

Welcome to Year 10 Information Evening

13th September 2023



West Kirby
Grammar School



Welcome

Mr S Clarke

Headteacher



This evening's speakers

Mrs L Begbie, Deputy Headteacher

Miss F Jones, Head of Year 10

Miss K Leighton, Assistant Headteacher



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Mrs L Begbie

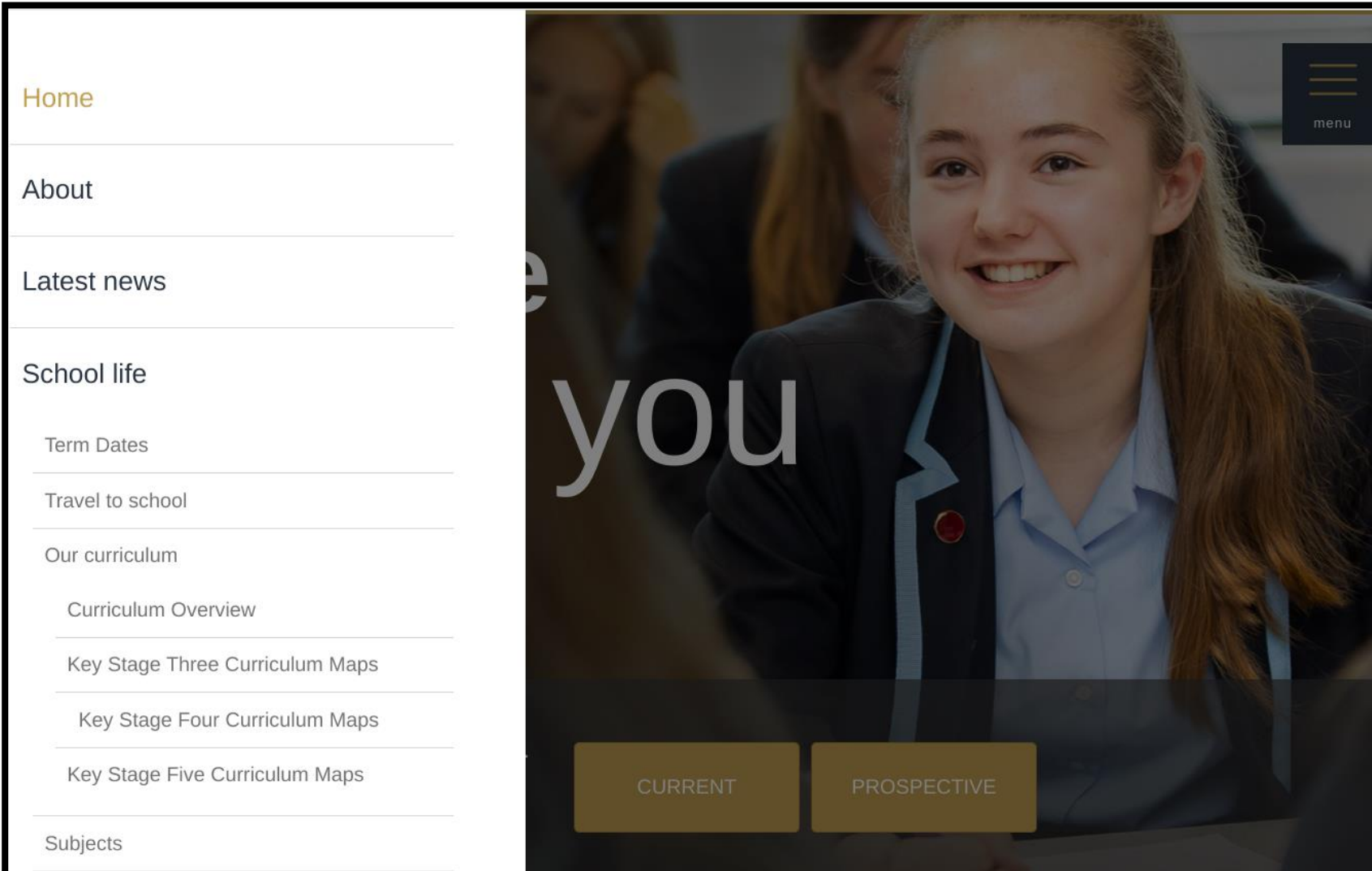
Deputy Headteacher



What you'll learn...



Curriculum maps



>School life

>Our curriculum

>Key Stage Four Curriculum Maps



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Curriculum maps



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Curriculum Map – Year 10 – Biology (23-24)



Topic Name	Term	Skills Developed	Link to NC Subject Content	Next link in curriculum	Other Notes
4.1 Cell biology	Autumn	<p>4.1.1 Cell structure Use prefixes centi, milli, micro and nano. Use of standard form. Recognise, draw and interpret images of cells. Images of cells in videos, bioviewers, photographs and micrographs can be used as comparison for students own drawings.</p> <p>Required practical activity 1: use a light microscope to observe, draw and label a selection of plant and animal cells. A magnification scale must be included. AT skills covered by this practical activity: AT 1 and 7.</p> <p>4.1.2 Cell division Use models and analogies to develop explanations of how cells divide. Evaluate the practical risks and benefits, as well as social and ethical issues, of the use of stem cells in medical research and treatments.</p> <p>4.1.3 Transport in cells Recognise, draw and interpret diagrams that model diffusion. Use of isotonic drinks and high energy drinks in sport. Recognise, draw and interpret diagrams that model osmosis.</p>	<ul style="list-style-type: none"> 4.1.1 Cell structure 4.1.2 Cell division 4.1.3 Transport in cells <p>Cells are the basic unit of all forms of life. In this section we explore how structural differences between types of cells enables them to perform specific functions within the organism. These differences in cells are controlled by genes in the nucleus. For an organism to grow, cells must divide by mitosis producing two new identical cells. If cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different</p>	<p>KS5 AQA A-level Biology 3.2 Cells</p> <p>3.2.1 Cell structure</p> <p>3.2.3 Transport across cell membranes</p> <p>3.2.2 All cells arise from other cells</p>	<p>Links from KS3: KS3 Y7 – Cells, Tissues and Organs</p> <p>Links with KS4 topics: 4.1.3.3 Active transport - There are links with this content to Cell specialisation.</p>



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Unit context sheets



GCSE Geography – The changing economic world



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<p>Learning about this topic is important because: Geographers explore the level of development in a variety of places and at a range of scales; we investigate the link between economic development and quality of life.</p> <p>The aim of this topic is to develop an understanding of the global variations in economic development and the struggles that some countries experience as they try to develop.</p>	
<p>This builds on: Development and Globalisation (Y8) Urbanisation – Lagos (Y9).</p>	
<p>This leads to: Resource Management (Y11)</p>	
<p>We will learn:</p> <ul style="list-style-type: none"> • How we can use social and economic development indicators to classify countries according to their level of economic development and quality of life. • That development indicators have limitations that can affect our perception of a country's level of development. • The typical stages that countries go through to develop according to the Demographic Transition Model (DTM). • The causes and consequences of uneven development. • About the various strategies that can be used to reduce the development gap. • How Bhutan uses the principals of Gross National Happiness and tourism to reduce the development gap. • About how Nigeria's economy is changing with the aid of transnational corporations, and the social and environmental impacts of economic development. • How the UK's economy has changed over the last 50 years; how it is evolving today; the environmental and social impacts of economic change and the strategies to reduce the north-south divide and encourage international trade. 	<p>We will develop/practise skills including:</p> <ul style="list-style-type: none"> • Gapminder proportional circle graphs to identify relationships between different development indicators e.g. GNI and life expectancy. • Investigation using a large database to study patterns in development indicators – 'dispel the myth'. • Living graph exercise with the DTM. • Interpretation of graphs – pie charts, bar charts, line graphs. • Examination question practise.
<p>Some of the vocabulary that we will use includes:</p> <p>Access to safe water, aid, birth rate, BRICS (Brazil, Russia, India, China, South Africa), Commonwealth, death rate, debt relief, deindustrialisation, Demographic Transition Model, disposable income, economic investment, employment sectors, European Union, exports, Fairtrade, globalisation, gross national income (GNI) per head, high income country (HIC), Human Development Index (HDI), imports, industrial development, infant mortality rate, infrastructure, intermediate technology, life expectancy, literacy rates, low income country (LIC), manufacturing, microfinance loans, multinational, MINT (Mexico, Nigeria, Indonesia, Turkey), newly emerging economy (NEE), north-south divide, people per doctor, post-industrial economy, service, trade, transnational corporations (TNCs), tourism.</p>	<p>You could learn more about this topic by:</p> <p>Visiting the following website: The Changing Economic World - Internet Geography</p> <p>The resources on the Geography Sharepoint page.</p> 
<p>Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways.</p>	
<p>The key pieces of work in this topic are: Multiple choice knowledge recall test; tbc</p>	



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GCSE Grading System

Old	New
A*	9
A	8
	7
B	6
C	5
	4
D	3
E	2
F	1
G	1

'STRONG' PASS



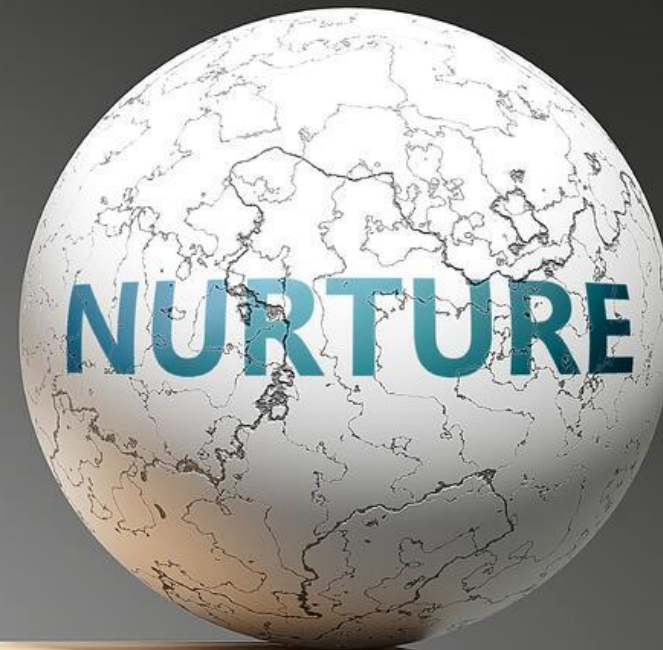
'STANDARD' PASS

A grade 4 is a pass at GCSE and is equivalent to the old C grade





dreamstime.



Talent

Vs

Hard work?

Neuroscience: we can grow our intelligence



Brain structure & function are exquisitely plastic.

Synaptic pruning into late 20s.



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Meta-thinking



Linking



Analysing



Creating



Realising

How to think

How to behave



Empathetic

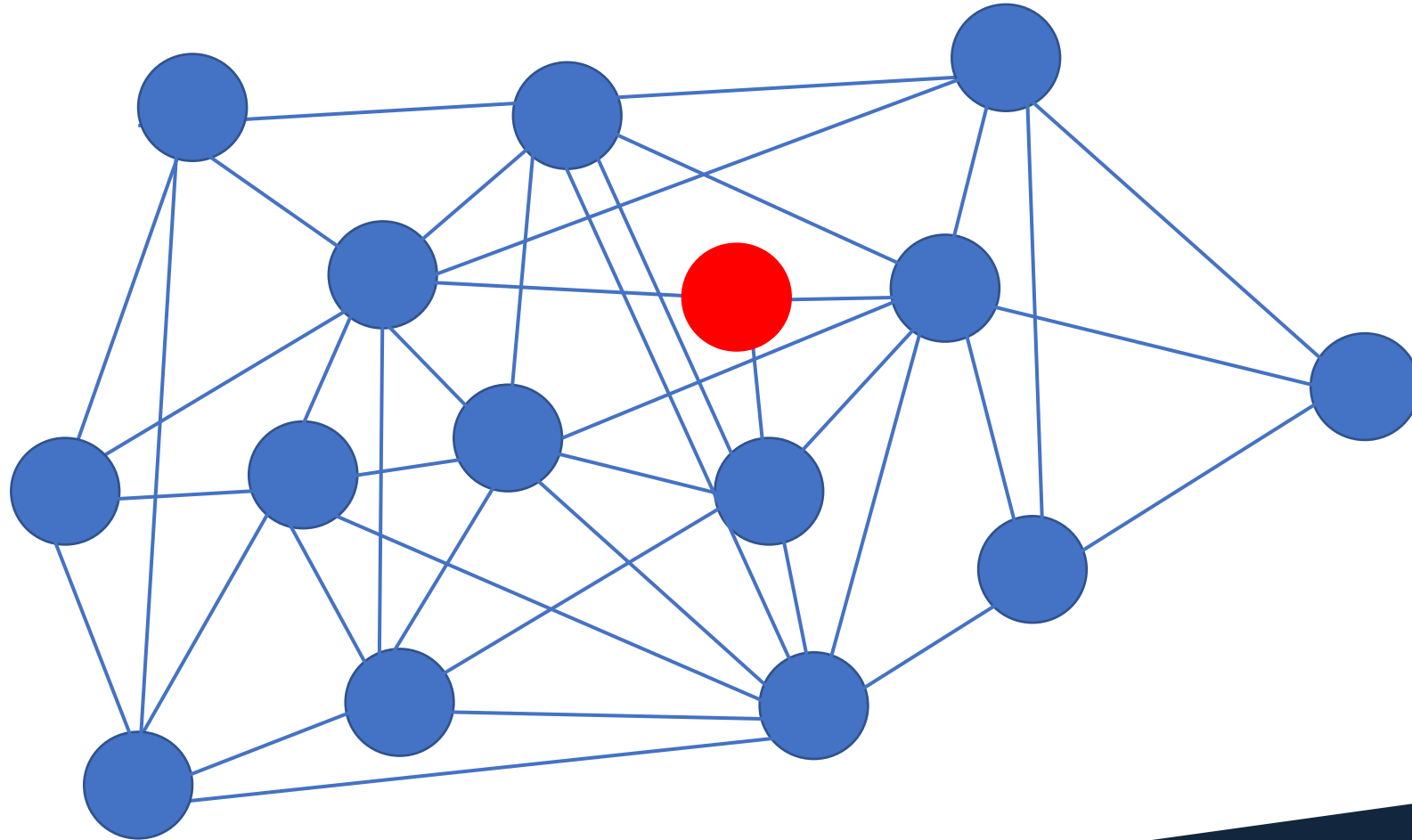


Agile

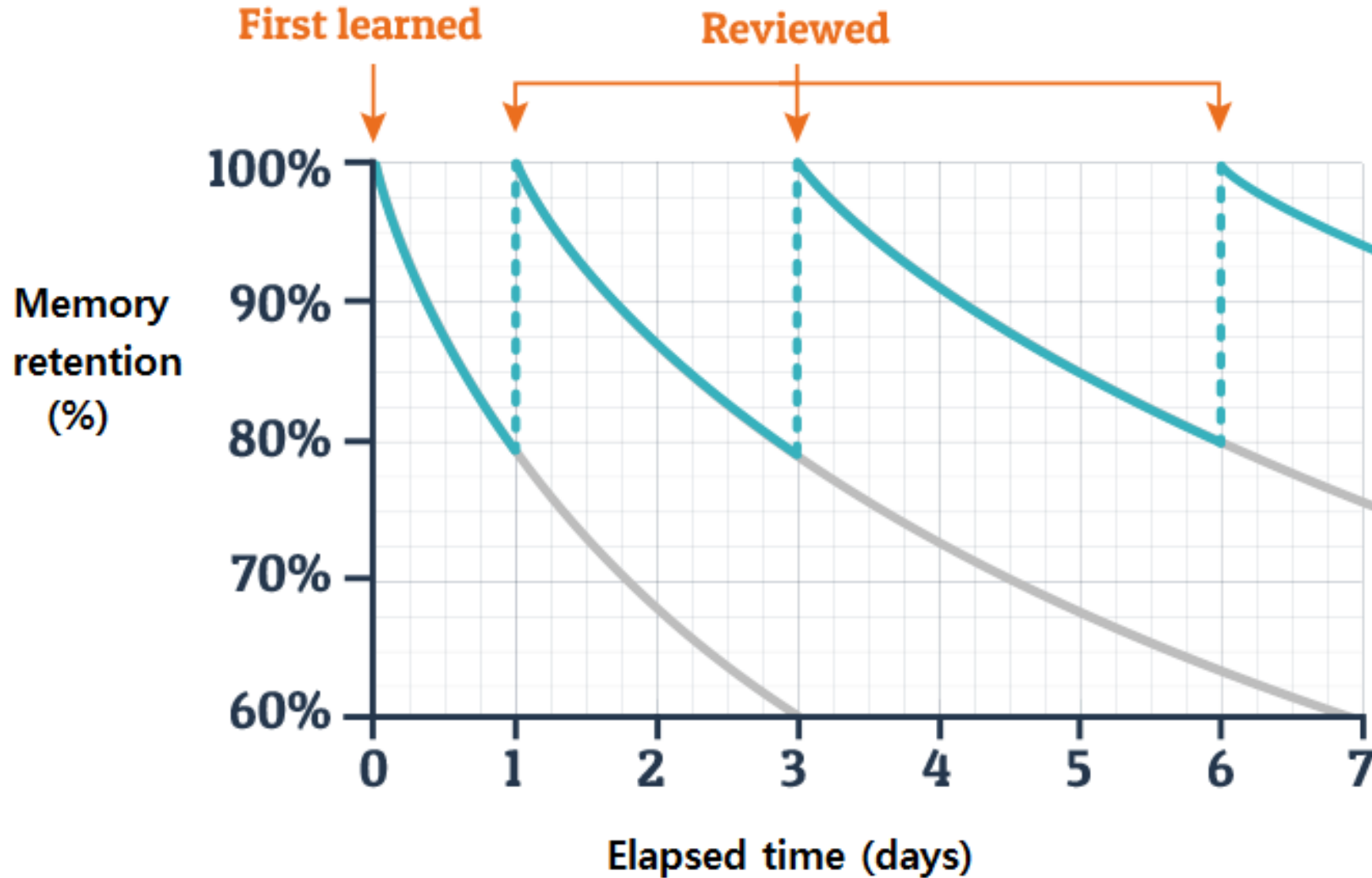


Hard working

Making it stick...



Retrieval practice



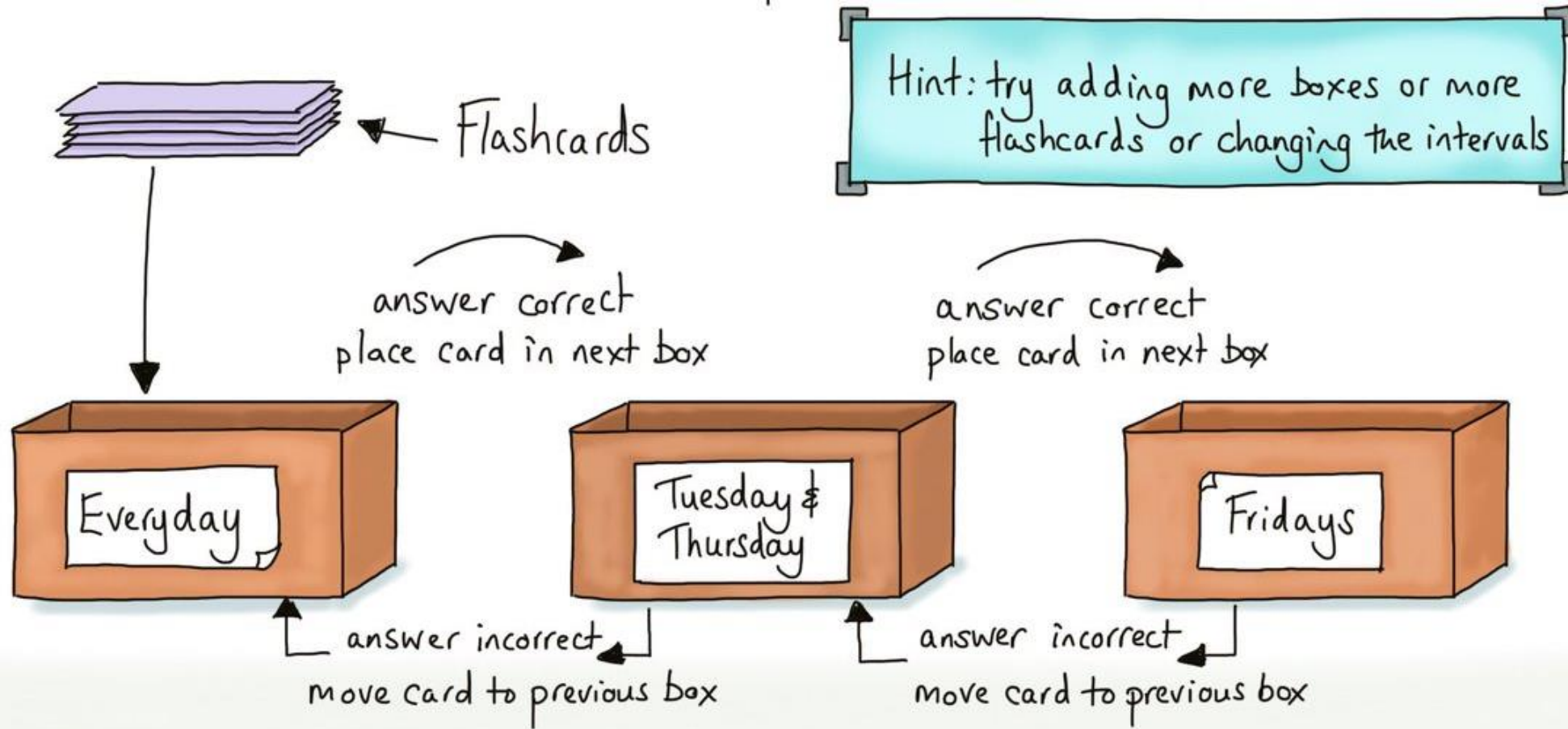
Making it stick...

Flash cards – Leitner system

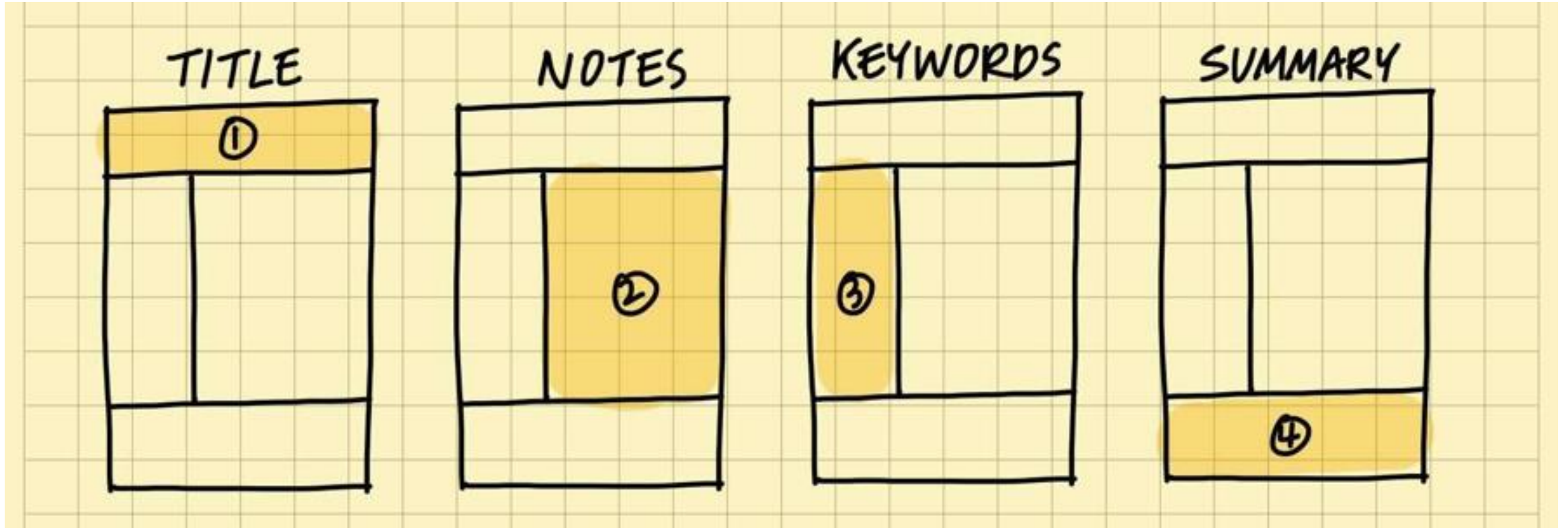


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Flashcards - the Leitner system



Cornell notes



Making it stick...

Flash cards – Leitner system

Revision/memory clocks

Cornell notes

Past papers/questions

Online platforms – Seneca, Memrise, Mathswatch...



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Miss F Jones

Head of Year 10





WKGS Values - CHOICE



As well as developing skills as resilient and enterprising learners in the classroom, our focus is just as much on helping learners to explore and uncover their skills and talents, to dream big and make the most of opportunities to enrich the curriculum and contribute to the school community.



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Upcoming Key Dates

Y10 Progress Review – 16th November 2023

Y10 Progress Evening – 16th January 2024

Y10 Exam period – 22nd → 28th March 2024

Y10 Progress Review & Report – 2nd May 2024

Y10 Work Experience – w/b 1st July 2024



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Y10 Exam Week – 22nd March



Exams will be taken in the Main Hall under exam conditions – so that the process is familiar for Y11.

Identify gaps in knowledge – just try your best!



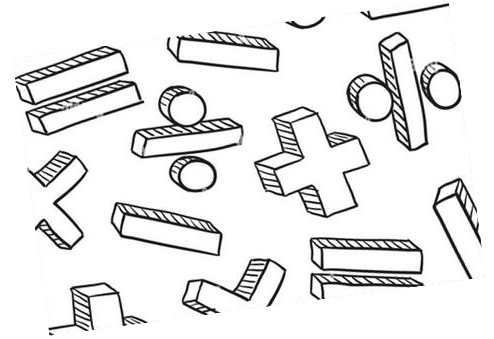
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Extra-curricular clubs /support



Wide range of lunchtime clubs

GCSE subject drop ins, sports clubs, eco club, philosophy/film club and lots more!



Year 10 Form Time

A	WKGS reads	Main Hall Assembly	WKGS debates	Senior House Assembly Furniss – Main Hall Gonner – Gym Hudson – Small Hall Paton – Dining Room Stewart – Upper library Wallis – Drama	Year Group Assembly Gym
B	WKGS reads	Main Hall Assembly	Form Admin & WKGS debates preparation	House Activities / Competitions	Year Group Assembly Gym

WKGS Reads

How do we approach unseen texts?

- PREDICT**
 - Activate prior learning
 - Find connections
 - Hypothesise
 - Draw inferences
- CLARIFY**
 - Seek supporting evidence:
 - Re-read
 - Apply context
 - Look up new words
- QUESTION**
 - Pose questions and interact with your peers.
 - Who/what/where...?
 - Can you explain...?
 - How is _ an example of _?
 - Why is _ significant?
 - How does _ compare/link to _?
 - Do you agree that _? Explain.
 - How might different readers respond to this?
- SUMMARISE**
 - What's the most important information?
 - Big-picture thinking - What are the big ideas and concepts being discussed?

A word after a word after a word is power' – Margaret Atwood



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Y10 Work Experience



During activities week – w/b 1st July



Students are required to find their own placement

They should enquire in advance to ensure they can secure a place in a field they have interest in for further education



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Miss K Leighton

Assistant Headteacher



Wellbeing



- Period of change
- New phase of education
- Sometimes can be daunting
- Important to pay attention to wellbeing



Getting a balance

- Plan ahead - consolidate learning to avoid cramming!
- Create allocated study time, as well as time for homework.



Ensure that time is also allocated to:

- extra curricular or additional activities
- social time
- rest/ relaxation



Coping with Exams/ Academic Pressure

Diet, sleep
and exercise

Validate
feelings

Space to
talk

Wind down
time



Positivity

Help with
Solutions

Reassurance



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Support Available



- Form tutors – daily point of contact for students and first point of contact for parents.
- Head of Year – first level of support with any concerns.
- SENDCO
Ms Stowell
- Miss Leighton
Assistant Headteacher Pastoral/Safeguarding

- Pastoral Support Assistant
Liv Flanagan
- Wellbeing Manager
Debbie Lidgett
- Miss Ellis
Assistant Headteacher
Personal Development



Any Questions?

Mrs L Begbie - Deputy Headteacher

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Miss K Leighton – Assistant Headteacher

kleighton@wkgs.net

Miss F Jones – Head of Year

fjones@wkgs.net

Thank you for your continued support



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