



**BISHOP
BARRINGTON**
Academy



Year 10 Spring RISE bulletin

Mr Anderson's Head of Year message



Again, Year 10 students have had another busy term. Lessons have continued to be bustling with learning as students continue to strive for excellence.

Impressive progress has been made in morning meetings, this is as an exemplary demonstration of our values and drivers. Year 10 morning meetings now mirror the academic focus of the Year 11 morning meetings, with bespoke sessions delivered by experts in Maths, Science and English.

Outside of the classroom, I continue to be incredibly proud of our students participating in sports. On the football field the boys football team and girls futsal team have been excelling in highly competitive tournaments. Both teams have faced some difficult fixtures but have always shown our values of respect and resilience. The Year 10 dance group displayed mastery of their craft when partaking in a showcase with other schools at the Gala theatre. All students demonstrated their skill and knowledge to give an excellent performance.

Year 10 students are now really focusing on looking at 'the workplace' as we continue to prepare students for life beyond Bishop Barrington Academy. This has included students writing a CV/cover letter and discussing different career paths and opportunities. Students have also had opportunity to work with 'Channel 4', looking at links between the skills they are developing within their subjects and potential jobs in broadcasting.

With this busy term coming to an end I would like to take the opportunity to thank you for your continued support and hope that students have a restful and enjoyable two weeks.

INSPIRATION in Year 9

Head of Year 'Learners of the week' since November...

18th January 2023

James S

James has been a great role model to new students joining the Academy. Making them welcome demonstrating our RISE values and introducing the Barrington Way. Well done!

25th January 2023

Skye M

Skye has been working incredibly hard within all lessons and continuing to work during lunch time to catch up on missed coursework. Well done and keep up the fantastic work.

1st February 2024

Thomas L

Thomas has had a fantastic attitude to his learning. Thomas continuously pushes himself in his lessons and always tries his best. Keep up the great work.

INSPIRATION in Year 9

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

8th February 2024

Katelyn W

I have been very impressed by how you have joined the Academy. Numerous teachers have commented about your excellent work within lessons. Well done.

15th February 2024

Oscar C

Oscar has demonstrate our value of resilience this term. I have been very impressed by work that he has produced in lessons. Well done keep up the hard work!

29th February 2024

Katie Y

Katie has been consistently tries her best in every lesson. Really showing that excellence is a habit. Well done!

INSPIRATION in Year 9

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

7th March 2024

SJ O

SJ has produced some fantastic work in morning meeting. I have further seen evidence of excellence in numerous lessons. Keep up the great work!

14th March 2024

Owen S

Owen has become a lot more focussed in his lessons. This can be seen to be paying off in the great work Owen has been completing. Well done!

21st March 2024

Isabelle K

Isabelle shows excellence in every lesson she attends and is making impressive progress as a result. Isabelle also represented the Academy well on recent trips displaying the Academies RISE values.

EXCELLENCE in English

An excellent example of student independently exploring power and conflict through a comparison of poems. This was followed by feedback and reflection before a second redraft.

Monday 12th of February 2024

Poetry Comparison

Contexts:

Weir's poem is presented as comfort and hope for the mother in poppies. Alternatively, memories are presented as haunting and detrimental for the speaker. In remains, however, both poems highlight how if you stay too entwined in the past, you inevitably stunt your progress towards the future.

Weir presents the mother's memories of her son as comfort and closure that she tries to for comfort. We know that the mother clings desperately to her past because of 'hoping to hear your playground voice catch on the wind'. Showing how she is trying her hardest to recall her past with her son. Weir might have used the metaphor 'Playground' to highlight to the reader how the mother has resolved to hiding in the past to escape her present, potentially over grief for her son. Playground has connotations of happiness. ^{implies} How her son's happy joy also brought her happiness, no matter his age. ^{implies} It also infers how when he was younger he had more simple enjoyment from life and she too could feel less worried and anxious. Playground also has connotations of being carefree, highlighting how the mother doesn't want to have to worry about her son because she could watch over him and know he is safe and happy. 'Lost playground' has connotations of youth, suggesting how when he was young and dependent on her she could protect him from the world and feel happier knowing he was always within reach.

Alternatively, the mother also has to accept the truth of her past and her son's growth as she loved him too much to deny any part of him, even if he hurt her or caused her worry. 'released a songbird from its cage' also highlights how her son became independent of his mother and took control of his own life. The metaphor of 'cage' infers to the reader that although the mother

only tried her best to keep her son safe and healthy, she knew deep down that she was constraining his life by doing so. It also has connotations of liberation and freedom, because when she eventually let her son go live his own life he became more free from her control over him but also her protection. Alternatively, know that the son has control over his own life, there is still hope for the mother that he will choose to come home and return to his mother although he will never be under her protection again like he used to be.

Finally, the mother's acceptance of her son's life as a whole also brings her the strength to continue, even if only for her son to see as she wanted to be a strong example by having 'stepped my soldiering face'. The use of alliteration by Weir may help the audience to understand that although you see your parents one way, they may very well be experiencing something else and that parents are only human too. Steel has connotations of cold, highlighting how the mother did not want to appear emotional in front of her son and influence his decision. Steel also has connotations of strength, implying how the mother wanted to appear strong in front of her son in order to be a role model for her son. Steel is also hard to break, highlighting how the mother didn't want to worry her son because of her personal views.

How we analysed poppies in detail and you have created a relevant introduction: Well done!

Success Criteria:	Achieved:
Use connectives to compare the poems - compare the two poems	CP
Create a relevant point linked to your quotation.	✓
Embed your quotation in a sentence.	✓
Comment on the writer's intentions, using the writer's name (Armitage)	CP
Use the word because to explain your inferences.	✓
Offer layers of meaning.	✓
Comment on the effect on the reader.	✓
Offer alternative interpretations.	✓

Reteach lesson

Compare two poems (1)

Armitage presents memories in remains as haunting and detrimental on a person's mental health, burrowing its way in to the deepest corners of your mind to remain for eternal torment. The speaker tells how his memories torment him in 'the drink and drugs won't flush him out', highlighting how he cannot rid himself of his past regrets. The plural noun of 'drugs' highlights how the speaker is desperately trying to heal himself and wants to recover, however nothing is working. The use of enjambement further reinforces the continuation of his anguish to the reader because the use of structural continuation infers the continuation of his struggle to flush out his past. Alternatively, it is also ~~shows~~ implies how there is still hope for the speaker typical as he is seeking professional help to try remedy the issue. Finally, the use of 'drugs' could also infer the speaker's desperation and potential reliance on illegal drugs which carry a risk to his health because he would rather risk his own health than continue to be haunted by his regrets. This directly contrasts Weir's presentation of memory as a source of hope and comfort for her speaker highlighting to the reader how there is no defined way to see a person's life or story.

Outstanding!

EXCELLENCE in Geography

A self assessed exam questions on natural disasters. Students using the driver of autonomy to improve their work and further their mastery of the subject.

Model Exam Question

Significant ^{small amount} primary ^{secondary} ^{volcanoes} ^{earthquakes} ^{economic}

to what extent do the effects of a terrestrial hazard vary between areas of contrasting wealth?

New Zealand (HIC) Nepal (LIC)

Use one or more named examples in your answer. (9 marks) (3 SPAG)

SPAG:

- geographical vocals
- write in paragraphs
- link back to the question

Top tips:

- 9 marks = 9 minutes
- You must use examples (case studies)
- Evaluation
- Must use connectors

Plan:

- Nepal effects: 9000 died and 22,000 injured (2)
landslides killing 19 climbers + blocking the river (2)
damage - \$5 billion (2)
- New Zealand effects: 2 died and 50 injured (2)
100 landslides (2)
damage - \$8.5 billion (2)

The effects of the New Zealand 2016 and Nepal 2015 earthquakes were significantly different. Both earthquakes were magnitude 7.8 however New Zealand has a GDP of \$40,331 compared to \$690 in Nepal.

The effects between New Zealand and Nepal were drastically different by data. One effect in New Zealand is that 2 people died and 50 were injured whereas in Nepal 9000 people died and 22,000 were injured. This is because New Zealand have better healthcare and people will have been treated straight away. Another primary effect is that New Zealand's damage cost \$8.5 billion and Nepal's damage cost \$5 billion. Nepal's cost of damage is less because their houses and buildings were cheap and poorly built whereas in New Zealand their buildings are better quality and even will be earthquake proof.

There are many secondary effects between these two earthquakes. One secondary effect for Nepal is that a disease called Typhoid spread because many people living in tents. 18 people died whereas in New Zealand there were no diseases spread because their environment will be cleaner and they have the money to build temporary accommodation straight away, but in Nepal they wouldn't have been able to afford new buildings. Another secondary effect for Nepal is that landslides caused 19 climbers to die on Mount Everest and the Kali Ganga river to get blocked causing floods and evacuations. On the other hand, in New Zealand 100 landslides happened which blocked major roads and rail routes. This was worse for Nepal because the people tend to be displaced and people must likely tourists died because as the landslides whereas in New Zealand they would've already had everything they needed close by.

To conclude the effects of Nepal were worse than New Zealand because they couldn't afford to solve the problem.

Reflection:

- underline everything a case study is mentioned
- in one colour, highlight facts
- in another colour, highlight any connectors

key

facts -

connectors -

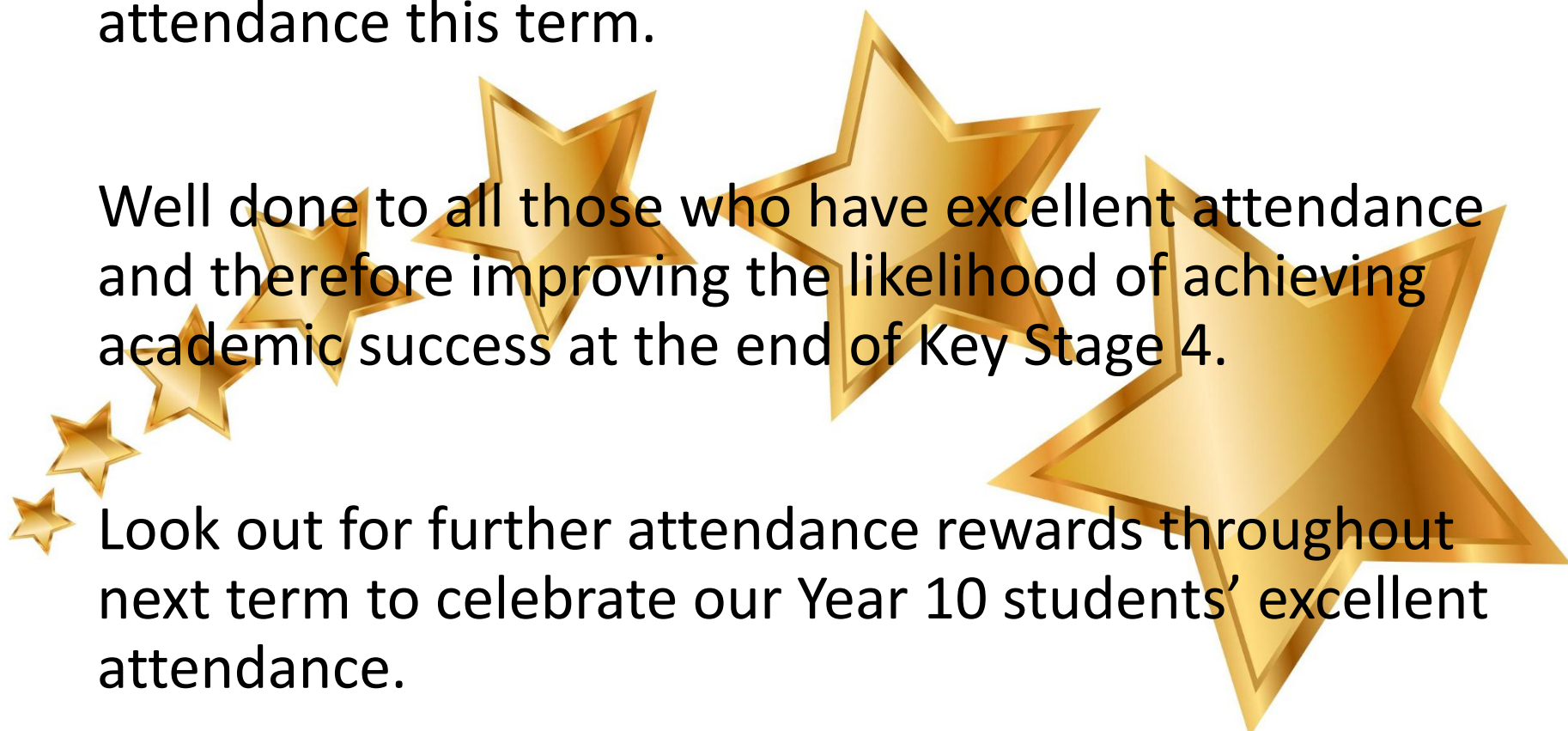
WWW: used many facts

EBL: try and finish in the time given

RESILIENCE - Attendance

Nearly a third of all Year 10 students had 100% attendance this term.

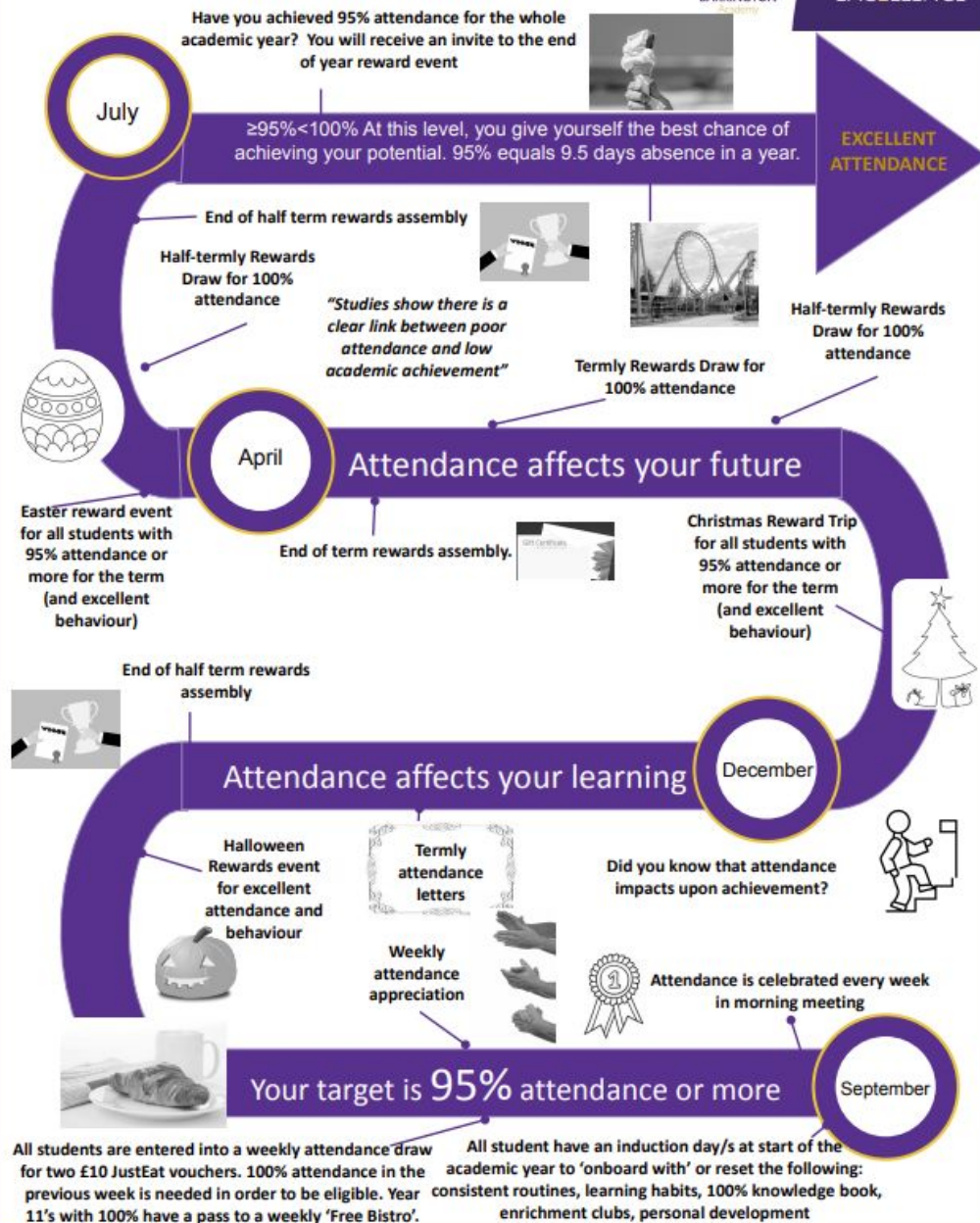
Well done to all those who have excellent attendance and therefore improving the likelihood of achieving academic success at the end of Key Stage 4.

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

Your Attendance Journey



RESPECT
INSPIRATION
RESILIENCE
EXCELLENCE



This is our annual attendance journey, highlighting the key events we have in school to recognise and celebrate excellent attendance.

Mastery

Autonomy

Purpose

What your child is learning in Year 10

Subject	What now	What next
Art	Internally set assignment (project 2 coursework) Following EDUQAS exam board: Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome Internally set assignment (main coursework project) Following EDUQAS exam board: Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.	Internally set assignment (main coursework project) Following EDUQAS exam board: Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
Graphics	Component 1. Sustained project: The process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief. Within the context of graphics communications , students must demonstrate the ability to: use graphics communication techniques and processes, appropriate to students' personal intentions, for example: - typography, - illustration, - digital or non digital photography, - hand rendered working methods	
Photography	Component 1. Sustained project: The process of designing primarily visual material to convey information, ideas, meaning and emotions in response to a given or self-defined brief: - portraiture, - landscape photography (working from the urban, rural and/or coastal environment), - still life photography (working from objects or from the natural world), - documentary photography, photojournalism, - fashion photography, - experimental imagery, - multimedia, - photographic installation, - moving image (video, film, animation).	
Computer Studies	Design elements of user interfaces, including: layout, use of white space, fonts, colours. Design elements for different interface types and purposes. Design and create a user interface.	The Inspiring Digital Enterprise Award: develops digital, enterprise and employability skills, gain industry-recognised Awards. Knowledge and information about the digital world. Select careers of interest and achieve badges as in carrying out and successfully passing online challenges.
English	Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Understanding the different assessment objectives of Language Paper One. Understanding the difference between the skills being assessed. Understanding the different assessment objectives of Language Paper Two. Understanding the difference between the skills being assessed.	Understanding the meaning of each of the poems (conflict poetry). Understanding the context of each of the poems. Understanding the different assessment objectives of Language Paper Two. Understanding the difference between the skills being assessed.
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; demonstrate knowledge and understanding of functional and nutritional properties, sensory qualities and microbiological food safety considerations when preparing, processing, storing, cooking and serving food. A range of ingredients and processes from different culinary traditions (traditional British and international) to inspire new ideas or modify existing recipes.	

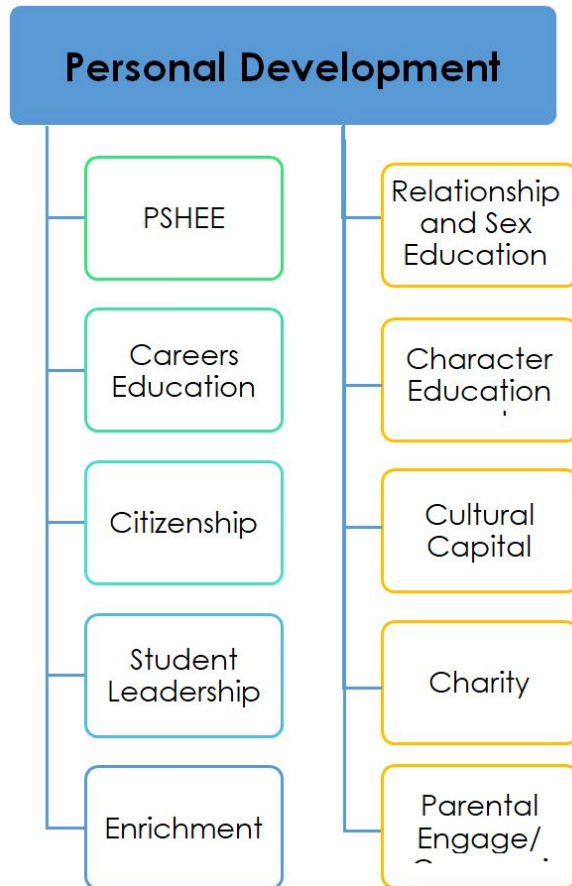
What your child is learning in Year 10

Subject	What now	What next
Maths	FOUNDATION: MULTIPLICATIVE REASONING: Calculate speed, distance, time; density & pressure. Percentage as a multiplier. Know speed & density formulae. CIRCLES, CYLINDERS & SPHERES: Know & use circle formulae. Evaluate areas of circles, volumes of cylinders & spheres. HIGHER: TRIGONOMETRY: Graphs of trigonometric functions. Non right-angled trigonometry. Investigate trigonometric values.	FOUNDATION: QUADRATICS: Expand product of 2 binomials. Factorise a quadratic expression. Solve quadratic equations. Construct & recognise a quadratic graph. Use a quadratic graph. HIGHER: FURTHER STATISTICS: Collecting data. Cumulative frequency, box plots and histograms. EQUATIONS & GRAPHS: Sketching graphs. Expanding more than two brackets. Graphs of circles, cubes and quadratics.
Sports Science	APPLYING THE PRINCIPLES OF TRAINING: FITNESS AND HOW IT AFFECTS SKILL PERFORMANCE: Relevance of components of fitness to different sports. Fitness component requirements of sports. Justification of most important components of fitness. Assess components of fitness. Application of components of fitness to skill performance.	APPLYING THE PRINCIPLES OF TRAINING: FITNESS AND HOW IT AFFECTS SKILL PERFORMANCE: Principles of training and goal setting in a sporting context. Methods of training and their benefits. Advantages and disadvantages of the structure of each training method: Aerobic exercise, Anaerobic exercise.
Sports Studies	SPORT AND THE MEDIA: Coverage of inappropriate behaviour: On-field and Off-field. Scrutiny and criticism of participants: Performers, Officials, Leaders.	PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES: Key components of performance. Applying practice methods to support improvement in a sporting activity.
Dance	EXPLORING THE PERFORMING ARTS: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance/production work. Processes used in development, rehearsal and performance. Processes, techniques and approaches used to create work, to include: responding to stimulus to generate ideas for performance/design material; exploring and developing ideas to develop material; discussion with performers/designers; setting tasks for performers/designers; sharing ideas and intentions; teaching material to performers (if applicable); developing performance material/designs and outcomes; organising and running; rehearsals/production process; refining and adjusting material to make improvements; providing notes and/or feedback on improvements.	EXPLORING THE PERFORMING ARTS: Production process. Processes such as: rehearsal; production; technical rehearsal; dress rehearsal; performance; post-performance evaluation/review.
Science	ELECTROLYTIC PROCESS, OBTAINING AND USING METALS: Electrolysis. Electrolysis of copper sulphate – practical. Products of electrolysis. Reactivity. Ores. Oxidation and Reduction. Life cycle assessment and recycling. Dynamic equilibrium. ENERGY, FORCES DOING WORK, FORCES AND THEIR EFFECTS: Work and power. Objects affecting each other. Vector diagrams. PLANT STRUCTURE AND THEIR FUNCTIONS: Photosynthesis. Factors affecting photosynthesis. Light intensity and photosynthesis - core practical. Absorbing water and mineral ions. Transpiration and translocation. ACIDS AND ALKALIS: Acids, Alkalis and indicators. Strength of acids. Bases and Salts.	THE PARTICLE MODEL AND FORCES AND MATTER: Particles and Density. Energy and Changes of State. Specific Heat Capacity. Specific Latent Heat. Gas, Temperature and Pressure. Bending and Stretching. Extension and Energy Transfers. ANIMAL CONTROL AND HOMEOSTASIS: Hormones. Hormonal control of metabolic rate. Hormones and the menstrual cycle. Control of blood sugar. Type 1 and Type 2 diabetes. Thermoregulation. Osmoregulation. MOTION: Vector and Scalar Quantities. Distance/Time Graphs. Acceleration. Velocity/ Time Graphs. CALCULATIONS INVOLVING MASSES: Masses and empirical formula. Conservation of mass. Moles.

What your child is learning in Year 10

Subject	What now	What next
Spanish	INTERESES E INFLUENCIAS (FREE TIME-THEME 1): Talking about free-time activities. Talking about TV programmes and films. Talking about what you usually do. Talking about sports. To say what you used to do. Talking about what's trending. Discussing different types of entertainment.	INTERESES E INFLUENCIAS (FREE TIME-THEME 1): Talking about different music events. Talking about who inspires you. Talking about role models. Talking about dates.
Media Studies	How to develop visual identities for clients. Apply concepts of graphic design and create original digital graphics which incorporate a visual identity, which engages a target audience. The planning, design, creation and distribution of media products for a variety of audiences.	Design and create original characters that convey emotions and personality. Design characters and comics using appropriate software.
Child Development	Principles of development for children aged 0-5 years.	The role of an adult in promoting learning through play.
Health & Social Care	PIES growth and development in the main life stages: physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity; intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall; emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image; social development across the life stages, including the formation of relationships with others and the socialisation process.	
Geography	PHYSICAL LANDSCAPES: COASTS: Wave types, physical and chemical weathering and Mass movement. Coastal erosion, transportation and deposition. Formation of erosional landforms. Formation of depositional landforms. Example of UK coastline; erosional and depositional landforms. Hard and soft engineering strategies; UK e.g. Holderness Coast.	HUMAN AND PHYSICAL GEOGRAPHY FIELDWORK: Do the rates of longshore drift increase as you move south along the beach at Seaham? How has regeneration impacted the urban area of Seaham?
History	GERMANY, 1890-1945: DEMOCRACY AND DICTATORSHIP: <u>The Kaiser</u> : Who was Kaiser Wilhelm II? How did the Kaiser rule Germany? What difficulties did the Kaiser face? What impact did the First World War and the Treaty of Versailles have? <u>Weimar Germany</u> : What was the Weimar Republic and how did it govern Germany? Why was there so many uprisings, murders and rebellions against the government? Why was the year 1923 a year of crisis? Who was Gustav Stresemann and how did he help recover the German economy? Did all Germans welcome the 'Golden Age'?	GERMANY 1890-1945: DEMOCRACY AND DICTATORSHIP: <u>Germany and the Depression</u> : How did the Great Depression affect Germany? How was Hitler able to become chancellor in January 1933? How was Hitler able to turn Germany from a democracy into a dictatorship? <u>Experiences Under the Nazis</u> : How did the Nazi's control people's lives? What policies did the Nazi's introduce for women? How and why did the Nazi's indoctrinate the youth? Did people benefit from Nazi rule? Was the Final Solution planned from the start? Did the Nazi's face any opposition or resistance? What impact did the war have on people's lives?

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: - Citizenship - UK Politics, PSHE - personal finance and the economy.

What next: - Careers - the workplace, employability skills and job satisfaction. Citizenship - International Politics, United Nations, Human Rights