



**BISHOP
BARRINGTON**
Academy



Year 10
Summer RISE bulletin

Mr Anderson's Head of Year message



It has been an excellent year for Year 10. Students have never stopped and I could not be more proud of how they have conducted themselves at every obstacle they have encountered.

Year 10 have had their first taste of mock exams, for many this was the first time of completing a full exam paper under exam conditions. I was thoroughly impressed by the level of maturity that students displayed during our mock series and the autonomy shown by students with the high level of revision notes generated. Now students are familiar with exam conditions, year 10 can focus on the content of the exam and succeeding in year 11.

Almost every week, year 10 have had the opportunity to gain new experiences to enrich their curriculum experience. Year 10 students demonstrated excellence at the Town Hall in the annual dance show; students have also begun to consider the post-16 options, with visits to colleges and individual, bespoke careers interviews. In June, our Year 10 Geographers visited Seaham Beach, practising their fieldwork skills and preparing for their Paper 3 geography exam.

Our students have shown throughout this half term that they are year 11 ready. I would like to thank all parents and carers for their continued support and I thoroughly look forward to continuing to work with you all and the students of year 10 as they progress into Year 11.

INSPIRATION in Year 10

Head of Year 'Learners of the week' this term...

18th April 2024

Ella A

Ella has had a great attitude to her learning this week. Ella always displays our values but in particular are values of respect and resilience. Well done and keep up the hard work.

25th April 2024

SJ Oman

SJ always has a fantastic attitude to their learning. SJ always strives for excellence and I have been very impressed by the work that she has produced. Well done!

2nd May 2024

Lauren S

I have seen a massive change to Laurens attitude to her learning. She is clearly taking his studies seriously and I look forward to seeing Lauren progress as she goes into Year 11.

9th May 2024

Tilly W

Tilly has joined our Academy and I have been very impressed how she has adapted our learning habits and School values has her own. Keep up the great work!

INSPIRATION in Year 10

Head of Year 'Learners of the week' this term...

16th May 2024

Ellie M

Ellie has put renewed energy into her studies displaying our values of excellence and resilience. Numerous teachers have mentioned your excellent progress.

23rd May 2024

Maddie K

Maddie has shown real resilience and excellence this week. Going above and beyond by completing work from home to catch up within core subjects. Well done!

6th June 2024

Katelyn W

Katelyn has written a fantastic piece for her English speaking exam. The piece was informative and emotive, demonstrating our values of excellence and inspiration. Well done Katelyn.

13th June 2024

Kenley D

I have seen a massive improvement to Kenley's attitude to his learning. Multiple teachers have commented on the change, keep it up!

INSPIRATION in Year 10

Head of Year 'Learners of the week' this term...

20th June 2024

Jessie T-L

Jessie has made great start in her mocks setting an excellent foundation as year 10 transition towards their final year. Well done and keep up the great work!

27th June 2024

James S

Demonstrating excellence in numerous lessons, whilst being a role model to younger students. Well done and keep up the great work

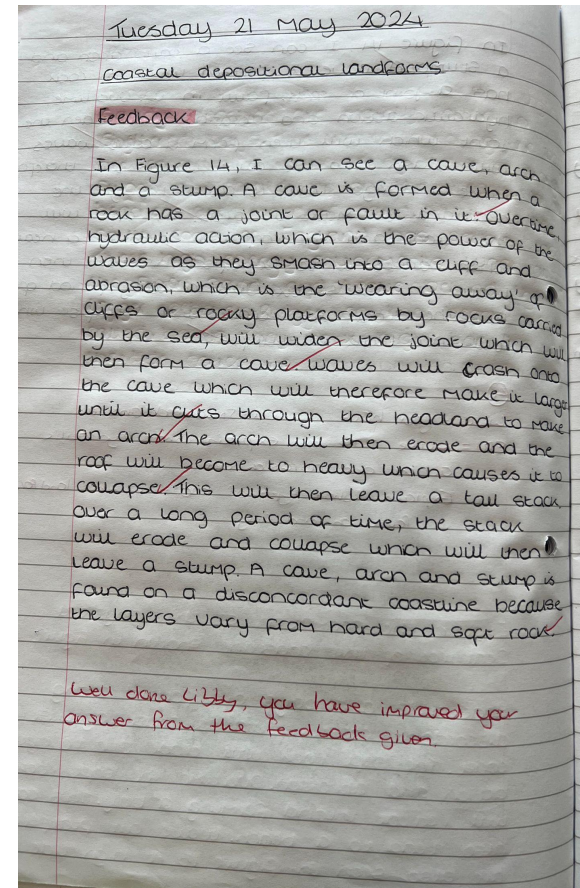
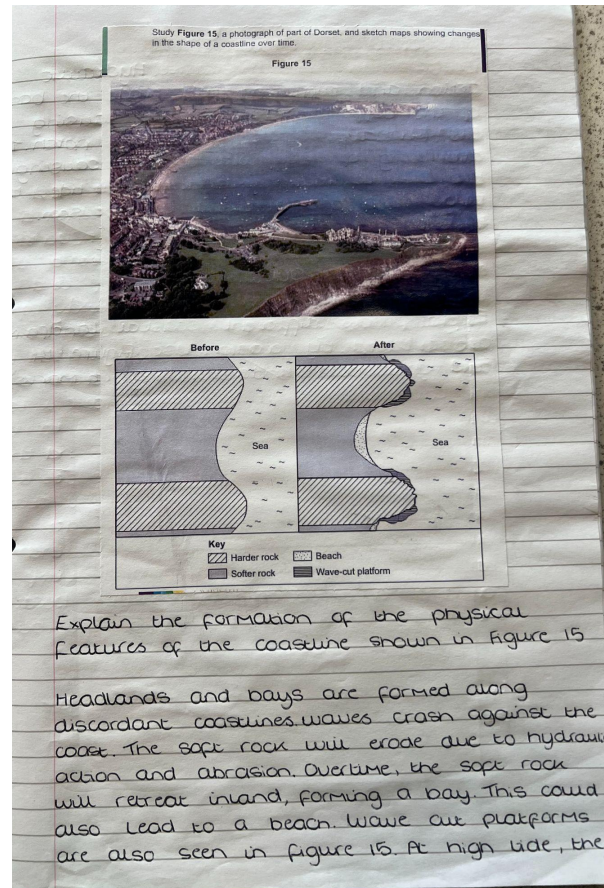
4th July 2024

Alexis C

I have seen a massive improvement to Alexis' attitude to her learning. Alexis has used autonomy to take ownership over her own learning and displayed excellence in multiple lessons, keep it up!

EXCELLENCE in Geography

Here you can see an example of an extended question, completed independently, regarding erosion of landforms created at the coast. This student has successfully applied their acquired knowledge into an exam style question.



EXCELLENCE in Food

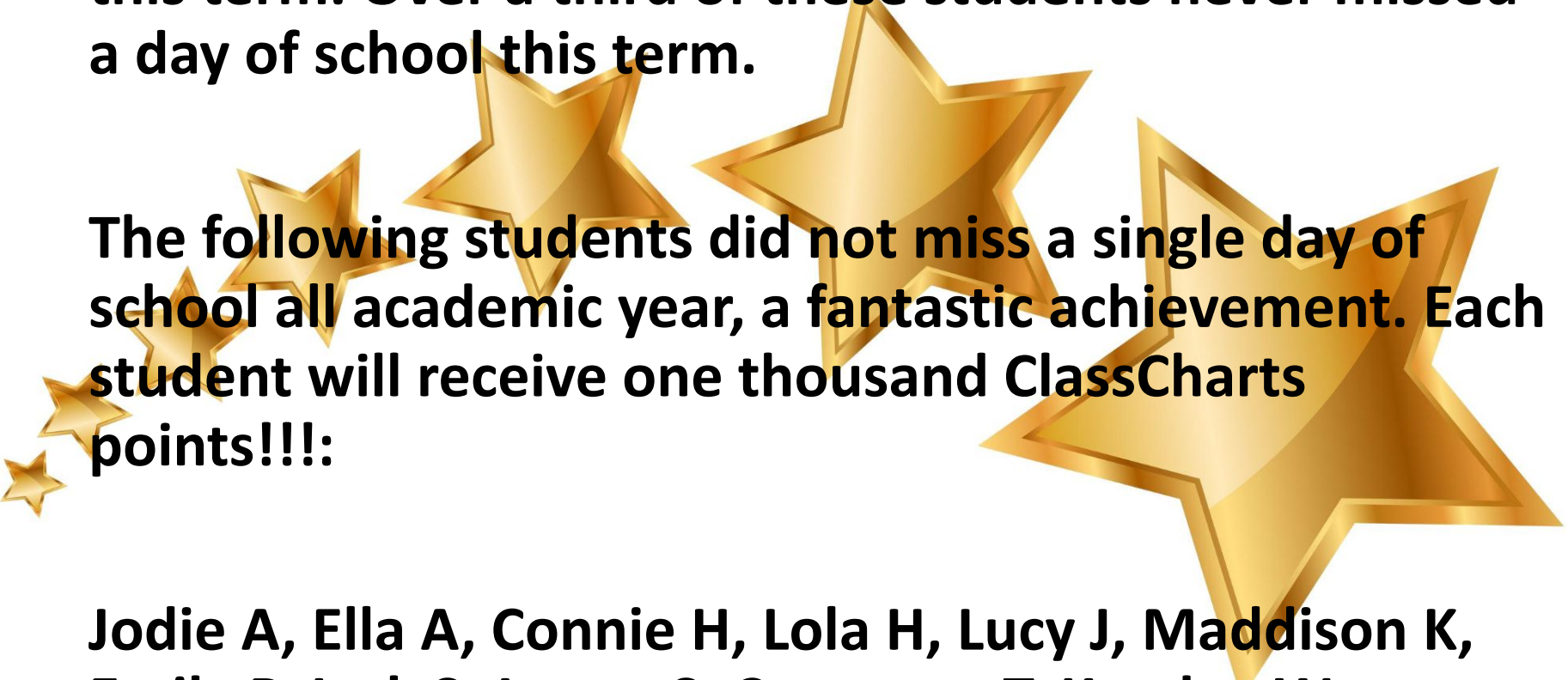
Year 10 food classes have excelled themselves in the preparation, cooking and presentation of mini victoria sponge cakes. Every component was made from scratch including, sponge buttercream and jam. This really sets the students up for success as they embark upon Year 11.



RESILIENCE - Attendance

Half of our Year 10 cohort achieved 95+% attendance this term. Over a third of these students never missed a day of school this term.

The following students did not miss a single day of school all academic year, a fantastic achievement. Each student will receive one thousand ClassCharts points!!!:

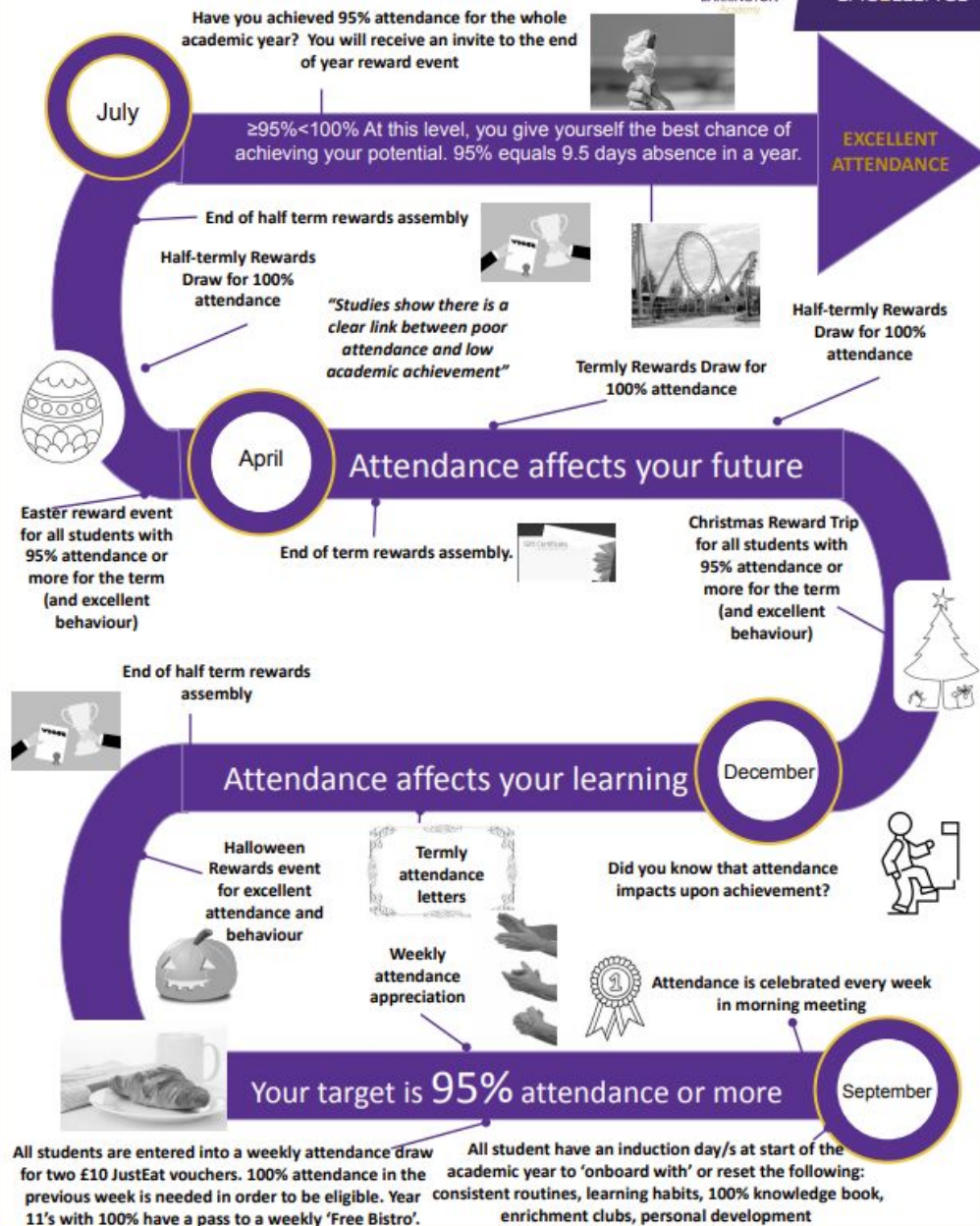
Several large, 3D gold stars are scattered across the slide, primarily on the right side and bottom, adding a celebratory feel to the announcement.

Jodie A, Ella A, Connie H, Lola H, Lucy J, Maddison K, Emily P, Jack S, James S, Cameron, T, Katelyn W.

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 in Year 11
Art	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 (PROJECT 2 COURSEWORK) 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.	COMPONENT 1- SUSTAINED PROJECT: Knowledge and Understanding of: relevant materials, processes, technologies and resources, how ideas, feelings and meanings can be conveyed and interpreted in images and artefacts created in the chosen area(s) of Graphic communication, historical and contemporary developments and different styles and genres, how images and artefacts relate to social, environmental, cultural and/or ethical contexts, and to the time and place in which they were created, continuity and change in different styles, genres and traditions relevant to Graphic communication, a working vocabulary and specialist terminology that is relevant to their chosen area(s) of Graphic communication.
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).	COMPONENT 1- SUSTAINED PROJECT: Knowledge and Understanding of: viewpoint and composition, shutter speed and aperture, the effects of varying light conditions on recording images, formal elements including colour, line tone, texture, pattern and form.
English	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.	Exploring how the characters are developed / change as the plot progresses in A Christmas Carol. Using the context of Victorian Society to extend analysis. Developing a bank of vocabulary to be used in creative writing. Demonstrating understanding of the assessment objectives and the skills of Language Paper One.

What your child is learning in Year 10

Subject	What now	What next in Year 11
Maths	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.	FOUNDATION: FRACTIONS, RECIPROCAL & STANDARD FORM: 4 operations with mixed numbers. Express numbers in standard form. HIGHER: ALGEBRAIC FRACTIONS: Rearranging formulae. Algebraic fractions, including surds. Proof. Functions.
Sports Science	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.	REDUCING THE RISK OF SPORTS INJURIES AND DEALING WITH COMMON MEDICAL CONDITIONS: Different factors which influence the risk and severity of injury. Extrinsic factors. Different factors which influence the risk and severity of injury. Intrinsic factors. Key components of a warm up. Physiological and psychological benefits of a warm up. Key components of a cool down. Physiological benefits of a cool down.
Sports Studies	PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES: Key components of performance. Applying practice methods to support improvement in a sporting activity.	CONTEMPORARY ISSUES IN SPORT: Different user groups who participate in sport. Possible barriers which affect participation in sport. Possible solutions to the barriers which affect participation in sport. Positive and negative impacts on the popularity of sport in the UK includes: The growth of emerging/new sports in the UK: Values which can be promoted through sport; Olympic and Paralympic; Other initiatives, campaigns and events which promote sporting values; The importance of etiquette AND sporting behaviour.
Dance	EXPLORING THE PERFORMING ARTS: Production process. Processes such as: rehearsal; production; technical rehearsal; dress rehearsal; performance; post-performance evaluation/review.	DEVELOPING SKILLS AND TECHNIQUES IN THE PERFORMING ARTS: Apply skills and techniques in performance or realisation. Application of skills and techniques in/for performance. Performance skills needed by performers. Design skills needed by designers relevant to the discipline. Use of performance or design skills to express stylistic qualities of material. Application of performance/design skills appropriate to performance repertoire. Application of interpretative skills such as expression, character, mood and atmosphere. Adapting to issues or unplanned events in a performance (if applicable). Application of stylistic characteristics particular to the style or genre. Communicating meaning of repertoire.
Science	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 CALCULATIONS INVOLVING MASSES: Masses and empirical formula. Conservation of mass. Moles.	EXCHANGE AND TRANSPORT: Efficient Transport and Exchange. The Circulatory System. The Heart. Cellular Respiration. FUELS, EARTH AND ATMOSPHERE SCIENCE: Hydrocarbons in fuel and natural gas. Fractional Distillation. The alkane homologous series. Combustion, fuels and pollution. Breaking down hydrocarbons. The early atmosphere. The changing atmosphere. The atmosphere today. Climate Change. ELECTRICITY: Circuits. Charge and Potential Difference. Current. Resistance. Measuring Resistance. Changing Resistance. Energy Transfers. Power. Electricity in the Home. Electrical Safety.

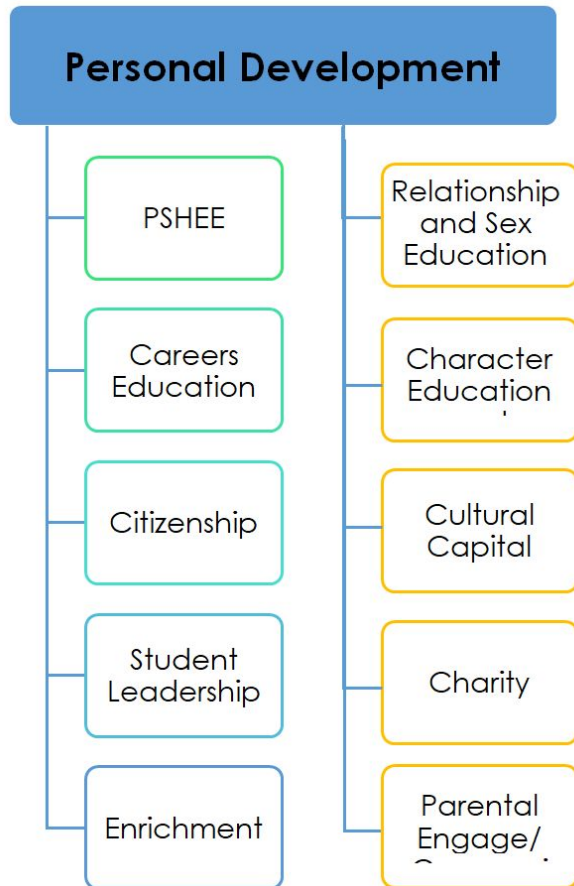
What your child is learning in Year 10

Subject	What now	What next in Year 11
Spanish	INTERESES E INFLUENCIAS (FREE TIME-THEME 1): Talking about different music events. Talking about who inspires you. Talking about role models. Talking about dates.	DE COSTUMBRE (FESTIVALS, FOODS AND INJURIES- THEME 1): Describing mealtimes. Talking about daily routine. Talking about illnesses and injuries. Asking for help at the pharmacy. Talking about typical foods. Spotting words which indicate an increase/decrease. Comparing different festivals. Describing a special day. Ordering in a restaurant. Talking about a music festival. Discuss quantity expressions.
Media Studies	Design and create original characters that convey emotions and personality. Design characters and comics using appropriate software.	Design and create original characters that convey emotions and personality. Design characters and comics using appropriate software.
Child Development	The role of an adult in promoting learning through play.	Stages of play for children aged 0 - 5 years.
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.	Life events and how they can impact people's growth and development. Healthcare services: Primary and secondary care.
Computer Studies	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.	Jobs in the ICT industry. How to carry out effective market research, identifying a gap in the market. Create a suitable intellectual property: company name, logo and slogan for a selected target audience. How to gather effective market research and how to create a questionnaire which is suitable to gather effective feedback from prospective consumers. How to analyse their findings. The conventions of digital graphics: packaging of the product.

What your child is learning in Year 10

Subject	What now	What next in Year 11
Geography	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?	URBAN ISSUES AND CHALLENGES: Emergence of megacities in HICs and LICs. Reasons for Rio de Janeiro's location and importance. Social and economic opportunities in Rio de Janeiro. Challenges caused by urban change in Rio de Janeiro. Planning for the urban poor in Rio de Janeiro. Location and importance of an urban area in a HIC; Newcastle. Internal and international migration to Newcastle. Social and economic opportunities in Newcastle. De-industrialisation in Newcastle and resulting challenges. Urban change and environmental challenges. Urban regeneration; Newcastle Quayside. Sustainable city; Freiburg.
History	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?	ELIZABETHAN ENGLAND, C1568-1603: Elizabeth and her government: 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. Life in Elizabethan Times: The Elizabethan Golden Age. The theatre in Elizabethan England. The Poverty Problem. Historic Environment 2023- Sheffield Manor Lodge. Elizabethan exploration. Trouble at home and abroad: Elizabeth's Middle Way. Elizabeth Versus Catholics and Puritans. Why was Mary Queen of Scots a threat? The Babington Plot. The Conflict with Spain.
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 to inspire new ideas or modify existing recipes.	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 a sound knowledge of the 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. 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.

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

What next in Year 11: - Bespoke careers and PSHE intervention