



# Newsletter

*Of great merit, character and value*



## Woldgate pupil reaches for the sky!

### *Mr Macdonald writes:*

At Woldgate School, we encourage our pupils to have high aspirations, and to challenge themselves to excel. We always want to hear about our pupils' interests and achievements both in and outside school.

This week, we want to say a huge well done to Henry F (Year 9), who has recently completed a solo flight aged just age 14, at Wolds Gliding Club.

A glider is an extremely efficient (engineless) aircraft. Once towed up into the sky a glider can stay up for hours, travel hundreds of miles, climb thousands of feet and speed along at well over 100mph – all using the natural energy in the sky. Some can even do loops and fly upside down!

This is a great achievement and Henry has shown both determination and courage in the lead up to a solo flight. Well done Henry, it is brilliant to hear!

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## Headteacher's Welcome



### Mr Sloman writes:

At Woldgate School, our vision is a school community where everything we do is worthy, of great merit, character and value. We aim to provide our pupils and students with the best possible education and learning experience. All of my colleagues, regardless of their role in school, are focussed on ensuring our pupils and students are safe, happy, confident and developing the knowledge and skills to succeed in whatever they choose to do.

At the heart of this vision is our curriculum – a journey of acquiring knowledge and understanding through a wide range of subjects and fields of learning. Our curriculum is constantly evolving, but our curriculum intent remains central, and it gives me great pride to share this with you.

#### Our Curriculum intent

We are passionate in our aim to ensure that all our pupils have the widest possible range of opportunities and experiences in life, and grow into happy, confident individuals and productive members of the local, national and world community. To achieve this, we have designed our curriculum to ensure it is of world-class quality, relevant to our pupils' needs and interests so that all pupils are challenged with clearly sequenced knowledge. Our curriculum aims to reduce social inequality by developing our pupils' cultural knowledge and experiences, so that they can talk, study and work with confidence with people from all over the world and backgrounds. Our curriculum enables our pupils to excel, and through achieving exceptional academic outcomes, our pupils are able to thrive in any path they choose.

Cont. Over



### Important Dates for your Diary

**Thursday 25th May:**

Drama GCSE Skills event at Pocklington Arts Centre

**Monday 29th May to  
Friday 2nd June:**

Half Term

**Tuesday 6th June:**

Year 12 Parents' Evening  
(4:30pm to 7:30pm)

**Tuesday 13th June:**

Year 8 History visit to Beamish Living Museum

**Monday 19th June:**

Woldgate School Art Exhibition  
Preview at Pocklington Arts  
Centre (5:30pm to 7:30pm)

**Monday 19th –  
Wednesday 21st June:**

Year 10 Geography visit  
to Holderness

**Friday 23rd June:**

Year 13 Leavers' Prom



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## Our curriculum:

- » Is based upon what we consider to be the best that has been thought, said and done
- » Widens the reference points of our pupils
- » Is explicit about the knowledge pupils need to know to succeed
- » Is sequenced to ensure the best possible progress for our pupils
- » Ensures pupils have remembered what they have been taught
- » Is assessed to ensure the whole curriculum has been learnt
- » Carefully considers prior progress and gaps in knowledge.
- » Develops our pupils into creative, analytical and original thinkers

Our curriculum is central to everything we do and want to achieve for your child at Woldgate School, and its constant evolution is result of a strong partnership between school staff, pupils, students and teachers. We are already sharing key information about your child's curriculum each term, including the topics they are studying in each subject, and have made 'Learning Journeys' for each curriculum subject available on our website, and to parents and pupils via ClassCharts. More information is available on our school website, and do please get in contact if you have any questions.

**Mr Sloman**  
Headteacher



## Cesca Moll

### Mourning and memorialisation in the 19th century and neo Victorianism.

In this essay the subjects of mourning, neo-Victorianism and memorialisation will be explained and shown how they affected the 19th century. Mourning is when someone grieves over something that they have lost, such as a person close to them or something they had either a possession or a lost friendship etc. this can go on for extended periods of time or short periods of time, usually depending on how close someone is to the thing lost. In the 19th century, usually people would take drastic measures such as dressing in black for long amounts of time to show and mourn their lost ones. Meanwhile memorialisation is when someone tries to keep someone's memory alive. Ways of memorialising are things such as making elaborate graves or having pictures painted of the lost one to hang up. In addition to this there were even more drastic measures taken to appease the dead and to make them feel at ease.

The earliest recordings of mourning and memorialisation are in the Egyptian times when the Egyptians built pyramids and filled them with gold and expensive materials as well as hand crafted statues etc. so that the (important) dead could pass into the afterlife. 'The family walked behind the coffin. Men who were in mourning did not shave and women tore their clothing and put dirt on their heads as a sign of grief. Sometimes professional female mourners were employed to weep and wail. Paintings show them with their eye makeup running down their faces with the tears.' This shows the Egyptians had remarkably similar methods of mourning/memorialisation as the Victorians as we will look at later. However, it was an interesting time to have this sort of thing because the mortality rate was extremely high at the time due to a few wars as well as raging sicknesses which made it very strange seeing how much death was about.



The way that it came about was because of Queen Victoria who was the trendsetter in this scenario. When her husband Prince Albert died due to typhoid, a fatal disease, she wore all black for the rest of her life as well as other incredibly drastic measures such as rarely coming out of the palace even to see/talk to the public.

Neo Victorianism is when in the modern-day Victorian culture is represented in the media and introduced into all types of media like film, books and tv for the users to consume. 'Basically, Neo-Victorianism is the explosion of corsets, top hats, high tea parties, BBC adaptations of Dickens and Austen, tattoos of Alice in Wonderland, Steampunk everything, and novels set in smoggy London. It is the contemporary re-engagement with and the reimagining of the Victorian era.' I think that people changed how they mourned in the 20th century because of the new monarch because then the whole sort of trend fell away as the new kind did not care as much towards the entire mourning thing. He was more focused in the military. In this essay these themes will be explored, and examples will be evaluated.





An example of mourning is when families kept locks of hair from the dead relative and turned it into jewellery. It was easy and cheap to do so all classes of people could do it. Examples of jewellery were things such as necklaces and bracelets. They did this at the time to memorialise the ones they had lost and to keep them in their memories forever. This was usually done with children and boys even did not have their hair cut till they came of age when the rest of their hair would be kept away to memorialise them as a child and childhood in general as well as using it for if he died. Though this was only done in extraordinarily rich households and the average working-class family would cut their child's hair so it would not get caught in the machines at the factories they were forced to work at for most if not all their lives. Locks of hair were seen as tokens of what the relative used to look like, so they never forgot what they looked like and that they were never forgotten to history, never to be remembered by anyone else again. Locks of hair were used because they grew back if it was taken when they were alive, they also remained just as saturated as if they were taken just yesterday. As well as this, they never rotted away and had to be burnt to get rid of them. We know they used hair because hair was found in jewellery at historic sites and just hair in general was kept in boxes and jars etcetera and really seemed to be treasured as much as a painting of the lost one.

In Victorian literature, death was a common theme and losing something close to you was always shown with mourning and memorialisation. For example, in most Charles Dickens books there were lots of references to memorialising the dead and lots of rules about what to wear, how to act and just what to do in general. For example, in this quote from Cassell's Household Guide: Being a Complete Encyclopaedia of Domestic and Social Economy and Forming a Guide to Every Department of Practical Life, Vol III. (Page 344 – 366) 'The blinds of the windows should be drawn down directly and they should remain down until the funeral has left the house, when they are at once to be pulled up'. This shows that mourning and memorialisation were incredibly important to Victorians as well as it being as sort of code or rule that you could not break when it came to any sort of etiquette especially around mourning. Further in the book (still page 344-366) it explains the customs of what to wear after the funeral depending on how close the person was to you. None of these things were law but most people seemed to abide by them and people who did not were very much frowned upon by the general public. The reason we can trust this source is because it was written at the time when this was in full swing. This means that people used this as a proper guide to what they were meant to do and followed it properly. The book was massive proven in the name 'encyclopaedia.' This means that there were loads of rules that had to be followed and that the specifics were all written down and that people did exactly those things accordingly.

In Cassell's Household Guide: Being a Complete Encyclopaedia of Domestic and Social Economy and Forming a Guide to Every Department of Practical Life, Vol III, (page 291-292) it also shows how much different types of funeral gear would cost. For example the difference between a £3.5s one and a £53 one ( the difference between £203.48 and £3318 in 2017 money) would be that the cheap one would only be able to afford one horse, a simple coffin, very modest fittings and a coachman and an attendant. Meanwhile, the expensive one can afford 4 horses, a hearse, 2 morning coaches, expensive and lavish decorations including 23 plumes of ostrich feathers. It also included, lots of personnel including 14 men as coachmen, feather-men and pages as well as 2 mutes. Mutes were children who just stood by the grave all day all night for varying



amounts of time to pay respects to the dead person. They could also be used to hold a lantern by the grave to show/ shed some comfort and light on their body for preparation for the journey to the afterlife. Examples of mutes are for example in *Oliver Twist*, he was told he would make a great mute and in *Great Expectations* Pip is told he should/ would be advised to maybe buy a mute for his parents' death/ be a mute for his parents to show his loss and how much he cared for them. The list just goes on with examples. We can trust it wasn't just made up or exaggerated because it is said very casually and although Charles Dickens seemed to disapprove of the whole business, it wasn't considered a noticeably big thing and most readers would probably approve of it but maybe feel a bit sorry for the child. Although, he was not really someone who experienced it first hand, probably second hand from seeing situations like this occur so often.

Examples to back up the books and websites I have put here are that mourning, and memorialisation were in all types of media (art, literature, poems, plays). In the painting the left there is a woman mourning or caught in the act of prayer. However, she was not the one mourning, her husband painted the painting and spent over a year making it so that it was a perfect replica of her. This shows memorialisation because he used this painting to mourn her and remember her in her finest state. There is a white poppy in her hand representing how she dies which was due to an overdose of opium in a drink called laudanum. There is also a red dove alighted on her hand which represents love (her love for Siddal). If you look hard enough you can see halo on the top of its head which shows that their love was holy or pure or even just incredibly special to them. She was meant to be shown as calm and at peace in her last moments and in the background there is even someone covering their mouth with their hand. However though he spent a long time on the painting, his friends and close relatives to him and her said she wasn't correctly proportioned and, in all didn't look a lot like her. The reason she looks calm in her dying days was because of the Victorian's obsession with the 'perfect death'. This can be seen as a good picture of what memorialisation was, but this was by a very stricken man who was wrecked by his loss. It does not show the other classes such as the working class which took up about 80 percent of the population. He also spent so long on it and others would not have had the time to just paint a painting for that long and not work or make any money. However it does



show the extremes that some Victorians went to in order never to forget their loved ones and it also shows how important mourning the loss of someone

The perfect death was where you died in your sleep, it was the ideal way to go and there was a lot of art and literature about it, it was probably brought up at funerals, and families had their relatives that had passed on drawn or painted as if they had died in that way and as if they were living their last moments. The reason we can tell that they thought that is because of all the art of presumably family members. They all depict the same scene of the dead person usually in a bed but if not, they would still be in some sort of serene state. 'The Victorian 'good death' was modelled from evangelical beliefs of being with family and making peace with God' 'A slow death from, for example, tuberculosis, was romanticised.' There were many stories about the good death, and it was a well known concept at the time.

In conclusion, almost everyone had some method of mourning and memorialising people they had lost, from wearing black, to extravagant funerals and paintings of them strung up in the hall. Victorians wanted a way to remember those lost and to respect them all the way after death. Neo Victorianism has reconstructed that almost perfectly and many people enjoy it today. However unlike in the Victorian era, in neo-Victorian media and literature working class people are shown as well and their struggles and mourning methods and memorialising methods when in poverty. Mourning and in the 19th century meant respecting the dead and remembering them memorialisation was key in remembering their family and friends who have passed on.

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## Bibliography

Cassell's Household Guide: Being a Complete Encyclopaedia of Domestic and Social Economy and Forming a Guide to Every Department of Practical Life, Vol III Made in 1869 unknown author published in London: Cassell, Petter and Galpin.

Oliver Twist Written by Charles Dickens in 1838 also known as The Parish Boy's Progress published by Richard Bentley

Great Expectations Written by Charles Dickens in 1861 published by a newspaper called Harpers Weekly

'VIII. I never gave a lock of hair away' from Sonnets from the Portuguese by Elizabeth Barrett Browning

'Tis Customary as we Part' by Emily Dickinson

Source: [http://www.teachinghistory100.org/objects/about\\_the\\_object/ancient\\_egyptian\\_funeral\\_procession](http://www.teachinghistory100.org/objects/about_the_object/ancient_egyptian_funeral_procession)

Source: <https://pastbooks.wordpress.com/2013/11/05/so-what-is-neo-victorianism/>.

Beata Beatrix by Dante Gabriel Rossetti made in 1864-1870 (link: [https://en.wikipedia.org/wiki/Beata\\_Beatrice](https://en.wikipedia.org/wiki/Beata_Beatrice))

Source: <https://www.nls.uk/learning-zone/politics-and-society/morbid-curiosity/> - :~:text=The%20Victorian%20'good%20death'%20was,example%2C%20tuberculosis%2C%20was%20romanticised.

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## Lower School



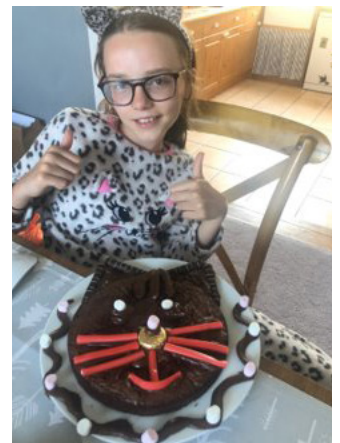
*Ms Minton writes:*

Our Year 6 Welcome to Woldgate Evenings have been taking place over the last couple of weeks and it has been lovely to meet parents and pupils from a number of our catchment primary schools. We hope the evenings have been useful to help make pupils feel more prepared and at ease about joining us in September. Please do not hesitate to contact us via email, as well as keeping up to date via our Twitter account:

[transition@woldgate.net](mailto:transition@woldgate.net)

 [@WoldTransition](https://twitter.com/WoldTransition)

We are excited to launch our latest Transition competition, one we have been running for a number of years and have had some incredible entries! Check out some of our previous entries for inspiration...



It would be lovely to see the largest number of entries yet over the next few weeks so get baking Year 6!

**Ms Minton**  
Head of Lower School



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## Woldgate Year 6 The Great Woldgate Bake Off!

It's back for the 4th year!  
The Great Woldgate Bake Off! #GWBO



It's time to enter the virtual "Bake Off" tent and construct your own showstopper for The Great Woldgate Bake Off!

Will you create a celebration cake? Bake a batch of biscuits? Or produce a plethora of pastries?

We know that all the amazing Year 6s coming to Woldgate in September will be keen to show off their baking skills! Can you impress our chief judge, Ms Minton, and receive a coveted #GWBO handshake? **Ready, steady, BAKE!**

Need inspiration to become the Star Baker? Here are some of the amazing cakes and goodies from 2022! **Good Luck Year 6!**



The winner will receive a #GWBO Wooden Spoon and a special prize! Happy baking everyone!



To enter the Great Woldgate Bake Off, please ask your parents or carers to tweet your baking extravaganzas. Please tag the [@WoldTransition](https://twitter.com/WoldTransition) Twitter account. Alternatively, email [transition@woldgate.net](mailto:transition@woldgate.net)

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## Upper School



*Miss Hull writes:*

This week we have seen the start of the GCSE exam schedule for our Year 11 pupils. Over the next six weeks our pupils will sit their full suite of GCSE exams which will mark the end of their formal secondary education. Whilst this time will inevitably be a testing one, there are also many opportunities to celebrate and we do hope that events such as the Year 11 prom will give our pupils something to look forward to over the next few weeks and months.

Last week, we wrote to parents and carers with information regarding Year 11 prom. Year 11 prom will take place this Year on Friday 7th July at Barmby Fields Farm from 7pm-11pm. Prom provides us all with an opportunity to celebrate the Class of 2023 and to reflect upon and reward the hard work which our Year 11 pupils have displayed over the past five years. Mrs Wright, will once again take the role of Prom-Coordinator, and preparations are already well under way to ensure that this year's prom is an enjoyable and memorable occasion.

We are all already looking forward to celebrating with the Class of 2023!

**Miss Hull**  
Head of Upper School







## Sixth Form



### Miss Smith writes:

Several weeks ago we shared the news that a group of our Year 12 students were provided with the opportunity to visit Auschwitz with the Holocaust Education Trust. The Holocaust Education Trust aim to share knowledge of the history of the Holocaust so that future generations can remember these horrific events and educate future generations. Throughout their trips participants are encouraged to bear witness to these events and to take some responsibility to share what they have learnt with others. As a consequence, upon returning to Woldgate our Year 12 students were tasked with finding a way to share their experiences and have visited Key Stage 3 history lessons to share their reflections.

In addition, having now had a little time to process their experiences Year 12 student Ethan would like to share with you his experiences and writes.....

“ The most important thing I took away from the visit was the realization that what happened was the fault of humans. Being in a place of such despair makes you think that the people who designed it couldn't have been human, but they were. Once we stop alienating the builders and operators of camps like Auschwitz, and recognize them as human beings as well, we stand the best chance possible of taking responsibility and ensuring the Holocaust is remembered forever.

The experience has deeply enriched my knowledge of the Holocaust and I have been given a new perspective on how I view the world. This result is extremely valuable to me, as one of my reasons for attending the trip was to gain a better perspective of what happened. Another one of the things that has struck with me is the survivor testimony from Janine Webber BEM, I found it an incredible honour to hear from a survivor when I know that my generation will probably be the last to hear from someone who lived through the atrocities of the Holocaust. The lessons I have learned about the persecution of the Jewish society during the Holocaust has forever shaped and expanded my knowledge on the subject.”

Miss K Smith  
Head of Sixth Form

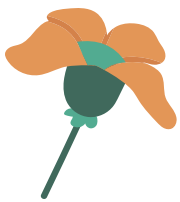


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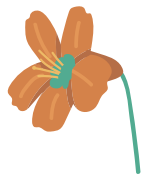
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The Woldgate School Art Department is launching our annual summer postcard competition.



## The theme is "Natural Forms"



This could include animals, plants, insects, flowers, shells, landscapes, people, fruit and vegetables etc .

Be creative and use any materials that you wish such as paints, pens, mixed-media or even digital sources.



The competition is open to all students, staff and parents



Blank postcards can be collected from the art dept or school reception

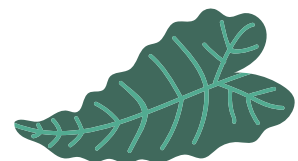
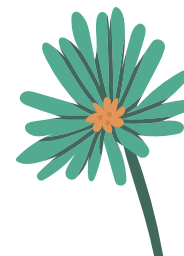
All entries to be handed in to the art dept or reception by the 26th june

The entries will be displayed on the 3rd July in the art dept.

Postcards will be judged by the headteacher Mr Sloman

Art prizes awarded to 1st, 2nd & 3rd place in each category of pupils, staff and parents

Good luck!







## HISTORY

### *Mrs Pople writes:*

The Spring Term 2023 has been another very industrious and eventful term for the history department. Our pupils have continued to explore a breadth of British and World History, delving into a wide range of historical sources and interpretations as part of their learning journey.

### KS3 history

#### Year 7

Our Year 7 pupils have been investigating all aspects of medieval life, from medieval kings to medieval toilets and toothpaste! They have also been developing their enquiry skills to explore some medieval murder mysteries, such as Thomas Becket and Wat Tyler.

7AH3 had a lot of interesting things to say about their history lessons this term.

*“What I have really enjoyed about history is Mrs Shepherd’s energy to make the lessons fun.”*

*“I enjoyed the enrichment history day as we learnt about what people ate in medieval times and the old black bread.”*

*“I liked learning about the different interpretations of King John.”*

*“My favourite part was learning about the gruesome death of Thomas Becket!”*

#### Year 8

Our Year 8 pupils have been enjoying learning about life during the Industrial Revolution and the Women’s suffrage movement through various sources.

Alfie Ross says, “In history we’ve been learning about what life was like in the factories for child workers. I think it was a really interesting subject and a useful topic to learn ahead of our Yr8 trip to Beamish.”





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Our Year 9 pupils have continued to work hard and explore some of the key historical developments of the C20. They have written some wonderful essays on the causes of World War Two and comparative pieces on life in Hitler's Germany and Stalin's Russia. In recent lessons we have been evaluating the key turning points of WW2 and why the Allies won the war.

	Turning Point		Effect on the Axis
1941	<b>The Battle of Britain</b> (July 1940-September 1940)	Germany planned the RAF. Germany underestimated. Germany's attack was not forced into surrender.	The battle of Britain is a defeat for the Axis as they did not achieve their goal.
	<b>Operation Barbarossa</b> (June 1941)	Despite signing a 1941, with a force of 4.5 million, the bitter Russian winter the Russian army held out.	The attack on the USSR was a defeat for Germany.
	<b>Pearl Harbor</b> (December 1941)	Following a surprise attack on Pearl Harbor on Japan, and Germany, with the US and Britain force.	The Battle of Pearl Harbor was a success by destroying the US navy.
1942	<b>El Alamein</b> (October 1942)	General Kommander. By the Autumn of 1942, the Royal Navy had the US aid -ed them. General.	The Battle of El Alamein was a defeat.
	<b>Battle of the Atlantic</b> (1941-1943)	Poorly equipped British trade supplies were going in and out of Britain. Shipping and cargoes were lost. Ships for boats defeated.	The Battle of the Atlantic was a victory as it set back Britain.
	<b>Stalingrad</b> (September 1942-February 1943)	In the spring, the famous army of the Caucasus. It cut off from help. 90,000 German equipment possessed.	The battle of Stalingrad was a defeat.
	<b>Battle of Kursk</b> (July 1943)	After the defeat, the latest generation of tanks met the Soviets that an attack launched 2,700 tanks broke down. Largest tank battle.	The battle of Kursk was a disaster with a large loss of men.
	<b>Allied invasion of Italy</b> (1943)	In July 1943, the US and British forces assembled. Hitler had to divert his Italy.	The Allied invasion of Italy was a setback.

Monday 1<sup>st</sup> April

Why did Hitler fail to conquer the Soviet Union?

Operation Barbarossa

- Hitler hated communism.
- Hitler had always planned to invade Russia (Buy time)
- 1941, Germany invaded Russia with 4.5 million men, 600,000 motor vehicles and 750,000 horses. (June)

Hitler had failed to invade Britain. Hitler and Stalin signed an agreement in 1939 which allowed Hitler to invade Poland and areas desperately needed fuel. This could divide it between Germany and Russia.

He also hinted that Eastern Europe people would be used as slaves.

Hitler had promised to destroy communism and to conquer land in Eastern Europe to be used as living space.

If the USSR held out, German equipment was out of date. Hitler believed that Russian people would come to Germany as liberators.

Most people believed Hitler would quickly win in Russia. The Russian army was weaker than the French.

Stalin had just killed 80,000 Russian officers and half generals.

This would make supplying equipment difficult.

## KS4/5 History

Our Year 10 and Year 11 have continued to make very good progress through their GCSE course. The Year 10s have investigated life in Nazi Germany and have embarked on their 'Medicine Through Time' unit. In this course they look at life from medieval to modern England through the lens of medicine, surgery and public health. Our Year 11's have been revising and taking advantage of the 'Woldgate Tutorials' and we wish them all the very best in their upcoming exams!

Our Year 12 and Year 13 have also been very busy and working hard to complete this year's courses on Tudor England and Stalin's Russia, along with preparing for their exams. We look forward to setting the Year 12s off on their own personal study, a fantastic opportunity for them to pursue a topic of real interest to them over next months. We also send the Yr13s all the luck with their final summer exams too.

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## Auschwitz Ambassadors – Year 12

Some of our students who completed the 'Lessons from Auschwitz' course have also been sharing their experience with other students at Woldgate and the wider youth community.

**Mary Jane Kelly, Emily Goddard and Ethan Brown say,**

*“Our next steps project was a class presentation to a Year 9 history group about our experiences and the knowledge we gained whilst we were there. We discussed the history behind the persecution of the Jews before, during and after World War II. We made a key point to individualise the victims of the Holocaust and also the persecutors, to humanise the events that occurred. Furthermore, we included Janine Webber BEM’s testimony, which was a privilege to hear from her personally, especially when listening to her experiences from the ghettos. We are all very grateful of the opportunity and will continue to let the Holocaust not be forgotten.”*



**Evie Brook says,**

*“Everyone who takes part in the lessons from Auschwitz project becomes an ambassador and our role is to spread the message to our communities that the Holocaust needs to be humanised when we remember it, in order to fully comprehend the horrors that took place. As part of my ambassador role, I am presenting to my cadet detachment and am part way through a discussion with our Company OC about opening this experience to the cadet force. The visit has changed my perception of the Holocaust completely by humanising the tragedy through personal stories, it is so much more impactful than History lessons or textbooks where you are focused on learning statistics for an exam rather than learning about it in remembrance. While the curriculum is the most widespread way that children can learn about the Holocaust, being an Auschwitz ambassador means that I can spread the personal stories and testament that I heard to my community. Even though that isn’t as many people as the school system educates, being able to humanise this genocide for as many people as I can is still important and I’m glad to have had the chance to.”*

**Book Club – Yr9**

Oliver Peacock commented,

*“This year I have really enjoyed the experience of History Reading Club as I have found it really helpful and informative, especially when aligned with my class work. Overall, I have really liked the club and would definitely join again.”*

## WW1 Battlefields and Beamish Trip

The department are also really looking forward to taking the history pupils on their extra- curricular trip to the WW1 Battlefields and Beamish this summer term. Huge thanks go out to all the staff that have invested their time and energy in organising these enrichment opportunities.



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## Woldgate revision sessions

### Years 11 and 13

Date	Time	Subject	Level
Monday 22-05-2023	P3	Geography Paper 1	GCSE
	P3	Promotion & finance	BTEC
	P5	French	GCSE
	P5	Application of science Biology Year 12	Level 3
Tuesday 23-05-2023	P2/3	Religious Studies Peace & Conflict	GCSE
	P2/3	Application of science Biology Year 12	Level 3
	P5	English Literature Paper 2	GCSE
	P5/6	History	A Level
	P5/6	Film Studies	A Level
	P5/6	PE	A Level

Date	Time	Subject	Level
Wednesday 24-05-2023	P2/3	PE	A Level
	P3	Media	GCSE
	P2 / 3	Film Studies	A Level
	P2/3	Physics	A Level
	P2/3	Application of Science	A Level
	P2/3	English Literature	A Level
	P5	Combined Science Physics F Paper 1	GCSE
	P5	English language papers 1	A-Level
	P5	Film Studies paper 1	A-Level
	Thursday 25-05-2023	P2/3	Business paper 1
P2/3		Core Pure Maths paper 1	A-Level
P2/3		Psychology paper 2	A-Level
P2/3		Application of science Chemistry Year 13	BTEC
P5/6		Application of science Physics Year 13	BTEC L3
Friday 26-05-2023		P2/3	Application of science Biology Year 13

## STARS Update

Mr Barrett writes:

### Skills for Life

As part of the Skills for Life programme at the school, pupils focus on one of six key skills per half term. The focus for this half term is PROBLEM SOLVING. If you have an opportunity, please discuss this with them and ask them to share how they have demonstrated these skills this half term.

### Careers update

We have previously mentioned the Speakers for Schools library. Speakers for Schools organise talks from people in industry to give insights into their industry. These talks are available to listen back to in their library. There are a few talks coming up over the next few weeks which some pupils may find interesting.

<https://www.speakersforschools.org/inspirational-talks-library/>



**REACH FOR THE STARS**

Value our community, individual liberty and show mutual respect and tolerance.

To do this we will:

- Always be honest and fair.
- Show respect to others by the way we speak to each other and present ourselves.
- Value our School, the Dining Room, classrooms, displays, equipment and our facilities.
- Develop the knowledge, skills and conviction to play an effective role in our local, national and global communities.

**SOCIETY**  
Of great Character.

Know our personal and academic targets, support others with their learning and stay on task to maximise our progress.

To do this we will:

- Bring the correct equipment to lessons, including our planner.
- Arrive on time for lessons.
- Know our targets for each subject and understand what we need to do to improve.
- Access impartial advice and careers guidance to help us make informed decisions, develop our ambitions and aspirations, plan our future, and prepare ourselves for the world of work.

**TARGETS**  
Of great Merit.

Always wear the correct uniform and take pride in our appearance.

To do this we will:

- Take pride in our uniform and ensure we always look smart and professional.
- Wear the correct uniform at all times.
- Be ambassadors, by wearing our uniform with pride, in and outside of school.
- Take pride in our personal identity, culture and history, value ourselves and celebrate our achievements, developing our own self-confidence and self-esteem.

**APEARANCE**  
Of great Value.

Respect the rule of law and take responsibility for our own behaviour and learning.

To do this we will:

- Concentrate, listen to the teacher and one another, follow instructions and work hard.
- Do our homework quickly and return it on time.
- Ask for help if we don't know what to do.
- Develop our spiritual, moral, cultural, mental, physical and financial awareness, in order to understand our society and help us prepare for the opportunities, responsibilities and experiences that await us in later life.

**RESPONSIBILITY**  
Of great Character.

Be safe, sensible and mature. Never seek to cause another harm through our words or actions.

To do this we will:

- Always treat others as we would like to be treated ourselves.
- Never swear, hit or bully anyone or use offensive language.
- Be considerate to members of our wider community, as well as safe and sensible, whilst travelling to and from school.
- Develop the knowledge, skills and attributes to keep ourselves healthy and safe, and prepare ourselves for life and work in modern Britain.

**SAFETY**  
Of great Value.

DATE	SPEAKER	INFO
Wednesday 17th May 10-10:45am	Why Artistic Careers Are Valid: Simon Mellor, Deputy Chief Executive, Arts & Culture  For KS3-5/S1-6	In the working world, there are a huge amount of creative careers available, and though it may be a competitive industry there are many opportunities. In this broadcast Simon will be talking about why you should be studying a creative subject, aiming to increase awareness of the skills that come from this. A creative subject often helps to develop soft skills and people skills - which can be some of the most useful skills to have in your career!
Thursday 25th May 10-10:45am	Moving the Needle: Victoria Davies Taylor, Legal Director, Music & Commercial  For KS3-5/S1-6	Do your hobbies and future career path sound like they won't mix well? In this broadcast hear from Victoria a senior media lawyer with 18 years' experience in the music industry. A chance meeting in a VIP room in Ibiza gave Victoria the opportunity to do some work experience at the Ministry of Sound & although this was in the marketing department, she was soon pulled into the legal team to help draft deal summaries. This convinced Victoria she could combine law with her passion for music.



# Newsletter

*Of great merit,  
character and value*

DATE	SPEAKER	INFO
Monday 5th June 10-10:45am	Prof. Matthew Inada-Kim, Consultant acute medicine, national clinical director infection, antimicrobial resistance and deterioration  For KS3-5/S1-6	Matt is a highly regarded doctor with many years of experience. He is a chair of the COVID pathways group and the national lead for sepsis at NHS England and is part of the COVID clinical reference group for primary care, care homes, & hospitals. He has developed and co-led the virtual ward model, and the COVID management guidance/policy. In this broadcast hear about the world of infection & how it can lead to sepsis and how doctors tackled COVID.
Friday 9th June 10-10:45am	What is HR? Robbie Dagger, People (HR) Director, Tesco  For KS3/S1-3	Human Resources or HR as it's more commonly known is a huge part of running a company. But what is it? Why are there so many jobs in this department and what does it entail? People Director, Robbie Dagger will work to demystify HR so you can see if this is something that might interest you.

## Careers and the Curriculum

In this part of the STARS update, we have begun exploring how different curriculum areas can lead to a range of careers. Most recently, we explored how the sciences and maths can lead to a huge arrange of careers. Today, we look at Music.


By studying music you will find out more about different forms of music from pop, jazz, contemporary to music for theatre or media.

You will learn how to appraise the different types of music as well learn how music has changed over time.

You will develop lots of skills studying this subject from production to performance and composition.

You will also gain lots of transferable skills in administration, team work, organisation and planning.

Music can lead into careers in performance, education, creative media and computer games.



**careers using music**

- acoustics
- music therapy
- music journalism
- arts administration
- radio broadcasting
- sound technology
- event management
- DJing
- composing
- music recording
- music production
- music publishing
- promotions management
- musical instrument technology
- teaching
- performing
- conducting
- audio engineering
- sound operations
- artist management
- community arts music

planit  find out more at [planitplus.net](https://www.planitplus.net)  



# Newsletter

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## Safeguarding at Woldgate

### What is Self Harm :

Self-harm is when someone hurts themselves on purpose as a way of trying to manage distressing or overwhelming feelings and experiences. Someone who is self-harming might be dealing with lots of intense thoughts and feelings, and hurting themselves may feel like the only way to cope. Or, they might feel numb and hurt themselves in order to feel something.

If your child is self-harming, or you're concerned they might be, it can be incredibly worrying and upsetting for you as their parent. The important thing to remember is that you and your child are not alone - lots of young people go through this and come out the other side with different ways of coping with their feelings.

### Why?

Self-harm is usually a way of trying to manage very difficult feelings. People often self-harm when life feels hard to cope with – when lots of distressing feelings have built up and it's become overwhelming. In the moment, the sensation of self-harming and experiencing some physical pain can feel easier than feeling out of control emotionally.

If a young person is self-harming, it's often a sign that something in their life isn't quite right or has become too much to deal with. It can be understood as an important message about how a young person is feeling – one that needs to be noticed with care by the adults around them.

Some myths you might hear about self-harm can make it harder to talk about as a parent – including that it's a 'phase' young people go through, or that it's an attention-seeking behaviour.

### **While it might feel hard to understand sometimes from the outside, self-harm can be a way for a young person to:**

- » Manage, reduce or express very strong and upsetting emotions – such as hurt, sadness, anger, fear or feeling bad about themselves
- » Relieve tension and pressure, or reduce feelings of panic and anxiety and temporarily feel calmer
- » Experience a feeling of physical pain to distract from emotional pain
- » Gain a sense of control over feelings or problems – for example, by feeling there's something they can do when things feel too much
- » Stop feeling numb or 'zoned-out' – which can be a protection mechanism our bodies use when we're experiencing overwhelming feelings





# Newsletter

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However, while it often feels like self-harm brings some relief in the moment, this is only temporary. As feelings build up again, so does the urge to self-harm. As this cycle continues over time, a young person may start to feel ashamed, confused or frightened about the fact that they're self-harming – increasing the load they're carrying on top of what they're already going through. This can become a cycle that's really hard to break, and a habit that's hard to stop.



## Young people tell us it's helpful when parents...

- are open-minded and don't make assumptions
- remember that their child is not doing this for attention – it's their way of letting out the pain on their terms
- let their child know they are there to help, and aren't going to judge them
- listen to them and offer reassurance – things like 'I'm proud of you', 'we will get through this together' and 'I recognise your pain and want to help'



## Young people tell us it's unhelpful when parents...

- put too much pressure on their child to stop
- force their child to talk when they're not ready
- minimise their child's feelings by saying things like 'it's only puberty', 'it's just a phase' or 'you just need to grow up'

## Professional Help

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/self-harm/>

The above link provides further guidance and support regarding self harm.

### The Mix



Offers online information as well as helpline support to under-25s about anything that's troubling them.

Email support is available via their [online contact form](#).

Free [1-2-1 webchat service](#) and telephone helpline available.

Opening times: 4pm - 11pm, seven days a week  
[0808 808 4994](#)

### Childline



If you're under 19 you can confidentially call, chat online or email about any problem big or small.

[Sign up](#) for a free Childline locker (real name or email address not needed) to use their [free 1-2-1 counsellor chat](#) and email support service.

[Can provide a BSL interpreter](#) if you are deaf or hearing-impaired.

Hosts [online message boards](#) where you can share your experiences, have fun and get support from other young people in similar situations.

Opening times: 24/7  
[0800 11 11](#)

### Calm Harm



A free app providing support and strategies to help you resist or manage the urge to self-harm.

Can be downloaded from [Google Play](#) or [App Store](#).

## MEMORY LANE



The images this week come courtesy of Mr Roger Pattison. They are taken from 2006 and show localised flooding around the school.

The image of the field and the school are particularly striking

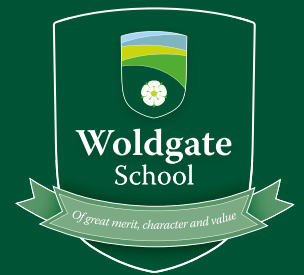
I am informed other areas of Pocklington also had some standing water. If you were at the school at the time and have any memories of the flooding please do get in touch

[office@woldgate.net](mailto:office@woldgate.net)





# How does your attendance impact your future?



Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSEs.

100%

82%

Achieved 5 GCSEs  
Grade 5+

(inc. Maths and English)

OVER 95%

77%

Achieved 5 GCSEs  
Grade 5+

(inc. Maths and English)

92%-93%

53%

Achieved 5 GCSEs  
Grade 5+

(inc. Maths and English)

BELOW 90%

43%

Achieved 5 GCSEs  
Grade 5+

(inc. Maths and English)

Research shows that for every 17 days you miss across your school career, your GCSE results go down by one whole grade!

£

Achieving 5 or more GCSEs at Grade 5+ has shown to increase your lifetime earnings by **41%**

There are  
**365** DAYS  
in a year

**175**  
are not spent  
in school!

*\*That gives you plenty of time for holidays, TV, shopping and video games.*

# Newsletter

*Of great merit,  
character and value*



**Accelerated  
Reader**

Accelerated Reader... The results are in!

Total words read: 54,054,340 words (+5,965,943 this week)

Reader of the week: Shay (8RSC)

Form of the week: 8RSC

Year group leader boards (Average words per pupil)

## Year 7

1. HLR — 197,105
2. CPO — 135,556
3. TDW — 124,954

## Year 8

1. BER — 184,068
2. DEE — 139,347
3. RSC — 137,436

## Year 9

1. DLN — 115,506
2. KED — 102,888
3. RJO — 101,044







# Newsletter

*Of great merit,  
character and value*

## Rewards

Our school motto is 'Everything you do should be worthy, of great merit, character and value', and every day our pupils' efforts, contributions and achievements are recognised with rewards that reflect these values. Our pupils understand these core values as being the foundation of successful learning, and a successful life, and each of the rewards holds a special significance:



Acts of Great

**MERIT**

**310,996**

**CHARACTER**

**48,117**

**VALUE**

**39,591**

**TOTAL  
REWARD  
POINTS:**

**830,273**

### Top Reward Earners

Year 7:	Lily Bond
Year 8 :	Shay Brookes
Year 9:	Hope Harrison
Year 10:	Henry Garside
Year 11:	Molly Randle
Year 12:	Luci Dempster
Year 13:	Harry Cook

### Highest Rewarded Forms

7TDW
8DEE
9DBE
10IAA
11ROW
12DCL
13SJB



# Newsletter

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## House Points

Every pupil belongs to one of our five Houses, representing our local countryside. Pupils can be awarded House points for exceptional contributions to school life, and for participating in House competitions and events, and all rewards contribute to each House reward total:

*All rewards earned by each House since the start of the year:*



145,438



182,383



182,692



145,111



197,057



TOTAL  
HOUSE  
POINTS:  
408,160







# Newsletter

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## Acts of Great Merit

The quality of being particularly good or worthy, especially deserving of praise or reward. For example, the production of an outstanding piece of classwork, home learning or an outstanding assessment outcome.

The pupils with the highest Great Merit awards this week are:

Year 7:	Lily Bond
Year 8:	Susan Clarkson
Year 9:	Eve Beverley
Year 10:	Kiera Rackham
Year 11:	Tiffeny Archibald
Year 12:	Luci Dempster
Year 13:	Catherine Room

## Acts of Great Value

The principles or standards of conduct we work to; those acts and skills that are valued by our wider society. For instance, the ability to demonstrate emotional intelligence, to communicate effectively or be a leader of a team.

The pupils with the highest Great Value awards this week are:

Year 7:	Elsa Hardcastle
Year 8:	Riley Bell
Year 9:	Hope Harrison
Year 10:	Robyn Bannister
Year 11 :	Charlie Day
Year 12:	Georgie Dawson
Year 13:	Adam Benson

## Acts of Great Character

The moral qualities that define an individual. For example, demonstrating kindness, offering support or actively engaging with the wider community.

The pupils with the highest Great Character awards this week are:

Year 7:	Harrison Best
Year 8:	Ruby Rushmer-Broome
Year 9:	Esther Bartle
Year 10:	Libby Wales
Year 11:	Conor Godlimann
Year 12:	Matthew Breare
Year 13:	Adam Benson



*Please discuss these values with your child, and do regularly look at your child's rewards on the ClassCharts Parents' App.*

*Every week, our Newsletter and weekly pupil briefing highlights examples of our pupils demonstrating each of these values, and we encourage all of our pupils to embody each of these values in everything they do.*



# Newsletter

*Of great merit,  
character and value*

## Care and Achievement Coordinators



Year 7

Mrs F McDonough  
07980 702715  
fmcdonough@woldgate.net



Year 8

Mrs L Cavanagh  
07790 987139  
lcavanagh@woldgate.net



Year 9

Mrs H Cross  
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Year 10

Mrs S Clark  
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Year 11

Mr M Elwers  
07790 987131  
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Sixth Form

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07790 987137  
efairhurst@woldgate.net



Deputy Designated  
Safeguarding Lead

Mrs C Wright  
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Attendance  
Officer

Mrs R O'Brien  
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Wellbeing and  
Attendance Officer

Mrs E Sanchez-Ewbank  
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