

We continued learning about how animals can be classified using the Linnaean System. The children learned how to use flow diagrams to make classification easier and applied their knowledge to distinguish between different groups of animals.

### **Humanities**

In History, we are still discovering more fascinating facts about Yuri Gagarin, one of Russia's most famous cosmonauts. We explored his life and achievements and learned more about his important place in the history of space exploration.

### **Computing**

In Computing, we focused on Internet safety and discussed how to stay safe and responsible when using the Internet. These valuable skills are increasingly important in today's digital world.

*by Ms. Smith*



## ART Primary

Welcome back to a brand new school year in the Art division!

We started this term by coming together to discuss our expectations for the year. The children were thrilled to walk into a clean and tidy art room. This year, we are placing a strong focus on maintaining this sense of order and cleanliness. As we discussed with the children, a tidy space isn't just about rules; it helps create a relaxed and friendly atmosphere where everyone feels calm, safe, and ready to get creative! We even got a "secret message" from our Art sink who made it clear that no paper or solid objects are welcome in the sink.

The following week proved to be wonderfully intense as we took a deep dive into the world of colour, specifically inspired by the changing season.

Autumn Leaf Explorers from **Year 3 & 4** examined the vast array of colours and shapes found right on our doorsteps. The children acted as scientists and artists, studying the different parts of a leaf and identifying which trees they belonged to. Their observational skills were truly impressive!

Our **Year 5 & 6** students got acquainted with a new skill: the art of macramé. They have been practicing the square knot, learning about its fascinating history and uses. This will be the featured craft for our Art and Crafts Club for Autumn 1, so expect to see some beautiful hand-knotted creations coming home soon.

Our EYFS artists have been busy developing their fine motor skills through fingerprinting techniques. It's been messy (in the best way!) and full of discovery.

**Year 1** have been fascinated by the colour wheel! They have been busy experimenting like true scientists, mixing the three primary colours (red, yellow, and blue) to discover and create the secondary colours (orange, green, and purple).

**Year 2** have created a stunning "Orchard of Colour Trees." They applied a fantastic range of skills to these pieces, including careful cutting out, tracing shapes, using glue sticks effectively, and being mindful to use their coloured paper wisely to create their artwork. It has been a good start to the year, and we cannot wait to see what the rest of the term holds for our budding artists.

*By Ms. Natasha*

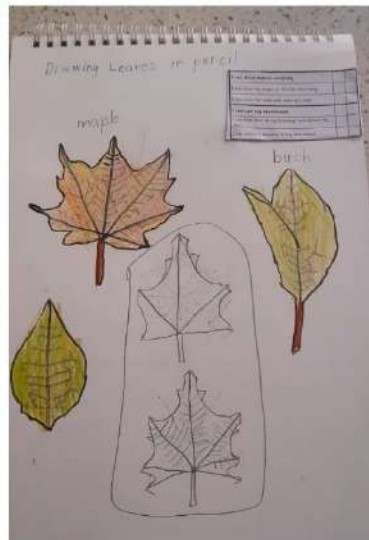
## SECONDARY

**Year 8** students have started their new topic Eyes. This week, they experimented with drawing eyes in some unusual and challenging ways. They practised drawing with their dominant hand, non-dominant hand, and even with their eyes closed! The activity encouraged students to let go of the pressure to create a "perfect" drawing and instead focus on observation, movement, and the drawing process. Students really enjoyed the challenge and were excited to see how different their drawings looked depending on the approach they used. Afterwards, students shared their reflections on the experience, thinking about which method they found most challenging, which they enjoyed the most, and what they learned about their own drawing skills.

**Year 11** – A New Portfolio Journey . One of our Year 11 students has chosen an exciting new theme for her Art portfolio: Architecture. She has already made a fantastic start, exploring architectural forms and developing ideas for her project. It is wonderful to see her enthusiasm and commitment as she begins this new creative journey.

*by Ms. Sonia*











# PE

## Badminton Fun

This term, our PE classes have been enjoying playing badminton in the school hall. The children have been learning the basic rules and techniques of the game, including serving, racket control, and basic strokes. They have also been practicing their teamwork and communication skills by working in pairs and small groups.

## Active Games

In addition to badminton, our PE classes have also been participating in a range of active games, such as tag, capture the flag, and obstacle courses. These games encourage the children to be physically active, make friends, and develop their problem-solving skills.

*by Mr. Oleg*

This week in PE, our **Secondary** students began developing their fundamental movement skills in badminton.

Students were introduced to the basic ready position, racket grip, footwork and movement around the court. They also practised simple racket control and began developing their ability to strike the shuttle with accuracy and consistency.

The focus was on building confidence through repetition, coordination and controlled movement. Students worked individually and with partners, gradually applying these skills in simple rallies and game-based activities.

*By Ms. Anna*



# RUSSIAN

## Native

This week **Year 1** students studied differentiation of letters into vowels and consonants. We completed schemes with colored pencils. We also worked in neuro notebooks to develop fine motor skills, worked out with fingers and simultaneous operation of both hands.

**Year 2** this week continued to practice in cursive handwriting. We completed one more page with plain diagonal lines which are one of the basic elements of Russian cursive letters. As for reading we read the second part of the story about Deniska. The first one was about his favorite things to do, and the second about things he doesn't like. Now we have a full portrait of our main character and we are ready to start the adventure with Deniska.

Russian Native language

This week **Secondary** Russian Native student started the review of the materials we learnt over previous years. Year 7 spoke about spelling and unstressed vowels in the roots. Year 8 had a look on the Phonetics and Morphemes, spelling of prefixes and roots. After all the

had a look on the Phonetics and Morphemes, spelling of prefixes and roots. After all the years groups (Year 7, 8 and 9) had a Russian Literature lesson dedicated to Alexander Pushkin - famous Russian poet and novelist. We discussed his masterpieces and explored his personality to get acquainted with him more closely.

*by Ms. Catherine*

**Year 3** students explored what makes a sentence a sentence, and why it matters. The class discussed the importance of capital letters and full stops, and how a sentence must make sense on its own. We also looked at adjective-noun-verb agreement, noticing how words in Russian must match one another in gender, number, and case to build clear, correct sentences.

**Year 4** talked about the differences between oral and written speech, and the vital role speech plays in human connection. The students engaged in thoughtful discussions about how people communicated before modern technology and practiced distinguishing between monologues and dialogues.

**Year 5** explored how sentences can differ not only by purpose – statements, questions, commands, and exclamations – but also by intonation. The children practiced identifying different types of sentences by listening carefully to how a speaker's voice rises, falls, or expresses emotion.

**Year 6** students revised the different types of sentences and practised recognising them, sharpening their ability to identify how sentences are structured and what purpose they serve. We also revisited the syntactical analysis of the sentence, exploring the different roles that words play within it – from subjects and predicates to secondary parts of the sentence. In addition, we discussed word combinations, learning how to identify the main word within a phrase.

*by Ms. Legkun*

## Non-native

**Year 5** completed lesson 1 this week. We learnt how to say "Hi" and get acquainted with other people. We practiced in speaking and writing. Also, we broadened our vocabulary with some words which are used during the lesson - like students' book, notebook, page and other book related ones.

*by Ms. Catherine*

**Year 1** students (Group 2) continued building their foundation with numbers, practicing counting and using numbers in everyday phrases. We also introduced some colours and classroom objects, giving students the chance to describe what they see around them.

**Year 2** students continued building their confidence with numbers, practising them through a fun game of dominoes. We introduced new classroom vocabulary and got creative by designing our own pencil cases. Children also began exploring the Russian alphabet: we revised the letters а, к, м, о, т and learned a new one this week: в. The students are doing wonderfully as they start to recognise and sound out these letters.

*by Ms. Lekgun*

**EYFS:** The children learned the Russian vowel A, danced the "Raspberry" dance for kindergarten, and had a short conversation with Petrushka. We also read a comic book about the adventures of Lowly, the warm character, and colored pictures related to Lowly

**Year 1:** Students enjoyed a meeting with Puppet Petrushka and participated in a short speaking practice. They continued studying the letters A and O, practicing writing and coloring. We read a comic book about Lowly warm by Richard Scarry in Russian translation

**Year 3:** The children learned additional Russian letters and practiced reading and writing short syllables.

**Year 4:** The students read and had conversational practice. We learned the construction У меня есть ( I have got). They played a game called "Edible and Inedible" in the classroom and started to repeat and write letters in cursive.

**Year 5:** We practiced reading, discussed sports using the website "Russian for Our Children" by the Pushkin Institute, and solved a crossword about different kinds of sports.

**Year 6:** We talked about location and the use of the Prepositional case. Beginners learned the alphabet.

**Year 7:** We discussed aspects and the Dative case. Beginners learned the alphabet and polite words.

**Year 9:** Group A0 repeated verbs. Group A2 read a text and answered questions.

*by Ms. Gudim*



# FOREIGN LANGUAGES

This week **Year 3** have learned how to exchange names in French. **Year 4** have studied French cities, they were practicing a dialogue about where they live. **Year 5** have discussed the jobs they would like to choose when they grow up. In **Year 6** we were speaking about what we can do in different places of the city.

*by Ms. Lelesh*

This week, our **Year 13 French** students embarked on a fascinating journey through French literature and its most literary figures. The lesson provided students with an opportunity to explore how French writers have shaped literature, culture, society and ideas both in France and around the world.

For our **Year 12 French** students were focused on developing their understanding of the French grammar and sentence construction. The lessons centred on three essential building blocks of the French language :

Les noms-les adjectifs- les adverbes. Understanding how these elements work together is essential for students who want to communicate accurately, confidently and with greater complexity in French.

It has been a great start to the week in our **Year 9 French and Spanish** lessons!

Our students have been getting back into the rhythm of the language learning. Revisiting key vocabulary, practising their speaking skills and building confidence in using French and Spanish in the classroom. This week is all about participation, communication and building strong foundations for the learning ahead.

We have had a fantastic start to the week in our **Year 8 French and Spanish** lessons. Our students have been developing their confidence, revisiting key language and putting their communication skills into practice. The focus has been on creating a positive learning environment where students feel comfortable speaking, listening, practicing and making progress.

What a fantastic start to the year for our new **Year 7 French and Spanish** learners!

Having recently completed Y6 their Y6 language journey, our students are now taking their exciting next step into secondary school languages. Moving from Y6 to Y7 is an important milestone, and we are incredibly proud of the enthusiasm, curiosity and confidence our students have already shown. This Year, students will build on foundations they developed in primary school and discover that they can understand, speak, read and write much more in French and Spanish than they may have expected.

*by Mr. Kaboury*



# MATHS

This week, students across Year 7 to Year 11 continued building strong foundations in number work and algebraic thinking.

**Year 7** focused on estimating, adding and subtracting integers, while beginning to recognise and apply generalisations.

**Year 8** developed their skills in estimating, multiplying and dividing integers, with an emphasis on identifying patterns and generalisations.

**Year 9** explored the difference between rational and irrational numbers, and worked with square roots and cube roots.

**Year 10** consolidated key number concepts, including types of number, directed numbers, BIDMAS, primes, factors, multiples, and finding the HCF and LCM.

**Year 11** completed their final baseline review and moved into algebraic expressions, practising solving for  $xx$ , applying BODMAS, and multiplying and dividing expressions.

A focused and productive week of number fluency and algebraic foundations across the department.

*by Mr. Louis*

**Year 12** studied quadratic functions and practised solving quadratic equations and inequalities.

**Year 13** worked on partial fractions and we practised splitting algebraic fractions, including improper ones, into simpler ones.

*by Ms. Larisa*

# SCIENCE

**Year 9** students got hands-on with genetics this week as they learned how to extract DNA from bananas during their science lesson. Having begun the term by studying plants and plant cells, students put their knowledge into practice by breaking down banana cells and isolating the DNA. It was a fun and engaging experiment that helped students see that DNA is not just something found in textbooks—it can be extracted and observed in the laboratory!

*by Mr. Ade-Zaky*



# BIOLOGY

This week, **Year 10** Biology students are exploring the seven characteristics that distinguish living organisms: movement, respiration, sensitivity, growth, reproduction, excretion and nutrition. Students will learn how these characteristics can be used to identify living organisms and distinguish them from non-living objects. The topic also introduces different forms of nutrition, including autotrophic, heterotrophic and saprotrophic nutrition, alongside the basic processes of photosynthesis and respiration. Through practical investigations, students will also develop their ability to observe, record and interpret evidence, including tests for carbon dioxide using limewater and hydrogen carbonate indicator.

**Year 11** students are developing their understanding of plant organisation by examining the structures and functions of key plant organs and tissues. They will explore root hair cells and their adaptations for absorption, as well as the structural differences between xylem and phloem in relation to their transport functions. Students will also investigate how the upper epidermis, palisade layer, spongy mesophyll, vascular bundles, lower epidermis, guard cells and stomata are adapted to support photosynthesis. This topic links plant structure to processes such as water and mineral transport, gas exchange, transpiration and the regulation of stomatal opening and closing.

**Year 12** students are exploring the molecular properties of water and why this substance is essential to life. They will examine water as a polar molecule and relate its physical and chemical properties to its biological importance. Key areas include water's role as an important metabolite and universal solvent, as well as its large latent heat of vaporisation, high heat capacity, cohesive and adhesive properties, and ability to provide hydrostatic pressure. Understanding these properties enables students to appreciate how water supports metabolic reactions, temperature regulation, transport and the survival of organisms in different environments.

**Year 13** students are taking their understanding of photosynthesis to a deeper level by examining the structure of chloroplasts and the stages of the photosynthetic process. They will study the light-dependent reactions, including chlorophyll's role in capturing light, photolysis and cyclic and non-cyclic photophosphorylation, before exploring carbon fixation and the light-independent reactions of the Calvin cycle. Students will also examine the reformation of RuBP, the fate of triose phosphate and the factors that affect the rate of photosynthesis. Practical work supports this learning through investigations of photosynthetic rate, chloroplast pigments, light intensity and wavelength, including the use of pond weed and chromatography.

*by Mr. Scholtz*

# PHYSICS

It is now our second week, and the diagnostic tests have been successfully completed. It is encouraging to note that our students demonstrated a strong understanding of the work covered during the previous academic year and have retained the skills acquired in methodology.

**Year 11** continued with Mechanics and displayed great enthusiasm and commitment

throughout the lessons, doing their best to engage with the material.

**Year 12** focused on vector resolution and appeared to have a particular affinity for this section, showing good engagement and understanding.

**Year 13** continued their study of the photoelectric effect and explored the nature of light in greater depth.

Overall, it was a very successful and productive week, with students demonstrating enthusiasm, good retention of prior knowledge, and a positive attitude towards their learning.

*by Mr. Reddy*

## CHEMISTRY

**Year 12** was studying Atomic structure and students wrote electronic configurations of various atoms and ions.

**Year 13** continued with acid-base equilibria. The class looked at titration curves and titration calculations. We also discussed how indicators work and how to choose an optimal one.

*by Ms. Larisa*

## GEOGRAPHY

Another busy week in Geography! **Year 7's** have been building on their Map Skills unit by mastering four and six-figure grid references to pinpoint locations on maps. **Year 8's** have been plotting population graphs, with population pyramids coming next week. Finally, Year 9's have been delving deeper into their Development & Inequality unit, exploring social measures of development such as access to clean water and women's rights.

*By Ms. Mwita*

The first week proper week back and it has been busy in the English Department. In **Year 8** we have been studying stereotypical views about vampires and in **Year 10**, less horrific but equally stimulating, we have been reading our An Inspector Calls. In Key Stage 4 also, **Year 11** have been reading Frankenstein and focusing on the key skills required for their exams next year.

The second week back but as always, the Geography Department is in full swing and busy as always. In **Year 10** we have been investigating changes in tourism and in Year 10, we are continuing to examine the different types of erosion and how landforms are created.

*by Mr. Nicholas*

# HISTORY

**Year 7** have been developing their 'Introduction to History' skills by focusing on timelines and chronology, placing key events in order to see the 'big picture' of the past. **Year 8** have been immersing themselves in the Tudor dynasty, exploring the Battle of Bosworth, learning how Henry VII seized power, the significance of the Tudor Rose, and the challenges of keeping the crown. Finally, **Year 9** are tackling the main causes of WW1, analysing the tangled web of alliances and nationalism, while developing their skills in planning and writing extended writing pieces.

*By Ms. Mwita*

# BUSINESS STUDIES

## **Year 12 Business**

This week, we looked at entrepreneurs and their significance for a business. We investigated real-life examples of entrepreneurs and identified the different characteristics they need to successfully run a business. In addition, we looked at the barriers a business may face, especially, when starting up a business.

## **Year 13 Business**

This week, we finished off our work on cash-flow. We looked at the ways to improve cash-flow and how different sources of finance can be used in different situations. We have now started investigating the importance of cost within a business and how these are dependent on the type of business and product produced.

*by Mr. Merritt*

# PSYCHOLOGY

## **Year 12** Psychology

This week, we worked on the behaviourist approach of Psychology. We investigated the work of Pavlov and Skinner to understand the different types of conditioning used by this approach. We looked at the positives and negatives of this approach and where it sits within its historical context.

## **Year 13** Psychology

This week, we continued investigating the diagnosis of Schizophrenia. We looked at different studies to assess the reliability and validity of diagnosing Schizophrenia. We started researching the work of Freeman and how VR can be used to provide a more valid method to diagnose Schizophrenia.

*by Mr. Mettitt*