

Year 10 Information Evening

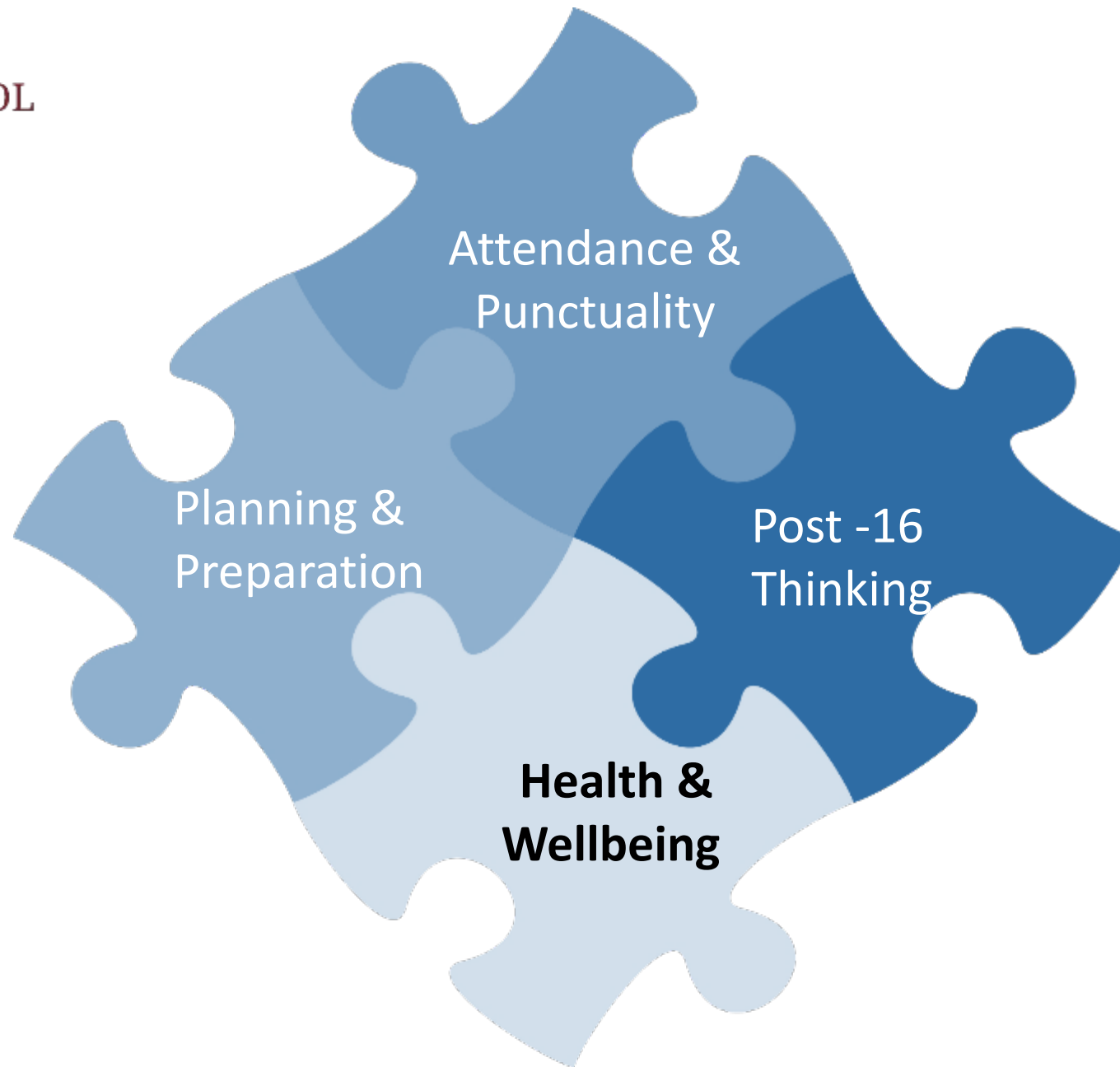


- Mr Kinder – Year Leader
- Mrs L Kane – Deputy Headteacher
- Miss C Thomas – Assistant Headteacher

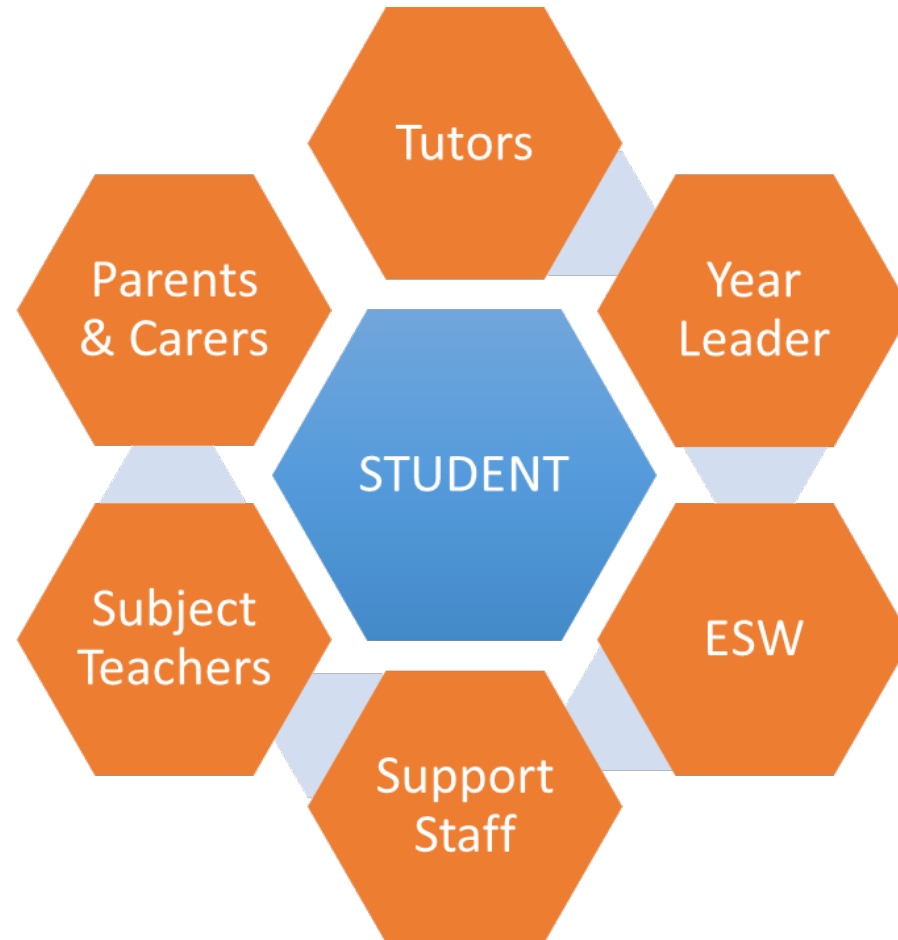
Year 10 – Preparing to Succeed

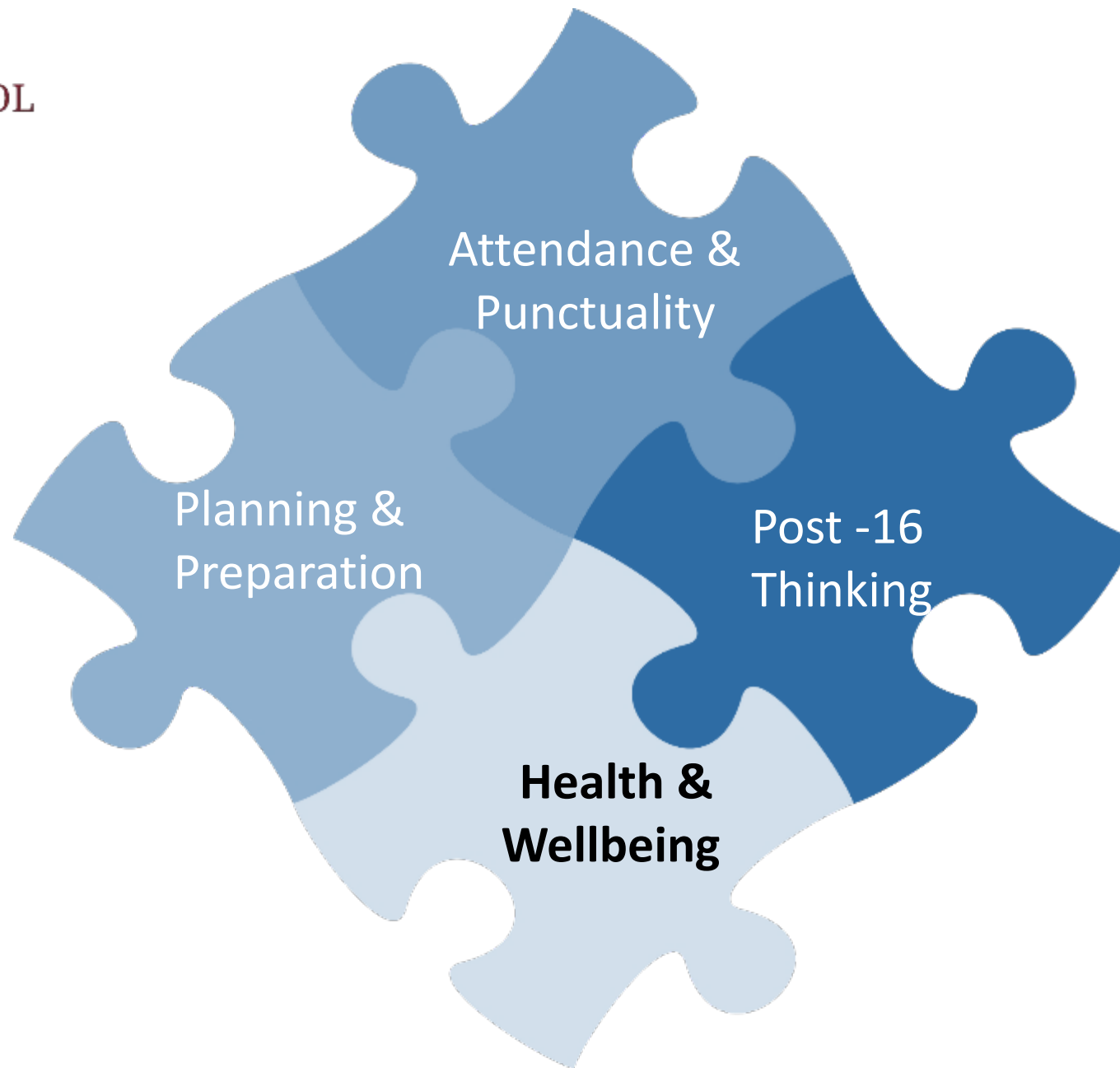


Plan, Prepare, Persevere



The Student Support Model





Looking ahead:

Year 10

- Achieving Excellence Celebrations
- A fantastic Enrichment Programme
- College Trips
- DofE Programme
- Leadership opportunities, Y10 Mock Interview Day
- Y10 JLT Interviews and Training
- Band Concerts
- Performance Showcase

Year 11

- Y11 Senior Citizens' Party
- Y11 Mock Results Day
- Y11 Results Day

How do we do things at CHSL?



**Ready to
Learn**

**Respectful
& Safe**

**Embracing
Opportunities**

How do we do things at CHSL?

Ready to Learn – Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti bullying, anti racism

Embrace opportunities – AE rewards, student leadership and enrichment

Mobile phones - 'Never heard, seen or used'.

- Phones switched off and kept in bags from 8.40 - 3.40
- Never heard, seen or used during school day – including corridors, toilets and during break and lunch
- If you have your phone out – hand phone in (where it will stay in your ESW office)
- If you have to hand your phone in more than 3 times – have to hand in phone at start of day for the next week (same for refusal)



Also air pods/ear phones need to be in bags and any smart watches on 'Do Not Disturb'. Air pods will be removed when seen.

- All students aim for 100% attendance
- Main factor that leads to enjoyment of and success at school
- Appointments – make out of school or after 2pm
- Daily phone calls to students who are absent
- Contact home and meetings in school if attendance becomes a concern (below 95%)

Attendance

CHSL GCSE results 2025

Students who attended **over 95%**
of the time were **10 x** more likely
to achieve a **grade 5 and above**
in English and Maths.

Punctuality



- When students are late for more than two lessons in a day – Same Day Detention for 20 mins
- (When students have more than 1 SDD a week = 40 mins on a Friday)
- Notified via text message
- **Thank you for your support**

Why:

- To help everyone prioritise being on time
- To help the start of lessons and to make sure no lost learning time (plus it is an important life skill)

Uniform – why?

Belonging, pride in uniform, aspiration

Student, staff and parent voice – want it to be smarter and consistent



Uniform from September

- Jumper, Tie
- Shirts – tucked in
- Trousers or Skirt (if wearing skirt – tights)
- Skirt length – needs to be sensible otherwise will have to wear trousers
- No trainers
- No necklaces, bracelets, rings, hoop earrings, nose studs – will need to be removed at start of day
- No unnatural nails/lashes/hair colours/styles

How do we do things at CHSL?

Ready to Learn – Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti-bullying, anti-racism

Embrace opportunities – student leadership and enrichment

Key values for us this year



1. Democracy



2. The Rule of Law

3. Individual liberty and mutual respect



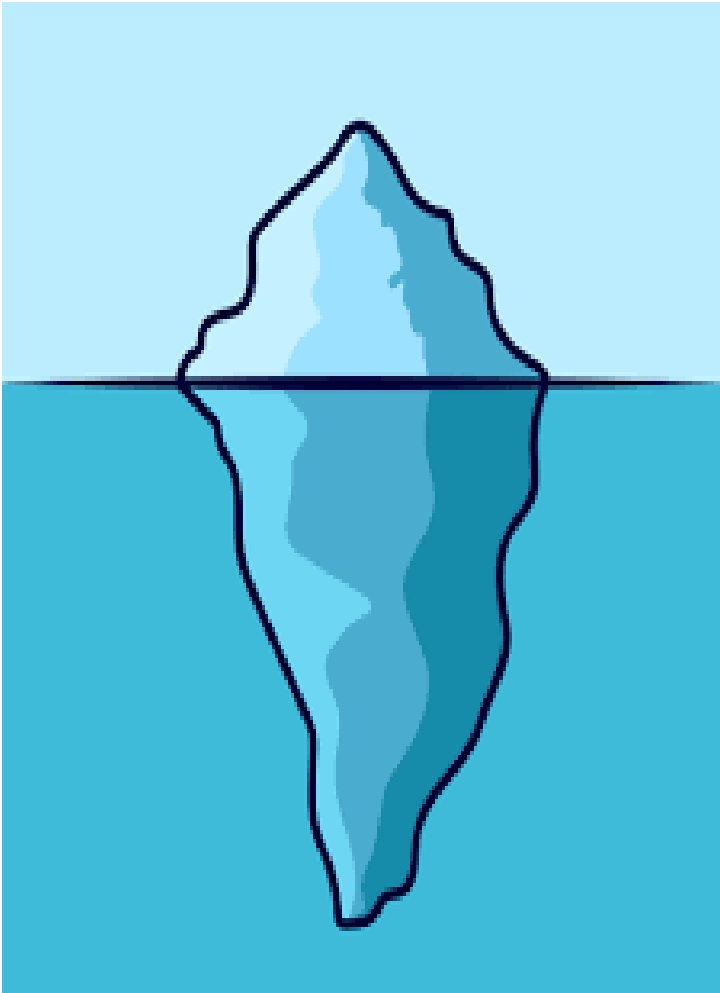
4. Tolerance



Messages for us at CHSL

- Everyone **belongs** in the CHSL community
- Speak to tutors and staff if you have any questions about anything that happened
- **Zero tolerance of any abuse around race, religion, gender, disability**





Using racist terms

Physically hurting someone because of their skin colour or background

Comments on the street/corridor

Language around immigration (e.g 'Go back to your own country')

Drawing/writing inappropriate symbols (e.g Nazi swastika)

Using people well known to be racist as a 'joke' (e.g Hitler)

Mimicking accents

Different views and feelings

Some people like it because they feel it is motivated by pride and patriotism



Different views and feelings

Others don't believe the flags are welcoming and say we all belong. They believe that they are making people uncomfortable.

These flags we are seeing have not been put up in our homes, by us, to celebrate. They've appeared overnight in large numbers, put up by a few people in an organised way.

BBC article - 'One far right group has donated 75% of its flags which is making people feel uncomfortable'



Far-right groups:

- Target people for being “different” - skin colour, religion, nationality.

CHSL Lesson expectations

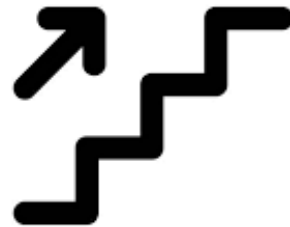
Ready, Respectful and Safe, Embracing Opportunities

PRIDE

1. Punctuality - Come to lessons on time, ready to learn.
2. Respect - Treat all staff, students and the school with respect.
3. Instructions - Follow teacher instructions.
4. Determination- Work hard to the best of your ability.
5. Engage - Listen to your teacher and other students.

CHSL behaviour steps

- ☐ Step 1: Reminder
- ☐ Step 2: Warning
- ☐ Step 3: Final warning
- ☐ Step 4: Department move
- ☐ Step 5: Consequence



How do we do things at CHSL?

Ready to Learn – Attendance, punctuality, uniform, mobile phones

Respectful and safe – Lesson behaviour, anti bullying, anti racism

Embrace opportunities – Student Leadership, Work experience

How to Succeed in Year 10

Miss C Thomas– Assistant Headteacher

Minimum Expected Grades

- MEGs are designed to be challenging yet achievable
- Students meeting, or exceeding, their MEGs are making good progress
- For tiered subjects students are placed in tiers based on their prior performance at CHSL in Years 7-9
- MEGs do not limit attainment nor are they predicted grades

How can students prepare for success?

- Start revision now and establish a routine
- Manage time constructively
- Equipment
- Environment
- Intervention sessions
- Talk about their concerns



How can others at home help prepare you for success?

- Create a quiet space
- Encouragement and praise
- Ask questions
- Quizzing



Student Tracking (Mock Exams) Arrangements in Year 10

- In the Hall
- Starts Monday 30st March
- Finishes Friday 1st May

Why are these Mock Exams important for students?

- Students get used to the atmosphere of exam windows
- Students gain experience of managing their time in an exam and recalling/applying the content they have learnt
- Students get to know which topics or concepts they understand and those which they find more complex



Why are these Mock Exams important for teachers?

- Better understanding of what students know
- Can plan future lessons and interventions

How we will communicate progress to parents/carers during Year 10

Settling-in Reports

- Issued week commencing 15th December
- Reports will contain topics studied so far and revision guidance
- Students will be issued an ATL grade

How we will communicate progress to parents/carers during Year 10

- Reports issued week commencing 1st June
- Reports will contain a projected grade per subject and an ATL grade
- Progress evening - Thursday 25th June

Student tracking in Year 11

Currently for the 2026 Year 11 Cohort

- Two student tracking windows
- ST1 report with grade and written comment
- ST2 report with grade
- In-Person Progress evening

GCSEs are a Challenge:

Students on average will have:

- 22 Exams in May and June of Year 11
- 35 hours of examinations

Therefore, we can't leave learning and revision until the night before exams.



How will staff help you prepare for success?

- Quality first teaching
- Interleaving, regular testing
- Regular feedback

QUICK QUIZ

1. What years does the 20th century cover?
2. What is prose?
3. What are Language AO1, AO2 and AO4? Any ideas?
4. Do you know anything about 'The Woman in Black'?
5. What does SCZ stand for?



Solve

$$x^2 - 2x - 24 > 0$$

- A $x > 6$ or $x > -4$
- B $x > 6$ or $x < -4$
- C $x > 4$ or $x < -6$
- D $-4 < x < 6$

ST1 Guidance Document

SUBJECT & FOCUS	ADVICE / my own notes on what to revise.	HIT LIST	HOW and WHAT Places / Strategies Revised / Practiced		
English Language Paper 1 1 hour 45 mins Fiction Reading and Creative Writing	Language - Paper 1 content: 1. Reading Section: Fiction Reading. Ability to answer Identify, Analyse and Evaluate Questions. 2. Writing Section: Prepare a first-person narrative, using the <u>5 part</u> story arc, tension techniques, character descriptions, and figurative devices.				
English Literature Paper 1 2 hours Shakespeare and Poetry Anthology	Literature - Paper 1 content: 1. Section A: Romeo and Juliet Extract and Essay on a theme. Know the structure of an Overview and Key Hook; learn key quotes and key moments for the themes of love, <u>conflict</u> and fate. 2. Section B: Poetry Anthology Part A and Part B. Learn key quotes and context for your Chosen 8 poems. Know the structure for a Part A and Part B response.				
Maths Paper 1 - Calculator - 1 hr 30 mins Paper 2 - Non- Calculator - 1 hr 30 mins Paper 3- Calculator - 1hr 30 mins	1. Number operations and integers 2. Fractions, <u>decimals</u> and percentages 3. Indices and surds 4. Approximation and estimation 5. Ratio, <u>proportion</u> and rates of change 6. Graphs of equations and functions 7. Basic geometry 8. Congruence and similarity 9. Mensuration 10. Probability 11. Statistics				

English Language (Eduqas)	https://www.eduqas.co.uk/qualifications/english-language-gcse/#tab_overview
English Literature (Eduqas)	https://www.eduqas.co.uk/qualifications/english-literature-gcse/#tab_overview
Maths (OCR)	https://www.ocr.org.uk/qualifications/gcse/mathematics-j560-from-2015/
Science: Combined - Trilogy (AQA)	https://www.aqa.org.uk/subjects/science/gcse/combined-science-trilogy-8464
Science: Biology (AQA)	https://www.aqa.org.uk/subjects/science/gcse/biology-8461
Science: Chemistry (AQA)	https://www.aqa.org.uk/subjects/science/gcse/chemistry-8462
Science: Physics (AQA)	https://www.aqa.org.uk/subjects/science/gcse/physics-8463
Art (AQA)	https://www.aqa.org.uk/subjects/art-and-design/gcse/art-and-design-8201-8206
Computer Science (Pearson)	https://qualifications.pearson.com/en/qualifications/edexcel-gcse/computer-science-2020.html

ST1 Second Week

Week B	AM	PM
Monday 20th April	Chemistry 1Hour 15mins	Maths – <u>Non-Calculator</u> 1h 30mins (Hall)
Tuesday 21st April	English Language – <u>1 hour</u> 45mins (Hall)	Geography 1Hour 15mins
Wednesday 22nd April	French Listening – 30 mins (F) 45 mins (H) French Reading – 45 mins (F) 1 hour (H)	Art & Photography (b) 2 Hours (lesson) RS (Islam) 1Hour (b) GCSE PE 1Hour 15mins (b) D&T 1Hour 30mins (b) Music 1Hour 30mins (Lesson) (b) Food & Nutrition 1Hour 30mins (b) Computer Science Paper 2 - 2Hours (in lesson) (b)
Thursday 23rd April	History 1Hour 15mins	
Friday 24th April	Biology 1h 15mins (Hall)	Art & Photography (a) 2 Hours (lesson) RS (Islam) 1Hour (a) GCSE PE 1Hour 15mins (a) D&T 1Hour 30mins (a) Drama 1Hour 45mins (Hall) (a) Health & Social 2 Hours (a) Food & Nutrition 1Hour 30mins (a) Music 1Hour 30mins (Lesson) (a) Computer Science Paper 1 – 1Hour 30mins (a)

ST1 Revision Materials

What is an Ecosystem?

An ecosystem is a system in which organisms interact with each other and with their environment.

Ecosystem's Components

Abiotic	These are non-living, such as air, water, heat and rock.
Biotic	These are living, such as plants, insects, and animals.
Flora	Plant life occurring in a particular region or time.
Fauna	Animal life of any particular region or time.

Food Web and Chains

Simple food chains are useful in explaining the basic principles behind ecosystems. They show only one species at a particular trophic level. Food webs however consist of a network of many food chains interconnected together.



Nutrient cycle

Plants take in nutrients to build into new organic matter. Nutrients are taken up when animals eat plants and then returned to the soil when animals die and the body is broken down by decomposers.



Litter

This is the surface layer of vegetation, which over time breaks down to become humus.

Biomass

The total mass of living organisms per unit area.

Biomes

A biome is a large geographical area of distinctive plant and animal groups, which are adapted to that particular environment. The climate and geography of a region determines what type of biome can exist in that region.



Biome's climate and plants

Biome	Location	Temperature	Rainfall	Flora	Fauna
Tropical rainforest	Centred along the Equator.	Hot all year (25-30°C)	Very high (over 200mm/year)	Tall trees forming a canopy; wide variety of species.	Greatest range of different animal species. Most live in canopy layer
Hot desert	Found along the tropics of Cancer and Capricorn.	Hot by day (over 30°C) Cold by night	Very low (below 300mm/year)	Lack of plants and few species; adapted to drought.	Many animals are small and nocturnal; except for the camel.

Equilibrium

Equilibrium occurs when all parts of an ecosystem are in balance for each other. Eg there are enough insects to provide food for birds and enough birds to provide food for the birds of prey. If any changes occur to the ecosystem then the equilibrium will adjust until a new equilibrium is found.

Yellowstone national park

The equilibrium of Yellowstone was changed after wolves were reintroduced to the park.



Unit 1b The Living World

CASE STUDY: UK Ecosystem: Delamere Forest, Cheshire

This is a typical English lowland deciduous woodland.

components & interrelationships	Management
Spring Flowering plants (producers) such as bluebells store nutrients to be eaten by consumers later.	- Delamere has been managed for centuries. - Currently now used for recreation and conservation. - Trees cut down to encourage new growth for timber.
Summer Broad tree leaves grow quickly to maximise photosynthesis	
Autumn Trees shed leaves to conserve energy due to sunlight hours decreasing	
Winter Bacteria decompose the leaf litter, releasing the nutrients into the soil.	

Tropical Rainforest Biome

Tropical rainforest cover about 2 per cent of the Earth's surface yet they are home to over half of the world's plant and animals.

Interdependence in the rainforest

A rainforest works through interdependence. This is where the plants and animals depend on each other for survival. If one component changes, there can be serious knock-up effects for the entire ecosystem.

Distribution of Tropical Rainforests

Tropical rainforests are centred along the Equator between the Tropic of Cancer and Capricorn. Rainforests can be found in South America, central Africa and South-East Asia. The Amazon is the world's largest rainforest and takes up the majority of northern South America, encompassing countries such as Brazil and Peru.



Layers of the Rainforest

Layer	Description
Emergent	Highest layer with trees reaching 50 metres.
Canopy	Most life is found here as it receives 70% of the sunlight and 80% of the life.
U-Canopy	Consists of trees that reach 30 metres high.
Shrub Layer	Lowest layer with small trees that have adapted to living in the shade.

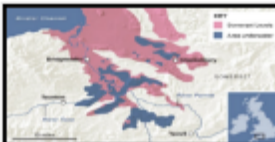
Rainforest nutrient cycle

The hot, damp conditions on the forest floor allow for the rapid decomposition of dead plant material. This provides plentiful nutrients that are easily absorbed by plant roots. However, as these nutrients are in high demand from the many fast-growing plants, they do not remain in the soil for long and stay close to the surface. If vegetation is removed, the soils quickly become infertile.

Climate of Tropical Rainforests

- Evening temperatures rarely fall below 22°C.
- Due to the presence of clouds, temperatures rarely rise above 32°C.
- Most afternoons have heavy showers.
- At night with no clouds insulating, temperature drops.



The challenge of natural hazards		Example							
Title	The Somerset level floods – extreme weather in the UK	Specific Locations	<u>Burtonbridge</u> , Bristol channel <u>Bridgewater</u>						
<u>Where are the Somerset levels?</u> The Somerset levels are located in the south-west of England. The Somerset levels and the Somerset Moors form an extensive area of low-lying farmland and wetlands bordered by the Bristol Channel and the <u>Mendip</u> Hills to the north. 									
<u>What caused the floods in 2014?</u> - Wettest January since records began – a succession of depressions (low pressure) driven across the Atlantic Ocean brought a period of wet weather lasting several weeks. 350mm of rain fell in January and February (about 100mm above the average) - High tides and storm surges swept water up the rivers from the Bristol channel. - Rivers had not been dredged for at least 20 years.									
What were the impacts of the flood? <table border="1"> <tr> <th><u>Social</u></th> <th><u>Economic</u></th> <th><u>Environmental</u></th> </tr> <tr> <td> Over 600 houses flooded 16 farms evacuated Residents evacuated to temporary accommodation Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc. Many people had power supplies cut off </td> <td> Somerset County Council estimated the cost of flood damage to be more than £10 million Over 14,000 ha of agricultural land under water for 3-4 weeks Over 1000 livestock evacuated Local roads cut off by floods </td> <td> Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals A huge amount of debris had to be cleared </td> </tr> </table>				<u>Social</u>	<u>Economic</u>	<u>Environmental</u>	Over 600 houses flooded 16 farms evacuated Residents evacuated to temporary accommodation Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc. Many people had power supplies cut off	Somerset County Council estimated the cost of flood damage to be more than £10 million Over 14,000 ha of agricultural land under water for 3-4 weeks Over 1000 livestock evacuated Local roads cut off by floods	Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals A huge amount of debris had to be cleared
<u>Social</u>	<u>Economic</u>	<u>Environmental</u>							
Over 600 houses flooded 16 farms evacuated Residents evacuated to temporary accommodation Villages such as Moorland cut off. This affected people's daily lives e.g. attending school, shopping etc. Many people had power supplies cut off	Somerset County Council estimated the cost of flood damage to be more than £10 million Over 14,000 ha of agricultural land under water for 3-4 weeks Over 1000 livestock evacuated Local roads cut off by floods	Floodwaters were heavily contaminated with sewage and other pollutants including oil and chemicals A huge amount of debris had to be cleared							
What were the responses to the floods <table border="1"> <tr> <th><u>Immediate responses</u></th> <th><u>Longer-term responses</u></th> </tr> <tr> <td> Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in <u>Burtonbridge</u> gave invaluable support Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 <u>tonnes</u> of water per second. </td> <td> The Somerset Contingencies Partnership improved their website and set up a social media site to give people details and easy access to information on how to reduce their flood risk and prepare for a flood. By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity <u>increasing</u> the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity </td> </tr> </table>				<u>Immediate responses</u>	<u>Longer-term responses</u>	Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in <u>Burtonbridge</u> gave invaluable support Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 <u>tonnes</u> of water per second.	The Somerset Contingencies Partnership improved their website and set up a social media site to give people details and easy access to information on how to reduce their flood risk and prepare for a flood. By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity <u>increasing</u> the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity		
<u>Immediate responses</u>	<u>Longer-term responses</u>								
Homeowners coped as best as they could. Villagers cut off by the floods used boats to go shopping or attend school. Local community groups and volunteers in <u>Burtonbridge</u> gave invaluable support Many pumps were used to get water off the Levels and back into the rivers. These pumps were pumping 10 <u>tonnes</u> of water per second.	The Somerset Contingencies Partnership improved their website and set up a social media site to give people details and easy access to information on how to reduce their flood risk and prepare for a flood. By 2015, some of the temporary pumping stations such as those at Northmoor and the Bridgewater Taunton Canal were to be made permanent so they could be used again in times of flooding increasing the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity <u>increasing</u> the capacity of <u>Sappi</u> King Sedgemoor drain. The <u>Sappi</u> channel was to be widened to increase its capacity								

ST1 Revision Materials

General Posts Files +			
+ New Upload Share Sync Download Open in Share			
Documents > General > Class Materials > Chemistry > Year 11			
Name	Modified	Modified By	
RAG Sheets	February 1	C Thomas	
Year 11 Lessons	September 1, 2021	C Thomas	
Year 11 Revision materials	September 1, 2021	C Thomas	

General Posts Files +			
+ New Upload Share Sync Download Open in Share			
Documents > General > Class Materials > Chemistry > Year 11 > Year 11 Revision material			
Name	Modified	Modified By	
Atomic structure revision materials	September 1, 2021	C Thomas	
Bonding revision materials	September 1, 2021	C Thomas	
Chemical Analysis revision materials	September 1, 2021	C Thomas	
Chemical Changes revision materials	September 1, 2021	C Thomas	
Earths Atmosphere revision materials	September 1, 2021	C Thomas	
Electrolysis revision materials	September 1, 2021	C Thomas	
Energy Changes Revision materials	September 1, 2021	C Thomas	
Knowledge organisers	September 1, 2021	C Thomas	
Markscheme - Topic tests 1 - 5	September 12, 2021	C Thomas	
Markscheme - Topic tests 6 - 10	September 12, 2021	C Thomas	

ST1 Guides to Success

Key Stage 4

[Guides to Success](#) +

[Exam Policies](#) +

[GCSE Information for Candidates](#) +

[Revision Guides](#) +

[Year 10](#) +

[Year 11](#) +

Step 3: Find an effective revision strategy

Flashcards

Front

Q: What were the strengths and weaknesses of the Weimar constitution?

Strengths and weaknesses of the Weimar Constitution

The new constitution was drawn up in the spirit of Weimar because there was still unrest in Berlin.

Strengths	Weaknesses
- Democratic system where no one person or group held absolute power - Voting age reduced to 21 for men and women - Election for president every seven years	- Proportional representation led to unstable coalition governments - Article 48 enabled the president to pass laws without the Reichstag's approval

Back

SENECA
Free interactive content to keep students engaged

BBC
Bitesize

HOW CAN I REVISE EFFECTIVELY?

RE-READ LITERATURE TEXTS

ASK FAMILY/FRIENDS TO QUIZ YOU
Use materials you have created

CREATE FLASH CARDS
Use the *letter method* (spaced practice little and often)

COMPLETE *IBLZ* PAST PAPERS
(Inc. with mark schemes)
this will build exam stamina + timing

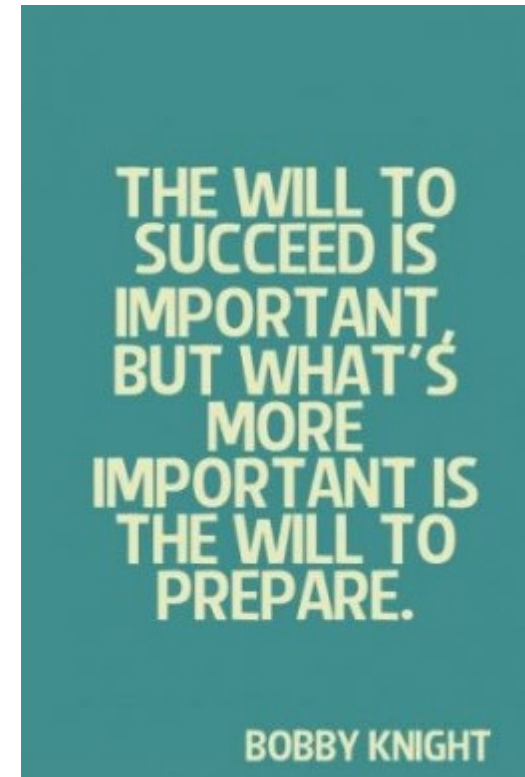
CREATE YOUR OWN REVISION RESOURCES/NOTES
TRY: 'One stop' posters with condensed guidance on each exam section; use the Cornell notes method; practise writing (monitor VSSFS), and create glossaries of T2 and T3 vocabulary!

COMPLETE *PARTIAL* PAST PAPERS
This is for bite sized exam practice

Complete most revision **Independently** (in addition to any school/peer group revision)

Key Takeaways

- Attend all lessons
- Work hard
- Complete homework
- Revise effectively over time
- Little and often
- Find what works for you



Work Experience July 2026

Following changes to government guidance, work experience will take place for **all Year 10 students from 13th – 17th July**



Why Work Experience?

- Experience the world of work
- Develop their employability skills
- Taking on responsibilities
- Prepares students for the next step
- An increasing number of schools are returning to traditional work experience
- Rite of Passage



How?

- **Self placement**

Students (with help from you!) find their own work experience opportunity



Benefits of Self-Placement

- Students will be self-placed
- Allows for a greater range of employers to be involved
- Students more secure in workplace/sector they are familiar with
- Transportation is easier
- All checks are completed online (as per government guidance)



- National Platform linked with major employers and Universities
- Last year 45% of schools in the UK used it and it supported the placements of 345,000 students
- Completes almost all health and safety/safeguarding checks online
- Worked with employers to be smooth process

- All students have a welcome message to their school email address

Unifrog steps

- Step 1: Student Initial Form when they have found their placement
- Step 2: Employer Initial Form
- Step 3: Parent/ Carer Agreement
- Step 4: School Confirmation

Unifrog Demo Video -

https://youtu.be/THAwMBIxS4E?si=eeeB5uUBYRQ_cu_D

Timeline

- Work Experience – wb 21st October
- Student Initial Form Completed by **13th December 2025**
- Employer/Parent Initial Form Completed by **31st January**
- Preparation for work experience – Careers Fair, Mock Interviews, time in Education for Life.
- Work Experience **13th – 17th July**

Questions

- What happens if I cannot secure a placement?
- Can the school help with transport?
- Will my child be visited by a member of staff?
- What happens if my child is going on the Paris Trip?