



# Newsletter

*Of great merit, character and value*



## Woldgate are the champions!

### Mr Clarke writes:

The 2022-2023 season has been a successful one for Woldgate's boys football teams.

After a slow start to the season, the Year 10 team's results picked up to include strong wins away at Goole to leave them in 3rd place in their league, and away at Bridlington in the cup, before coming up against a strong Beverley Grammar side to get knocked out in the quarter finals.

The Year 9 team enjoyed an excellent season. In the league, they recorded convincing wins against Market Weighton, Howden, Goole and Longcroft, but a narrow defeat away to Snaith left them in second place in the league. In the Cup, they recorded a 13-1 win against Hornsea, before beating Beverley Grammar to set up a semi-final away at South Hunsley. In a tight match, South Hunsley ended up edging it with the last kick of the game.

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The Year 8 team has had a fantastic season. In the cup, they were narrowly beaten by Wolfreton in the quarter final, however, they ran away with the league to end the season as champions with 5 wins from 5 matches. The big game was a 4-3 win away at Snaith, who is always a tough opponent. They received their medals and trophy in front of the whole year group in assembly last week. Congratulations boys!!

The Year 7 team has also enjoyed an excellent season. In the cup, they were narrowly beaten away against a strong Wolfreton team in the semi-final. However, like the Year 8 team, they swept all aside in the league to record 5 wins from 5 and end as champions.

Stand out performances included a 10-1 win at home against Market Weighton and a 5-1 win away at Snaith. They received their medals and trophy to loud applause in assembly last week. Well done boys!

## The Year 7 team is:

Riley H  
George B  
Oscar R  
Jack J  
Jack D  
Alfie I  
Jamie B  
Freddie H  
Mikey M  
Marley W  
Luke M  
Harley S

## The Year 8 team is:

Jed N  
Riley C  
Danny D  
Noah R  
Ewan R  
Teddy W  
Joe W  
Austen B  
Harrison A  
Roan C  
Finn H  
Gabe F

## Headteacher's Welcome



### Mr Sloman writes:

After weeks of revision and preparation, our Year 11 pupils and Year 13 students have commenced their real examinations. These examinations, for both Year 11 pupils and Year 13 students, are not an end in themselves; they represent years of dedication, hard work, self-motivation and resilience.

These examinations are an opportunity for our pupils and students to showcase their learning, as well as representing the end of a stage in their educational journeys. For both pupils and students, these examinations will open doors of opportunity for them in the months and years to come, regardless of what they choose to do.

It is effective and regular revision ensures that key knowledge is remembered and makes success in examinations far more likely. Regular, effective revision ensures that revision is seen as manageable and realistic; we recommend approximately one hour per evening for Year 11 pupils and Year 13 students with no more than twenty minutes per subject (three subjects per evening). During each twenty minute revision session, pupils and students should seek to produce diagrams, mindmaps or notes of what they have revised, or participate in a knowledge test or quiz – it is important that they are actively engaged in the revision process. Passive revision techniques, such as simply reading their exercise books or revision guides, are ineffective.

Cont. Over



### Important Dates for your Diary

**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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It is also essential that pupils and students look after themselves during these examinations. In particular, they should get plenty of good quality sleep, with no distractions, for at least eight hours per night. Each morning, pupils and students should eat a healthy breakfast, as this has been proven to aid learning and memory, and improves recall in examinations. Plenty of sleep and a healthy diet can also help mental health, particularly around examinations. This, combined with excellent revision techniques, will ensure success.

At Woldgate School, we know that pupil and student wellbeing is paramount to success. For this reason, we have put in place breakfast and lunchtime support sessions for both Year 11 pupils and Year 13 students, immediately prior to exams, to support our young people. We have also planned a comprehensive sequence of revision sessions prior to each examination, so that subject teachers can support pupils and students with subject revision prior to exams.

Good luck to all our Year 11 pupils and Year 13 students.

**Mr Sloman**  
**Headteacher**

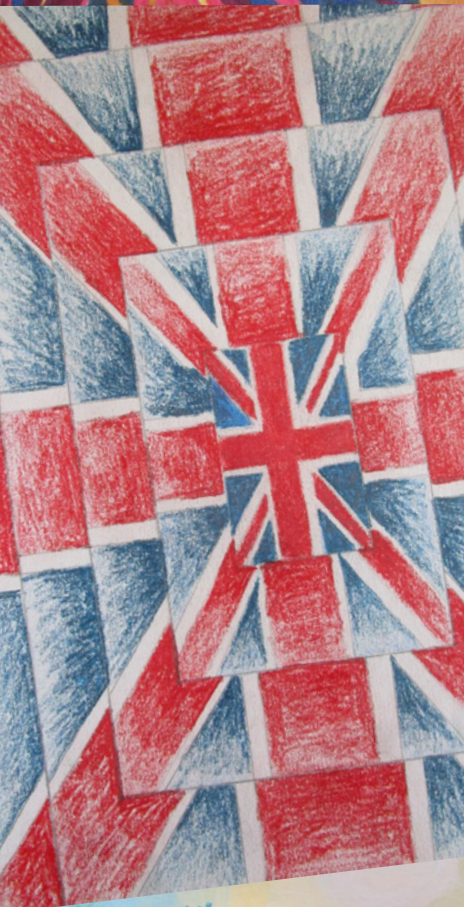
## Catch up Immunisations for Years 8,9 & 10

Good afternoon,

The Immunisation Team will be running a catch up immunisation clinic on Thursday the 1st June at the Annand centre on the Pocklington prep school site.

If your child has missed their immunisations at school, (HPV 1st or 2nd dose, Men ACWY or DTP), or would prefer to be immunised at a smaller setting, call them on 0333 3583397 options to east riding, or email them on [immunisations.eastriding@intrahealth.co.uk](mailto:immunisations.eastriding@intrahealth.co.uk) to make an appointment.





## ART EXHIBITION

Age 11 – 13

19th June to  
17th July 2023

Pocklington  
Arts Centre

**PREVIEW EVENT:**  
Monday 19th June  
5:30pm to 7:30pm

**TICKETS: FREE**

POCKLINGTON  
ARTS  
CENTRE 



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## Lower School



*Ms Minton writes:*

We had our last two Welcome to Woldgate events this week and it has been lovely to meet parents and pupils from 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. The presentation used during this event has also been published on our Transition website for parents to access if they missed it.

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)

Our Year 7 cricket team played Driffild School in a friendly match last week. Woldgate fielded first and there was some excellent bowling on display, with Henry B, Noah D, Connor C and Freddie B proving very accurate. Woldgate went out to bat with high hopes of reaching the target, but unfortunately too many wickets were lost and despite a positive innings from Freddie B at the end, Driffild were the winners.

The Year 7 team thoroughly enjoyed the experience and the mix of pupils who have played cricket before with novices was lovely to see; there was a great team spirit and they were all proud to represent the school. Well done!

**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)

## Middle School



*Mr Macdonald writes:*

### Attendance

Resilience is extremely important for GCSE success, and to prepare pupils for their lives beyond School. We have been very impressed to see that a number of pupils in the Middle School are achieving excellent attendance (above 97%). Attendance is a clear factor relating to exam success, and the DfE has provided significant and compelling evidence to suggest the impact that attendance has to pupils examination grade.

### What Can Families Do?

Attending school regularly helps children feel better about school and themselves. Start building this habit from the day they start in Year 7 and continue this throughout their time with us so they learn right away that going to school on time, every day is important. Good attendance will help children do well in school, Sixth Form and in their further study and careers.

### What you can do:

- » Avoid scheduling holidays in term time. They are considered unauthorised absences.
- » Build regular routines for bedtime and in the morning.
- » Support your child to prepare what they need for school the night before





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- » Talk about the importance of regular attendance and about how your child feels about school.
- » Don't permit missing school unless your child is truly sick. Use a thermometer to check for a fever. Remember that stomach aches and headaches may be signs of anxiety.
- » If your child seems anxious about going to school, talk to us or other parents for advice on how to make him/her feel comfortable and excited about learning.
- » Avoid medical appointments when school is in session

## What will we do to support you?

We will only send a child home if they are truly poorly – it's important once you have made the decision to send them to school that they stay in school unless sick. Pupils will be advised to have a drink, have some food, get some fresh air and keep going unless presenting that they cannot complete the day. We would encourage all students to be resilient in their approach and self-regulate the need to find someone if not well. We are trying to prepare them for the world of work.

We will also support families of pupils with lower attendance, through regular communication, and meetings if required to support families to ensure their child has the best possible changes of succeeding with us at Woldgate School.

**Mr Macdonald**  
Head of Middle School



## Upper School



*Miss Hull writes:*

### Enriching Opportunities over the Summer Term

Whilst the academic elements of education are important, we must not forget the enriching activities which take place that allow our pupils to develop in their character. It is the trips and visits, sporting fixtures and external speakers which our pupils will remember in the years to come. As we approach the half term, I wanted to take a moment to reflect on the many enrichment activities and visits which have taken place over the past 6 weeks.

#### Geography Ambassador Visit to The Deep

Our Year 10 Geography Ambassadors spent the day at The Deep in Hull learning about Marine life and the impacts of humans upon the environment. 30 geography ambassadors went on the visit where they did an investigation into how microplastics are created and how they are collected.

#### Year 10 Sporting Fixtures

This week our Year 10 Cricket Team played against Driffild in their first game of the season at Pocklington Cricket Club. Following a series of postponed games due to poor weather, the team were incredibly keen to show what they could do!

#### Year 11 History visit to Berlin

Our Year 11 Historians visited Berlin over the Easter break. Between Monday and Friday, pupils had a busy itinerary and visited a range of locations including Checkpoint Charlie, the Brandenburg gate, Hitler's bunker and the Holocaust Memorial.

As we approach the final half term of the Year, there will be many more opportunities. Year 11 will have their leavers' celebrations whilst Year 10 will once again go on Work Experience. We look forward to another busy half term in Upper School.

Miss Hull | Head of Upper School



## Visit to Berlin

*Mrs Popple,  
Head of History writes*

Many of our Upper School pupils and Sixth Form students took up the great opportunity to visit Berlin with the history department over the Easter break. We had a great time, despite the weather, and the students were fantastic ambassadors for the school.



Here are some comments from 'Team Pops' from the trip.

*"As part of the Berlin school trip, we visited many iconic and memorable places throughout the city linked to German history and the Cold War. We visited the famous Brandenburg Gate, the Berlin Wall, the Olympic Stadium and Bell Tower, Checkpoint Charlie and many more fascinating places. We explored the city's art scene and the many museums and memorials.*

*Many of these were associated with the Jewish culture and communities which allowed us to learn how significant and damaging the of impact the Nazi regime was to Jewish families. My favourite point on the trip was getting to try local foods and walking the streets lined with grand, historical buildings. However, the trip altogether was an amazing experience!"*



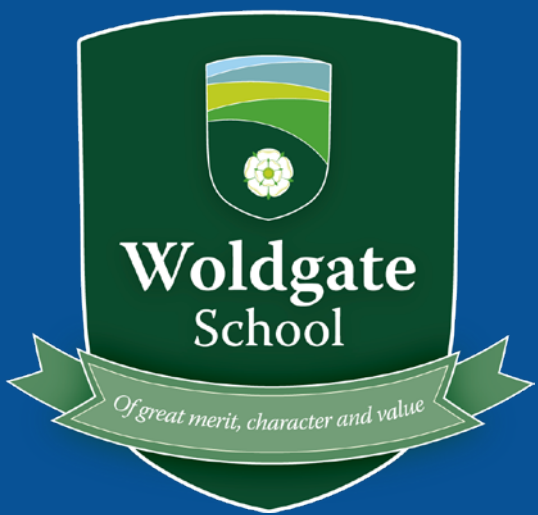
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“The Berlin trip was tiring for sure, but it was worth all the effort! We saw so many things which came with so many emotions, from the fear of being up the Olympic Tower to the weight that sits on your shoulders at the concentration camp. The trip was amazing. Everyone carried a very good energy with them, the pictures we got were amazing and the things we learned were a variety of things, it certainly opened your eyes to so much. Thank you, to the teachers that came and made it possible.”





**GCSE & A-LEVEL  
ART EXHIBITION**

**17th June 2023**

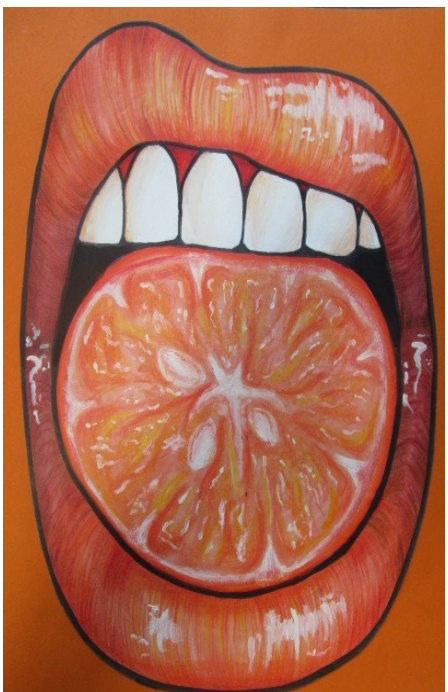
**to**

**24th May 2024**

**Pocklington Group  
Practice**



**PREVIEW EVENT:  
Saturday 17th June  
10AM TO 12PM**



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## Sixth Form



### Miss Smith writes:

**Over the course of the last few weeks, I have routinely found myself feeling incredibly impressed at the work ethic that our Year 13 students are demonstrating. Staff across the school have noted and commented on the calm and purposeful atmosphere evident within the Sixth Form Study Room and the focus and dedication students are demonstrating as they prepare for their final examinations is truly impressive. Furthermore, students are taking full advantage of the offer of revision sessions prior to their exams and pre-exams breakfasts which provide students with a final opportunity to cover any key final points.**

For many students this week has proved particularly challenging and many students have left exam halls to immediately attend a final revision session for an exam the following morning. As a consequence of this incredible hard work, I want to take this opportunity to encourage parents of Year 13 students to support them over the half term and encourage students to take some time before we return at the start of June for the final push.

At this stage it also feels appropriate to share how we will celebrate the end of their time at Woldgate with students over the coming weeks. Consequently, we will be marking the end of Year 13 with a Leavers Prom to be held on Friday June 23rd at The Pavilion Hotel, York. During this evening students will have the opportunity to come together as a year group and enjoy a meal and a disco. Our current cohort have decided that they wish to have a flexible dress code which will allow students who missed a Year 11 prom due to COVID, to wear traditional prom style suits and dresses if they wish but also ensure that all are made to feel welcome at this event.

If you have a child in Year 13 who wishes to attend this event, please ensure payment is made on ScoPay before Friday 10th June 2023.

**Miss K Smith**  
**Head of Sixth Form**

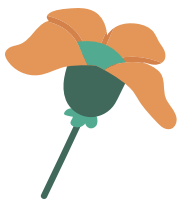


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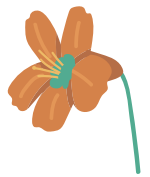
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The Woldgate School Art Department is launching our annual summer postcard competition.



## 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 Department or School Reception

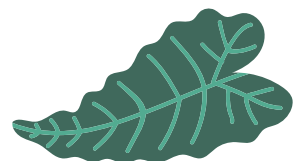
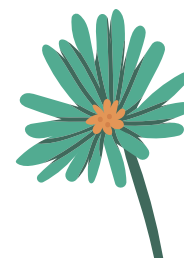
All entries to be handed in to the Art Department or reception by the 26th June

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!





# GEOGRAPHY

## Miss Rowland writes:

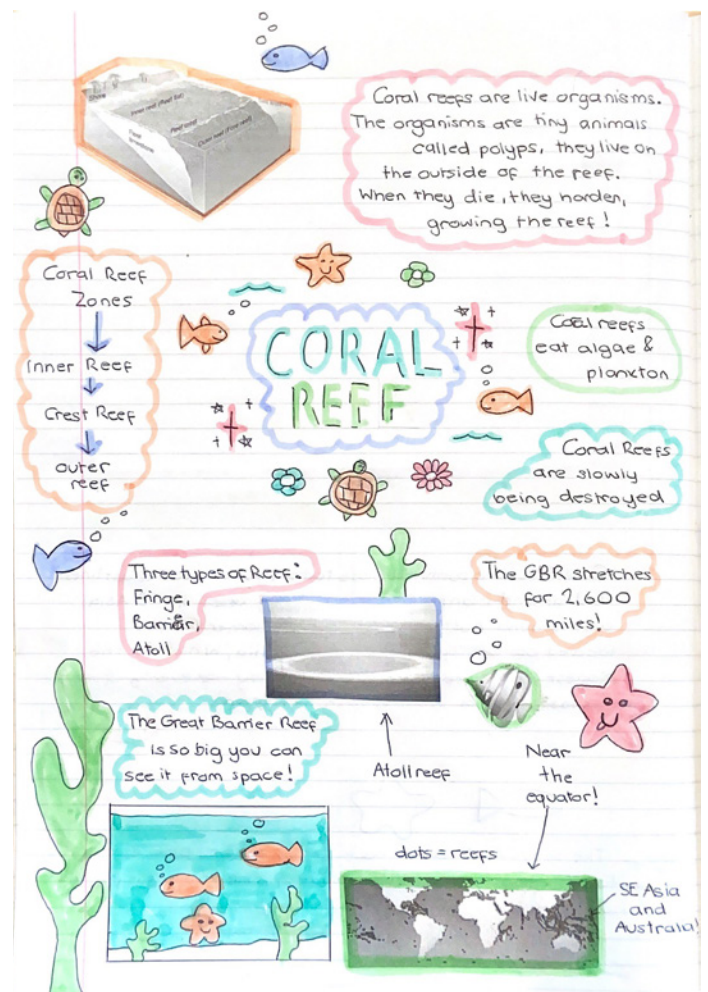
Over the past few months, the Geography department has been a busy place! We have had several trips within the surrounding area and we have also been planning our first international trip for several years, which is to Iceland.

Our Year 13 students have been on a trip to investigate micro-climates in York. Their fieldwork compared the differences between the climate in the centre of York and the suburbs. The students followed a transect through the city, taking measurements every 500m to get a clear profile of what changes and how far into the city. A good time was had by all, however, there were some aching feet and legs on the bus home!

Since then, they have used their knowledge from this and other field trips to complete their NEA project which is worth 20% of their A Level. There have been a wide variety of topics covered within these independent research projects including coastal management studies and an investigation into the impacts of the Vanguard development at Monks Cross.

Year 12 have also been on a trip into the local area, investigating whether Pocklington is becoming a clone town (which is a town dominated by chain stores and lacking individuality). The questionnaires in particular led to some interesting results with a high percentage of people aged over 60 wishing for there to be more chain shops within the town, but younger people were happy to have more independent shops to visit.

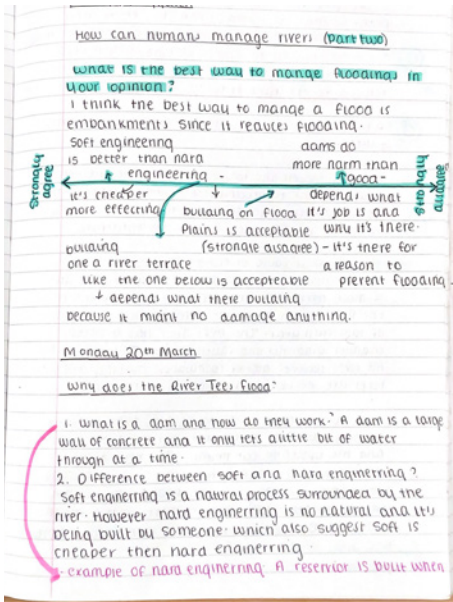
Candice said *"I enjoy studying geography, it is one of my favourite subjects"*.





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Aisling added "I would recommend it for year 11s choosing their options at A level".

Year 11 have also been on a trip, to Beverley, to investigate the sustainability of the Flemingate development, and compare it to the high street. Once this visit was completed, pupils did a write up of the visit and their enquiry and since then have been revising in preparation for their GCSE exams.

Year 10 have been studying distinctive landscapes since Christmas and are now studying Ecosystems. Some of our year 10 pupils have summed up their experience of Geography this year:

"I have learnt about global hazards, changing climates, distinctive landscapes, and sustaining ecosystems. I have really enjoyed having such a good teacher. I've improved my grade and my geographical knowledge, but I know I need to improve my time management on exam questions"

**Josh B.**

"This year I have learnt about and thoroughly studied the intricacies of our local coastlines, our distinctive landscapes, and the damage inflicted by natural disasters worldwide. This is very enjoyable as it develops a wider understanding of our local area but also our world"

**Ben D.**

"I have extremely enjoyed learning about geography. I have found it fun and deeply interesting, and I would highly recommend it to anyone in year 9 for GCSE. I personally loved learning about global hazards and ecosystems. The science behind it all is incredibly interesting."

**Adam B**

"I have learnt a lot about ecosystems and world landscapes. The geography teachers are all really encouraging, making it easier to learn. My map reading skills have improved and I really loved learning about the formation of different landforms such as sea stacks and meanders in rivers."

**Imogen W**

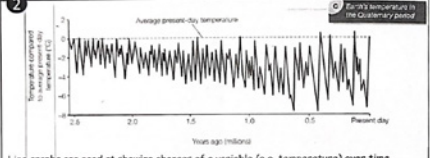
Later in the term Year 10 will be going on a trip to Hornsea for the day to investigate the coastal management in place, the reasons that it has been defended and how successful it has been.

**Changing Climates: How has Earth's climate changed?**

Name: \_\_\_\_\_

**The Quaternary Ice Age**  
Earth is 4.5 billion years old. Scientists divide Earth's history into different time periods and the one currently in the Quaternary period, which began about 2.6 million years ago. Scientists also divide the Quaternary period into two epochs. The Pleistocene epoch lasted from 2.6 million years ago to 11,700 years ago. The current Holocene epoch began 11,700 years ago (diagram B).

Although the Quaternary period is an ice age, the temperature has always fluctuated, moving up and down, sometimes warmer but often colder than it is today (graph C). The colder periods normally last about 100,000 years and are called **glacial periods**. The warmer periods normally last about 10,000 years and are called **interglacial periods** (see graph D).



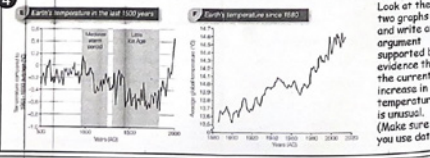
Line graphs are good at showing changes of a variable (e.g. temperature) over time.

Decide if the following statements are true or false.

There have been a lot of fluctuations in temperature.	T / F
For most of the Quaternary period the average temperature has been getting cooler.	T / F
The size of the fluctuations has increased over time.	T / F
The present day is the hottest it has ever been in the Quaternary period.	T / F

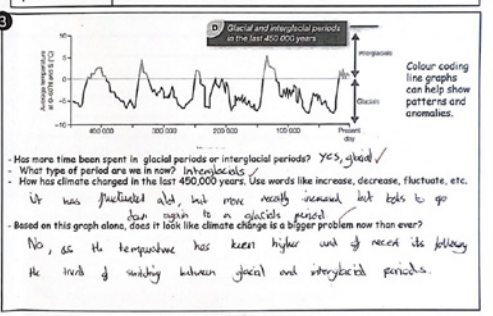
Using diagram C, describe how Earth's climate has changed. Use data to support your points.

It has fluctuated a lot through the years, but generally the temperature was falling having lots of really warm weather (1°C).



Look at the two graphs and write an argument supported by evidence that the current increase in temperature is unusual. (Make sure you use data.)

Key term	Definition (what does it mean?)
Quaternary	a type of ice age, but the temperature fluctuates, which means it's not a full ice age.
Holocene epoch	is one of the quaternary epochs that last began 11,700 years ago.
Glacial periods	colder periods which last around 100,000 years.
Interglacial periods	warmer periods which normally last about 10,000 years.



Has more time been spent in glacial periods or interglacial periods? YES, glacial.

How has climate changed in the last 450,000 years. Use words like increase, decrease, fluctuate, etc.

It was fluctuating a lot, but more recently increased but looks to go down again to a glacial period.

Based on this graph alone, does it look like climate change is a bigger problem now than ever?

No, as the temperature has been higher and of recent its falling. The mix of varying between glacial and interglacial periods.

**5** Prove: Why do people have differing opinions on climate change and if current global warming is unusual?

People may question the scientific reality of global warming because it's not obvious to everyone. Some people think it's just a change in temperature, but there are more people who think it's a real problem. Some people think it's just a change in temperature, but there are more people who think it's a real problem. Some people think it's just a change in temperature, but there are more people who think it's a real problem.

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Since Christmas, Year 9 have studied the Middle East and Russia as a superpower (which linked with their learning in History at the same time), before recently starting studying the GCSE course with a unit on Changing climates. This was chosen as the unit as it is relevant for everyone, not just those who are going on to study Geography in years 10 and 11. The pupils will look at the natural and human led causes of climate change, what evidence there is that the climate is changing, the effects of climate change on both the UK and the world, and what can be done to tackle climate change. Recently there has been an element of cross-curricular learning where pupils have been studying historical geography; learning about how there used to be frost fairs held on the river Thames each winter as it turned to solid ice.

Oliver P said *"I have really enjoyed learning geography in year 9 as I have really enjoyed the focus on human geography in topics such as "can we ever close the development gap?" and "why is the Middle East a globally important area?". This is because of the range of interesting facts and the culture that these topics have allowed us to learn. Overall, I have enjoyed geography due to an interesting and engaging curriculum and the strong structuring of lessons"*.

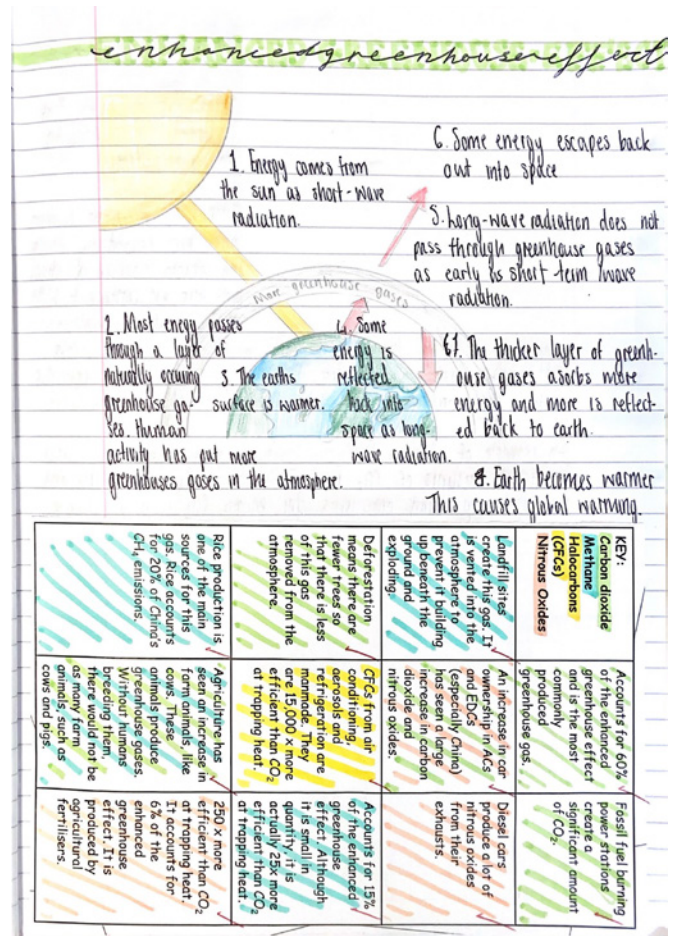
Evie L added *"I enjoyed learning about Russia and how it has such a contrast between rural and urban areas."*

"This year in Geography with Miss Shepherd, the lessons have been hilariously fun at times. For example, we learnt about Goat Aid and how it helps people in Uganda to improve their lives. We also looked at global influence of TNCs within our development unit and learnt about clone towns, and I loved it."

Luca B-C.

Year 8 have recently finished a unit on changing economies and urban issues, studying deindustrialisation and linking it to their knowledge of development from earlier in the year. They have done a case study of China, looking at how the country's economic boom is largely down to the deindustrialisation of more developed countries such as the UK, and how China's economic development has been achieved, partially due to their reliance on fossil fuels for energy. The students have then gone on to consider how this is causing huge issues with air and water pollution. They are now moving onto a unit about Rivers and flooding, where they will complete some virtual fieldwork.

Year 7 have been investigating population over the past couple of months, learning about which areas of the world are densely/sparsely populated and why, and why people migrate. They have then been applying their learning to case studies such as Dharavi, a shanty town formed in Mumbai famous for its appearance in the film Slumdog Millionaire, and



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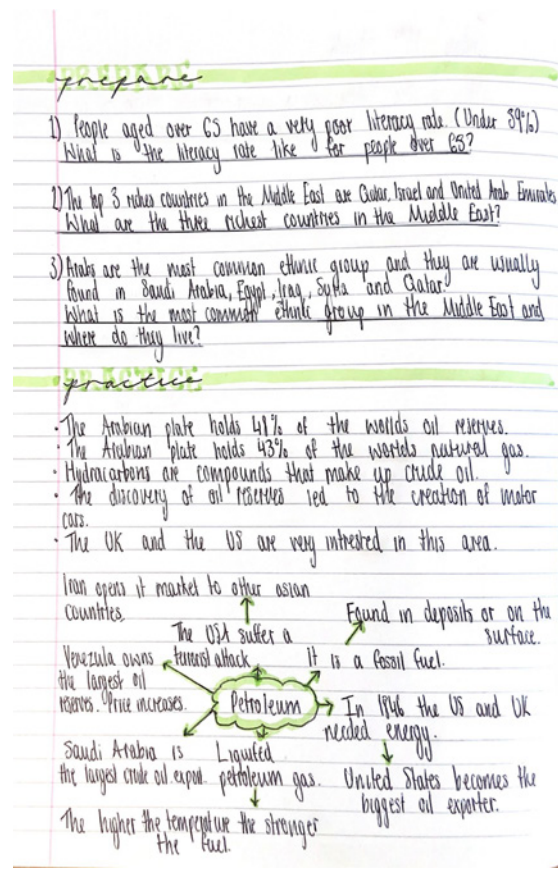
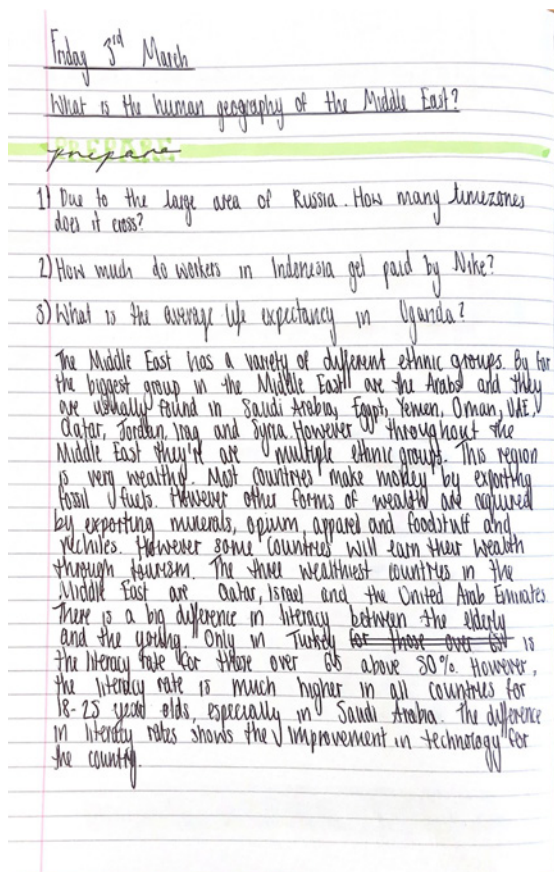
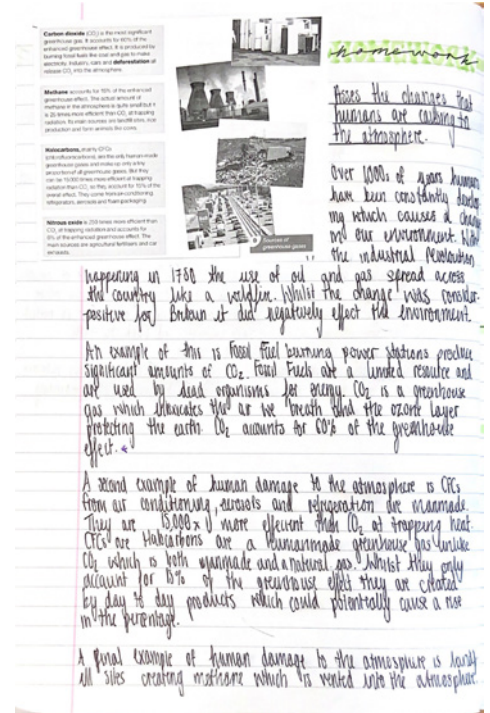
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the migration of Mexican people to the USA. Pupils are now progressing on to a unit called 'The economy vs. the Environment' where they will look at various valuable environments such as the tropical rainforest and consider whether the ongoing exploitation of these resources is worthwhile for the economic benefit it brings to the country involved.

Our Geography subject ambassadors have also been enjoying developing their knowledge further. They recently went on a trip to The Deep in Hull.

Amelia, in Year 10 writes "I enjoyed our trip to the Deep very much. As a Geography Ambassador, I find it very interesting to learn about all things to do with our planet, especially marine life. At the start of our trip, a lady from The Deep taught us about plastic in the oceans and water pollution. Then, as we went around The Deep, we saw all kinds of different sea life, including plants. It was all round a very interesting trip, and I feel more aware of the severe level of pollution in the oceans. I'm glad we had the opportunity to go and learn more about this in a new environment – it was very enjoyable."

Razvan (Year 10) adds "At The Deep I developed my knowledge and understanding about the pollution of oceans and how it affects us and our environment. Once the plastic is in the ocean, it decomposes very slowly, breaking into tiny pieces known as microplastics, which can enter the marine food chain and become incredibly damaging to sea life".



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What is a biome and where are the world's largest biomes?

A biome is a large scale ecosystem. Biomes include the natural flora (plants) and fauna (animals) that you would find there without human interference.

The distribution of large-scale ecosystems (biomes) is determined by climate. Latitude, air pressure and winds are important factors that determine the climate of a place. This then determines the processes which take place there and therefore the flora and fauna.

<u>Polar</u>	<u>Tropical Savanna</u>
- Southern hemisphere	- Southern hemisphere
- Antarctic circle	- Equator/Tropic of Capricorn
- Antarctica	- South America, Africa
- Greenland	- Brazil, Nigeria
- <u>North and South pole</u>	
<u>Temperate Forest</u>	<u>Tropical grassland</u>
- Northern hemisphere	- Northern hemisphere
- Tropic of Cancer	- Southern hemisphere
- Europe, North America	- Equator
- Canada, France, UK	- Africa, North America
	- Mali, Niger, Chad
	- Southern India
<u>Coral Reef</u>	<u>Hot desert</u>
- Northern hemisphere	- Northern hemisphere
- Equator	- Tropic of Cancer
- Asia (East), South America	- Africa
- Mexico, Philippines	- Tropic of Capricorn

Why does the river Tees flood?

- ① A dam is a man-made barrier built across a valley to interrupt the river flow and create a man-made lake. ✓
- ② Hard engineering is the building of artificial structures that stop the impacts of river processes. While, soft engineering is using nature to stop river processes. ✓
- ③ One example of soft engineering would be flood plain zoning. This is when people won't build on land that's at a high risk of flooding. ✓
- ④ A hard engineering flood management structure. The water collected during high rainfall is used to spin a turbine. This creates electricity in a generator and then the water's returned.
- ⑤ Hard engineering more expensive, soft engineering cheap.
- ⑥ A tributary is a small river or stream that joins to a larger river.
- ⑦ Geology - soil and rock type can also influence what happens when the rain reaches the ground. Impermeable soil and rocks don't allow water into the ground, while permeable rocks and soil does. But if bedding planes don't go through their pores are said to be pervious.

Q: Why does the River Tees flood?

A: One physical cause of floods on the river Tees is that the altitude of the land the river's on changes. For example, at the source the land is 600m above sea level, but decreases drops down to 360m and lower. This means that the water flow in the upper area is more fast, but slows down as the land starts to slope. All of the water that's moving over has to go somewhere.

Friday 19th May 2023

Can we sustainably manage the rainforest?

Ecotourism is tourism that embraces ecosystems in an environmentally friendly way. The Samasati reserve is located in South America, in Costa Rica. It's a relaxing getaway; secluded in the rainforest. The Tropical Rainforest climate is hot and wet, there is lots of different species of wildlife to find.

One disadvantage of the Samasati resort is Ecotourism based holidays are often expensive, meaning only wealthy people are able to benefit. This means people with less money can't experience it without spending fortunes on a trip. Another disadvantage of the Samasati resort is that it's a profit making company. This could possibly mean that it isn't being made for the enjoyment of tourists, and to please locals, but mainly just to earn money and the money might not end up going to the locals like it says.

Evaluate the effectiveness of ecotourism, in which an area of tropical rainforest you have studied is being sustainably managed.

Costa Rica - Samasati

One way in which the rainforest in Costa Rica has been sustainably managed is when they built the Samasati resort in the rain forest. For example there was no major land movement or use of heavy machinery used whilst building. Another example is that they used timber that came from an afforestation project, which limits the need for deforestation.

However these are only partially effective because, transportation will have been used to transport the wood to the building site, and also, without the use of heavy machinery, it would have took a lot longer to build and there would need to be

Monday 20th March 2023

What are the impacts of conflict in the middle east?

- 1) Most of it is wet or dry lands
- 2) It has large reserves of oil and gas; 48% of the world's oil and 43% of the world's gas!
- 3) Judaism, Islam and Christianity all began here.
- 4) Most people living here are Muslim. However, the population is 75% Jewish and was founded as a safe haven after the holocaust.

10,000 people killed since 2014

Poorest country in the Arab region

largest humanitarian crisis

Houthi's - political rebel group

Saudi Arabia formed an alliance

Power was handed to the deputy president.

Two sides: Houthi's and Saleh's

Become very violent in March 2015

2/3 of Yemenis don't have clean water

International aid isn't reaching to the people that need it most!

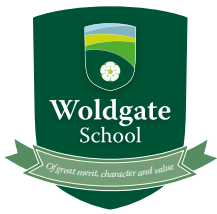
# Newsletter

*Of great merit,  
character and value*

## Woldgate revision sessions

### Years 11 and 13

Date	Time	Subject	Level	Staff
Monday 05-06-2023	P3	French Writing	GCSE	Mrs Nicholls – P3 in G4 Mr Thomas Peter P3 in G7
	P2/3	Psychology	A Level	Mrs McDaid Period 2 in I3 Period 3 in I3
	P5	Spanish Listening F	GCSE	Mrs Jones – Period 5 in KU2 Miss Jenkins – Period 5 in T3
	P5	Geography paper 2	A Level	Miss Rowland
Tuesday 06-06-2023	P2/3	Pure Maths paper 1	A Level	Mr McCausland – Period 2 and Period 3 in Lib 2
	Periods 5/6	Maths F paper 2 Calculator	GCSE	Miss Rogerson – P5 and P6 in G7 Mrs Coleman – P5 in KU3 P6 in G2 Mr McCausland – P5 and P6 in Lib 2 Mr McDonald – P5 and P6 in M8 Mr Proudfoot – P5 and P6 in I2 Mr Hardy – P5 in G8 Period 6 in KU6 Mrs Scott – P5 in M1 and P6 in KU8 Mr Walker – P5 in G16 and P6 in W3
	P5/6	Spanish paper 1	A-Level	Mr Thomas Peter – P5 and P6 in KU12
	P5/6	Business paper 2	A-Level	Miss Russell Period 5 – and Period 6 in I3



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Date	Time	Subject	Level	Staff
Wednesday 07-06-2023	P3 (pupils in exam P2)	History Health & People	GCSE	Mrs Popple – P3 T3 Ms Minton – P3:T5 Mr Barrett – P3 T10 Miss Shepherd – P3 G15 Mr Monahan – P3 G8
	P2/3	Biology Paper 1	A Level	Mrs Reid – Period 2 and P3 in I3 Helen Reid – P3
	P5	Physical Education Paper 2	GCSE	Mr Clarke – Period 5 and P6 I3
	P5	Physical Education Paper 2	A Level	Miss Wilkinson – Lib 2
	P5	English Literature Paper 2	A Level	Mr Johnson – P5 in G3
Thursday 08-06-2023	P5/6	Geography paper 2	GCSE	Miss Rowland – P5 and P6 in I3 Miss Hull – P5 and P6 – Hall Mr Webster – P5 and P6 Lib 2
	P5/6	Physics Paper 2	A-Level	Mr Gibson – Period 5 in M6 and Period 6 in M8
	P5/6	Sociology paper 2	A-Level	Mrs McDaid – Period 5 and P6 in I2
Friday 09-06-2023	P2 / 3 (Pupils in Geog exam P2)	Combined Science Biology F paper 2	GCSE	Mr Johnson P2 and P3 in Lib 2 Mr Thorburn – P2 and P3 in I3 Ms Robson – P2 in G4 and P3 in KU9 KMY cover – P2 in M1 P3 in W1 Miss Benson – P2 in T3 and P3 in T16 Mr Gibson – P2 in W9 and P3 in W9 Mrs Atkinson – P2 in T10 and P3 in W10 Mr Wise – P2 and P3 in I2
	P2/3	History	A Level	Mr Monaghan – P2 in T8 Mr Monaghan – P3 in G15
	P5	English language paper 2	GCSE	KMM – P5 in G9 GDA – P5 in KU4 NJW – P5 in KU5 KIM – P5 in KU8 PSJ – P5 in M5 KSM – P5 in M8 SJB – P5 in T1 SDM – P5 in T3
	P5	Chemistry paper 1	A-Level	Debbie Ebbitt – P5 in I3



## 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

The Humber Outreach Programme (HOP) have started to produce a monthly podcast which shines a lot on a particular sector across the Humber area giving pupils, teachers and parents the opportunity to tune in and hear from CEO's, MD's, founders, employees and other influential people.

From acting to marketing, every month pupils, students and parents can hear all about the possible pathways into various sectors in the Humber. Find out what GCSEs you might need to succeed or whether an apprenticeship or university is the right pathway for you.

The first podcast is on acting and can be found here <https://www.youtube.com/watch?v=ZwMkJJsbt0>

Or by searing for 'HOP Humber' on Youtube.



**REACH FOR THE**

**S**  
**SOCIETY**  
*Of great Character.*

**T**  
**TARGETS**  
*Of great Merit.*

**A**  
**APPEARANCE**  
*Of great Value.*

**R**  
**RESPONSIBILITY**  
*Of great Character.*

**S**  
**SAFETY**  
*Of great Value.*

**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.

**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.

**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.

**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.

**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.

# Newsletter

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character and value*



## MODERN LANGUAGES

### careers using modern languages

<ul style="list-style-type: none"> <li>finance</li> <li>retailing</li> <li>journalism</li> <li>hospitality</li> <li>travel and tourism</li> <li>local government</li> <li>customs and immigration</li> </ul>	<ul style="list-style-type: none"> <li>law</li> <li>publishing</li> <li>civil service</li> <li>translating</li> <li>broadcasting</li> <li>airline cabin crew</li> <li>transport and distribution</li> </ul>	<ul style="list-style-type: none"> <li>teaching</li> <li>catering</li> <li>interpreting</li> <li>call centre work</li> <li>diplomatic service</li> <li>importing/exporting</li> <li>marketing and sales</li> </ul>
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## 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 Languages.

Learning a foreign language can build your communication, interpersonal, intercultural, and public speaking skills — otherwise known as 'soft skills'. Some studies have also shown that learning another language can improve your ability to multi-task and block out distractions.

Languages are great for a wide variety of careers especially those involving translation or communication with people from non-English speaking countries. This can include careers in tourism, government, politics, media, publishing, and journalism. You can also work in education, fashion or law!

Entry requirements for language courses at university tend to vary across institutions. If you want to study a language such as French

or Spanish at university you will need to have studied it at A-level as an entry requirement. Some universities, like University College London, require a Modern Foreign Language GCSE for entry across all of its degree programmes.

Bear in mind too that languages are classified as facilitating subjects: which are subjects favoured by top universities for a whole range of degree courses, so they are a great option, whatever you want to do!



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





## MEMORY LANE



As we prepare for the new build a number of colleagues are moving office. The photograph in today's memory lane, courtesy of Mr Roger Pattison, shows a presentation in one of the many Woldgate School offices.

The gentleman is Mr Brown (ex-Headteacher) and the lady with the spotted top we believe to be is Mrs Dawson. If you know anyone, or indeed are in this photograph please do get in touch office at [Woldgate.net](mailto:office@woldgate.net)

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

# Good Attendance



Means being in school at least 97% of the time\*



90%

19 Days  
Absence

**BELOW MINIMUM** GOVERNMENT THRESHOLD

93%

13 Days  
Absence

**VERY LOW**

95%

9 Days  
Absence

**LOW**

97%

6 Days  
Absence

**GOOD**

100%

0 Days  
Absence

**PERFECT**

*\*Across one academic year*

# Newsletter

*Of great merit,  
character and value*



**Accelerated  
Reader**

Accelerated Reader... The results are in!

Total words read: 57,496,957 words (+3,442,617 this week)

Reader of the week: Amelia (8BER)

Form of the week: ABA

Year group leader boards (Average words per pupil)

## Year 7

1. HLR — 208,562
2. CPO — 140,143
3. TDW — 124,954

## Year 8

1. BER — 200,133
2. DEE — 145,513
3. RSC — 141,155

## Year 9

1. DLN — 115,506
2. KED — 103,235
3. RJO — 102,888





# 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**

**318535**

**CHARACTER**

**49691**

**VALUE**

**421020**

**TOTAL  
REWARD  
POINTS:**

**854,540**

### Top Reward Earners

Year 7: Even Benson-Harrold

Year 8: Amelia Pearson

Year 9: Astrid Church

Year 10: Cameron Wallis

Year 11: Jack Rowland

Year 12: Eloise Curran

Year 13: Jessica Feehan

### Highest Rewarded Forms

7HLR

8RPA

9DBE

10IAA

11ROW

12DCL

13JBW



# 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:*



150,711



187,561



188,830



149,752

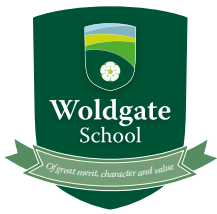


202,132



TOTAL  
HOUSE  
POINTS:  
878,986





# Newsletter

*Of great merit,  
character and value*

## 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:	Milan Vasyliev
Year 8:	Freya Scott
Year 9:	Harriet Oldroyd
Year 10:	Mali Fairy
Year 11:	Grace Chapman
Year 12:	Matthew Breare
Year 13:	Adam Benson

## 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:	Martha Harris
Year 8:	Isla McCart
Year 9:	Finley Bradshaw
Year 10:	Joshua Hinch
Year 11:	Carla Firth
Year 12:	Imogen Bannister
Year 13:	Sol Manyard

## 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:	Jake Morrison
Year 8:	Isla McCart
Year 9:	Aidan Jackson
Year 10:	Sophia Schofield
Year 11:	Connor Goodliman
Year 12:	Olivia Altiao
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  
07790 987142  
hcross@woldgate.net



### Year 10

Mrs S Clark  
07790 987009  
sclark@woldgate.net



### Year 11

Mr M Elwers  
07790 987131  
melwers@woldgate.net



### Sixth Form

Mrs E Fairhurst  
07790 987137  
efairhurst@woldgate.net



### Deputy Designated Safeguarding Lead

Mrs C Wright  
07790 987007  
cwright@woldgate.net



### Attendance Officer

Mrs R O'Brien  
01759 302395 Option 1  
robrien@woldgate.net



### Wellbeing and Attendance Officer

Mrs E Sanchez-Ewbank  
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esanchez-garci@woldgate.net