

The background of the central section is a photograph of autumn foliage. It shows several maple leaves in shades of orange, yellow, and red, some in sharp focus and others blurred, set against a warm, golden-brown background of more leaves and trees. The ground is covered in a thick layer of fallen leaves.

Year 10 Autumn RISE bulletin

Mr Anderson's Head of Year message



Year 10 have made an fantastic start to the Autumn term and their GCSE studies, I would like to commend all of Year 10 for their efforts in adapting to all the new changes. We hit the ground running to tackle the new year. Having seen how each and every one of them has handled the transition into KS4, and adapted into a new way of learning, makes me exceptionally proud.

It has been my pleasure to watch the students of Year 10 maturing throughout this autumn term, as they start to dig foundations for their GCSE subjects and act as standard bearers for “The Barrington Way”. They are becoming role models for our younger students. In addition, Year 10 have continued to develop their mastery over core subjects within lessons and in morning meetings, recalling quotes from their English literature books: A Christmas Carol and An Inspector Calls, and practising fundamental skills in Maths and Science. Morning meetings are essential for success in GCSE exams and at the same time foster a collaborative environment where students are learning from each other.

Year 10 have excelled in all subject areas which is evident from the abundance of “Learner of the Week” nominations I receive each week. I take great pride in the work that Year 10 are producing, and look forward to celebrating our success every Friday in ‘Learner of the Week’ presentations. As a year group we strive to be the best that we can be and have had multiple students receiving the highest amount of Class chart points within the Academy.

I look forward to writing to you again throughout the year to update you on further Year 10 success.

INSPIRATION in Year 8

Head of Year 'Students of the week' so far...

8th September - Aaliyah S

"Exemplifying our value of excellence in the work that she does and showing true resilience as we begin Ks4. Well done and keep up the hard work."

15th September 2023 - Rhys L

"Rhys has had a great attitude to his learning this week. I have had multiple members Teachers come and comment on the great work that you have been completing. Well done!"

22nd September 2023 - Kayla-Mai J

"Kayla-Mai has been working incredibly hard in all her lessons. Demonstrating our value of excellence, multiple teachers have commented on your outstanding progress. Well done and keep up the hard work!"

29th September 2023 - Libby D

"Libby, has shown great maturity and is working incredibly hard towards her GCSEs. Make sure you keep up the good work, Well done!"

6th October 2023 - Connor H

"I have seen a change to your attitude to learning, which is very evident by your nominations this week. Keep up the great work."

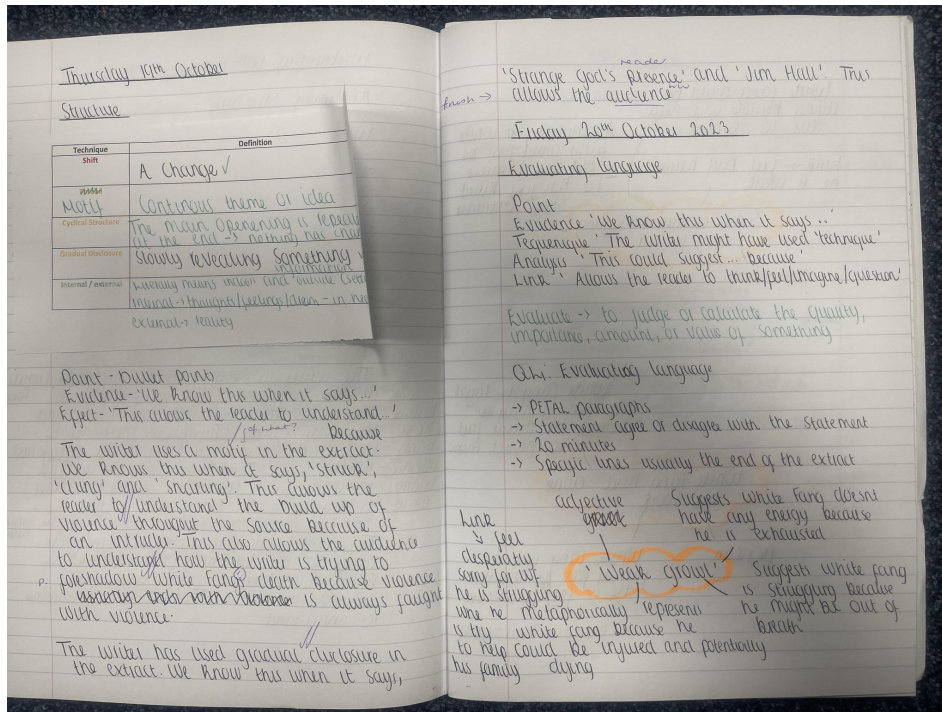
13th October 2023 - Leon M

"I have been impressed how you have settled into the Academy this week. You have become an asset to the Academy and we are very proud of the progress you have made with us."

20th October 2023 - Joseph

"Not only is Joseph producing some fantastic work in his lessons, Joseph has also been outstanding when representing the Academy at cross country. Well done!"

EXCELLENCE in English



Our Year 10 students are producing fantastic work in their exercise books and making excellent progress.

EXCELLENCE in Maths

Here is an example of Year 10 maths work.

Student is demonstrating our driver of autonomy by completing progressively more challenging activities.

Thursday 10 October 2019
Lesson 9 - Percentage of amounts calculator

a) $9\frac{3}{4} \times \frac{1}{4}$ a) $\frac{19}{4}$

a) $12 = \frac{12}{1} \times \frac{28}{28} = \frac{336}{28}$
b) $48 = \frac{48}{1} \times \frac{28}{28} = \frac{1344}{28}$

$50\% = \frac{1}{2}$
 $25\% = \frac{1}{4}$
 $10\% = \frac{1}{10}$
 $1\% = \frac{1}{100}$

Bronze example
 $10\% \text{ of } 80 = 8$
 $80 \div 10 = 8$

Silver example
 $20\% \text{ of } 45 = 9$
 $45 \div 10 = 4.5 (10\%)$
 $4.5 \times 2 = 9$
 $50\% \text{ of } 120 = 60$
 $120 \div 2 = 60$
 $3\% \text{ of } 5000 = 150$
 $5000 \div 100 = 50$
 $50 \times 3 = 150$

Bronze trial
 $10\% \text{ of } 80 = 8$
 $80 \div 10 = 8$
 $1\% \text{ of } 650 = 6.5$
 $650 \div 100 = 6.5$

Silver trial
 $30\% \text{ of } 90 = 27$
 $90 \div 10 = 9$
 $9 \times 3 = 27$
 $6\% \text{ of } 80 = 4.8$
 $80 \div 100 = 0.8 (1\%)$
 $0.8 \times 6 = 4.8$

You Do	
Bronze	Silver
a) 50% of 92	a) 20% of 200
b) 10% of 20	b) 30% of 40
c) 1% of 1500	c) 2% of 500
d) 10% of 842	d) 20% of 140
e) 50% of 53	e) 75% of 820
f) 1% of 120	f) 2% of 320
g) 25% of 1440	g) 80% of 25
h) 10% of 28	h) 5% of 68
i) 50% of 93	i) 70% of 840
j) 1% of 98	j) 6% of 6500

Bronze
a) $50\% \text{ of } 92 = 46$
 $92 \div 2 = 46$
b) $10\% \text{ of } 20 = 2$
 $20 \div 10 = 2$
c) $1\% \text{ of } 1500 = 15$
 $1500 \div 100 = 15$
d) $10\% \text{ of } 842 = 84.2$
 $842 \div 10 = 84.2$
e) $50\% \text{ of } 53 = 26.5$
 $53 \div 2 = 26.5$
f) $1\% \text{ of } 120 = 1.2$
 $120 \div 100 = 1.2$
g) $25\% \text{ of } 1440 = 360$
 $1440 \div 4 = 360$
h) $10\% \text{ of } 28 = 2.8$
 $28 \div 10 = 2.8$
i) $50\% \text{ of } 93 = 46.5$
 $93 \div 2 = 46.5$
j) $1\% \text{ of } 98 = 0.98$
 $98 \div 100 = 0.98$

Silver
a) $20\% \text{ of } 200 = 40$
 $200 \div 10 = 20$
 $20 \times 2 = 40$
b) $30\% \text{ of } 40 = 12$
 $40 \div 10 = 4$
 $4 \times 3 = 12$
c) $2\% \text{ of } 500 = 10$
 $500 \div 100 = 5$
 $5 \times 2 = 10$
d) $20\% \text{ of } 140 = 28$
 $140 \div 10 = 14$
 $14 \times 2 = 28$

1) $2\% \text{ of } 950 = 19$
 $950 \div 10 = 95$
 $95 \times 2 = 190$
 $950 \div 100 = 9.5$
 $9.5 \times 2 = 19$

2) $2\% \text{ of } 320 = 6.4$
 $320 \div 100 = 3.2$
 $3.2 \times 2 = 6.4$

Bronze
Question 1: Write down the multipliers that are equivalent to the following percentages
(a) 50% (b) 10% (c) 10% (d) 25%
(e) 40% (f) 95% (g) 5% (h) 2%
(i) 7% (j) 35% (k) 75% (l) 44%

Question 2: Calculate the following
(a) 15% of 800g (b) 5% of 250kg (c) 40% of £135 (d) 17% of 540km
(e) 53% of 700g (f) 14% of 12 hours (g) 31% of 200kg (h) 4% of 408
(i) 60% of £2200 (j) 65% of 5.4 miles (k) 97% of \$54 (l) 12% of 8.5 tonnes

Bronze
a) $15\% \text{ of } 800\text{g}$
 $800 \times 0.15 = 120$
b) $9\% \text{ of } 250\text{kg}$
 $250 \times 0.09 = 22.5$
c) $45\% \text{ of } £135$
 $£135 \times 0.45 = £60.75$
d) $17\% \text{ of } 540\text{km}$
 $540 \times 0.17 = 91.8\text{km}$
e) $53\% \text{ of } 700\text{g}$
 $700 \times 0.53 = 371$
f) $14\% \text{ of } 12\text{ hours}$
 $12 \times 0.14 = 1.68\text{ hours}$
g) $31\% \text{ of } 200\text{kg}$
 $200 \times 0.31 = 62\text{kg}$
h) $4\% \text{ of } 408$
 $408 \times 0.04 = 16.32$
i) $60\% \text{ of } 1250\text{ml}$
 $1250 \times 0.6 = 750$
j) $66\% \text{ of } 9\text{ miles}$
 $9 \times 0.66 = 5.94$
k) $97\% \text{ of } £54$
 $£54 \times 0.97 = £52.38$
l) $13\% \text{ of } 8.5\text{ tonnes}$
 $8.5 \times 0.13 = 1.105$

Bronze example
 $20\% = 0.2$
 $320 \times 0.2 = 64$
 $70\% = 0.7$
 $4\% = 0.04$

Silver example
 $49\% \text{ of } £650$
 $£650 \times 0.49 = £318.50$
 $30\% \text{ of } £160$
 $£160 \times 0.3 = £48$

Bronze trial
 $20\% = 0.2$
 $320 \times 0.2 = 64$
 $70\% = 0.7$
 $4\% = 0.04$

Silver trial
 $14\% \text{ of } £145$
 $£145 \times 0.14 = £20.3$
 $6\% \text{ of } £575$
 $£575 \times 0.06 = £34.5$

RESILIENCE - Attendance

Over a third of all Year 10 students have 100% attendance since the start of term, with almost half the year group achieving 95% attendance or above.

Well done to all those who have excellent attendance and therefore improving the likelihood of achieving academic success at the end of Key Stage 4.

Look out for our attendance rewards throughout the half term to celebrate our Year 10 students' excellent attendance.

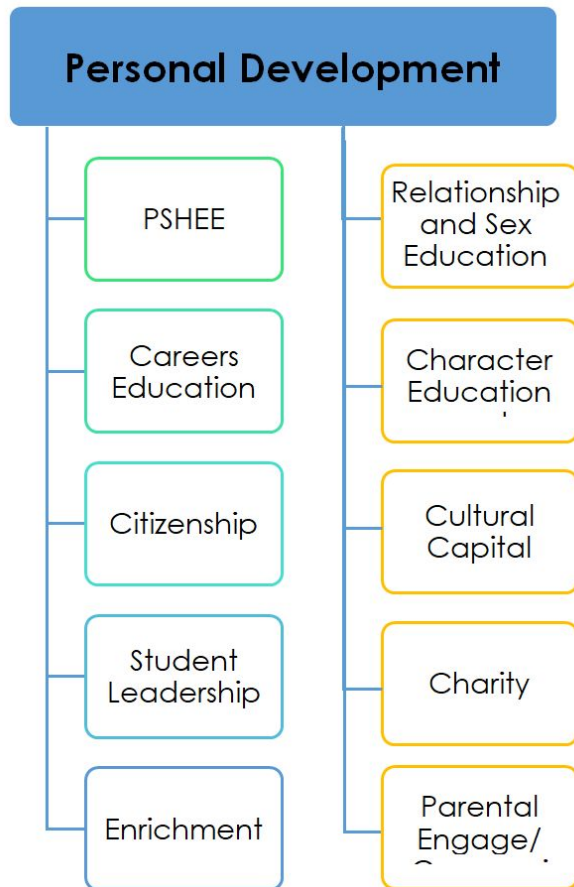
What your child is learning in Year 10

Subject	What now	What next
Art	INTERNALLY SET ASSIGNMENT (PROJECT 1 COURSEWORK) FOLLOWING EDUQAS EXAM BOARD: Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.	Develop researching artists both contemporary and historical. Develop developing design ideas. Develop developing skills in different media based around the work of the artists. Develop annotating and evaluating work. Develop thumbnail sketches to produce a composition to develop a final piece from. Develop colour and technique combinations
Graphics	COMPONENT 1- SKILLS AND TECHNIQUES CONTRIBUTING TOWARDS 60% OF OVERALL GRADE: Understanding of use of a range of graphic communication media, processes and techniques, including both traditional and new media.	Develop the use of drawing, painting and computer aided design for different purposes, using a variety of methods and media on a variety of scales. Develop the use of sketchbooks/workbooks/journals to underpin work where appropriate: printing, sponging, stencilling, brusho, marbling, collage, stippling, spray painting, watercolour techniques, acrylic techniques, textured background with mixed media.
Photography	COMPONENT 1- SUSTAINED PROJECT: A range of photographic media, processes and techniques. Traditional and new media.	Operating a DSLR camera. The ability to explore elements of visual language. Leading lines. Form. Colour. Pattern. Texture. Rule of negative space. Rule of thirds
Computer Studies	User interfaces are, how they are used in the world of work and how they're used on different types of devices. Design elements of user interfaces, including: layout, use of white space, fonts, colours. Design elements for different interface types and purposes.	Research different types of interfaces, input methods and user experience. Extended writing. Designing interface pre-production documents including: mind maps, storyboards, Smart Objectives.
English	The plot of Romeo and Juliet: understanding the context, the development of a character throughout a text. Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed.	Analysis of language. Analysis of the structure. Using the context to extend analysis. Beginning to form an argument and use relevant quotations to support arguments. Reading: Retrieving information. Identifying relevant language and analysing the language. Analysing the structure. Evaluating language. Writing: Punctuation - using a range of punctuation and using punctuation accurately. Using a range of sentence types and sentence starters. Structuring writing in a coherent and logical way.
Food	Demonstrate effective and safe cooking skills by planning, preparing and cooking a variety of food commodities whilst using different cooking techniques and equipment. Functional properties and chemical characteristics of food as well as nutritional content of food and drinks. The relationship between diet, nutrition and health, including the physiological and psychological effects of poor diet and health. The economic, environmental, ethical and socio-cultural influences on food availability, production processes, diet and health choices. Preparing and Making skills involved in food practical lessons: Scotch eggs and chutney, lasagne and yule log. Sensory testing. Evaluation of food practicals. Food commodities theory theme for this term, all theory lessons based on food commodities.	Functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. Understand and explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes. Preparing and Making skills involved in food practical lessons: savoury pie, Battenberg and minestrone soup and bread buns. Sensory testing. Evaluation of all practical tasks. To understand how heat is transferred to food during cooking, and the effect it has on food. To understand what happens if recipes do not succeed and how to remedy situations.
Geography	CHALLENGES OF NATURAL HAZARDS: Natural Hazard definitions. Plate tectonic theory and continental drift. Example of earthquake in a HIC and LIC. Contrasting effects and challenges due to varying wealth. Reasons for living in tectonically active areas. Management of tectonic hazards. Global atmospheric circulation model. Location and formation of tropical storms. Case study of Typhoon Haiyan. Reducing the effects of a tropical storm. Extreme weather events in the UK. Evidence for climate change. Human and Natural causes of climate change. Managing climate change; adaptation and mitigation.	CHANGING ECONOMIC WORLD?: Development indicators. Demographic transition model. Causes of uneven development. Consequences of uneven development. Reducing the development gap. Example of Tourism in a LIC; Jamaica. Introduction to Nigeria and context: rapid economic growth, aid, environmental issues. Quality of life in Nigeria. Reasons for economic change in the UK. Post-industrial economy. Impacts of industry on the environment. Social and economic changes in the rural landscapes.
History	ELIZABETHAN ENGLAND, C1568-1603: <u>Elizabeth and her government</u> : Introduction to Elizabeth and her family background. The Elizabethan Government. Elizabeth's key ministers and the role of Parliament. Government in crisis and the Essex Rebellion. The succession crisis. <u>Life in Elizabethan Times</u> ; The Elizabethan Golden Age. The theatre in Elizabethan England. The Poverty Problem. Historic Environment 2023- Sheffield Manor Lodge. Elizabethan exploration.	ELIZABETHAN ENGLAND, C1568-1603: <u>Trouble at home and abroad</u> : Elizabeth's Middle Way. Elizabeth Versus Catholics and Puritans. Why was Mary Queen of Scots a threat? The Babington Plot. The Conflict with Spain.

What your child is learning in Year 10

Subject	What now	What next
Maths	Foundation: PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. PERIMETER AREA & VOLUME: Calculate perimeters of shapes with straight sides. Areas & surface areas of shapes & solids. Volumes of solids. Know & apply formulae. Higher: PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. PERIMETER AREA & VOLUME: Calculate perimeters of shapes with straight sides. Areas & surface areas of shapes & solids. Volumes of solids. Know & apply formulae.	Foundation: LINEAR GRAPHS: Interpret & construct graphs modelling the real world. Interpret & construct graphs modelling mathematical sequences. Higher: EQUATIONS & INEQUALITIES: Solve quadratic & simultaneous equations. Solve inequalities. TRANSFORMATIONS & CONSTRUCTIONS: Reflect rotate translate & enlarge shapes. Identify single & multiple transformations. Notation in conjunction with constructions.
Sports Science	NUTRITION AND SPORTS PERFORMANCE: Characteristics of a balanced nutrition plan. The role of nutrients in sports and their sources. The dietary requirements of endurance/aerobic activities. The dietary requirements of short intense/anaerobic activities. The dietary requirements of strength-based activities.	NUTRITION AND SPORTS PERFORMANCE: How to design and develop a balanced nutrition plan. Key factors when considering the success / impact of a nutrition plan.
Sports Studies	SPORT AND THE MEDIA: Digital and social media and how they are a fast-changing aspect of sports coverage. Social networking, Media sharing sites, Live streaming and technology on the move, Websites/blogs. Different forms of broadcast media and their role as traditional sources in comparison to newer broadcast and other media sources. Print media sources and their role as traditional media sources in comparison to other media sources. Participation: How the media can help promote sport to increase, awareness and improve participation levels, inspiring others to participate, Creating and adopting role models. Raising profile of the sport: How the media can share positive messages and raise the profile of sports, break down barriers, promote the health and fitness industry, sports initiatives that seek to increase participation, Promotion of an active, healthy lifestyle.	SPORT AND THE MEDIA: Exposure for emerging and minority sports. Continued education of performers and spectators in emerging sports and changes to existing sports. Relationship between sport and the media, how they use each other to promote themselves and increase revenue. Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources. Sport as a commodity – revenue created for some sports. Influence of owners and investors. The importance of the relationship between sport, the media and sponsorship (the golden triangle) and the different opportunities for sponsorship of sport/performers and the industry.
Dance	EXPLORING THE PERFORMING ARTS: Investigate how professional performance or production work is created. Professional performance material, influences, creative outcomes and purpose. Acting styles and genres. Dance styles. Musical theatre styles. Creative stylistic qualities. Purpose and its influence on stylistic qualities.	EXPLORING THE PERFORMING ARTS: Roles, responsibilities and skills. Performance roles. Non-performance roles. Responsibilities. Relevant skills.
Science	GENETICS: Meiosis. DNA. DNA extraction (core practical). Alleles. Inheritance. Gene Mutation. Variation. IONIC BONDING, COVALENT BONDING, TYPES OF SUBSTANCES: Ionic Bonds. Ionic Lattice. Properties of ionic compounds. Covalent Bonds. Molecular compounds. Allotropes of carbon. Properties of metals. Bonding Metals.	RADIOACTIVITY: Atomic Models. Inside atoms. Electrons and orbits. Background Radiation. Types of Radiation. Radioactive decay. Half-life. Dangers of radioactivity. NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine.
Spanish	¡DESCONÉCTATE! (HOLIDAYS -THEME 2): Discussing holidays and weather. Saying what you do in summer. Discussing activities and the weather. Talking about holiday preferences. Using different opinions phrases to add variety. Understanding percentages. Saying what you did on holiday. Referring to your wider interests. Describing where you stayed. Booking accommodation and dealing with problems. Giving an account of a holiday in the past. Describing a trip to Barcelona.	MI VIDA EN EL INSTI (SCHOOL-THEME 3): Giving opinions about school subjects. Describing school facilities. Describing school uniform and the school day. Talking about subjects and teachers. Describing school. Talking about school rules and problems. Talking about plans for a school exchange. Talking about activities and achievements. Forming questions with asking and answering. Understanding time.

Personal Development in Year 10



Our PD Programme ensures that our Year 10 students are fully prepared for the challenges and opportunities they will face throughout their life in modern Britain. Through our promotion of the RISE values, we enable Year 10 students to develop into emotionally and mentally healthy and resilient young people.

What now: - PSHE 1 - Mental Health and Wellbeing, Relationships , RSE

What next: - Careers 1 - Who am I?, The workplace, options