



**BISHOP  
BARRINGTON**  
Academy



**Year 9**  
**Summer RISE bulletin**

# Mrs Bibby's Head of Year message



**Year 9 students have demonstrated our RISE values across Morning Meetings, in lessons, enrichment clubs and beyond, throughout the academic year. This half term has seen many visitors in and around school, and Year 9 has led the way in showing the visitors what it means to be a Bishop Barrington student and that we are all clearly proud to wear the badge.**

**Many Year 9 Student Leaders have had the responsibility of supporting and assisting the delivery of our Year 5 curriculum week. These students were proud to represent our academy and act as role models to our local primary school students, allowing for a memorable experience.**

**Around twenty Year 9 students have represented the school in the annual Dance Show, held at Bishop Auckland Town Hall. Our students have also had the opportunity to experience international and european culture with an educational visit to Spain.**

**Throughout the term, Year 9 students have been rewarded for their excellent behaviour and attendance; including Ice Cream rewards and the eagerly anticipated rewards trip to Flamingo Land. I am really excited for our students' Key Stage 4 journey to begin in September . In the meantime, I wish you and your families a restful Summer break.**

# **INSPIRATION** in Year 9

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

**18th April 2024**

**\*\* Freya W H**

**\*\*** For excellence demonstrated around the Academy! Well done Freya!

**25th April 2024**

**\*\* Isabella Y**

**\*\*** For showing respect to others.

**2nd May 2024**

**\*\* Gracie-Kaye A**

**\*\*** For hardwork and commitment demonstrated in lessons.

**9th May 2024**

**\*\* Mia B**

**\*\*** Excellent resilience demonstrated in the ELP and around the Academy.

# **INSPIRATION** in Year 9

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

**16th May 2024**

**\*\* Mercedes R A**

**\*\* Demonstrating resilience around attendance.**

**23rd May 2024**

**\*\* Joshua H**

**\*\* For receiving positive points across the curriculum.**

**6th June 2024**

**\*\* Keira B**

**\*\* For showing respect to others in lessons.**

**13th June 2024**

**\*\* Robson R**

**\*\* Outstanding work in lessons and embodying our RISE values.**

# INSPIRATION in Year 9

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

**20th June 2024**

**\*\* Millie T**

**\*\* Excellent commitment to all of her lessons.**

**27th June 2024**

**\*\* William D**

**\*\* For demonstrating resilience and an improved attendance record.**

**4th July 2024**

**\*\* Mia B**

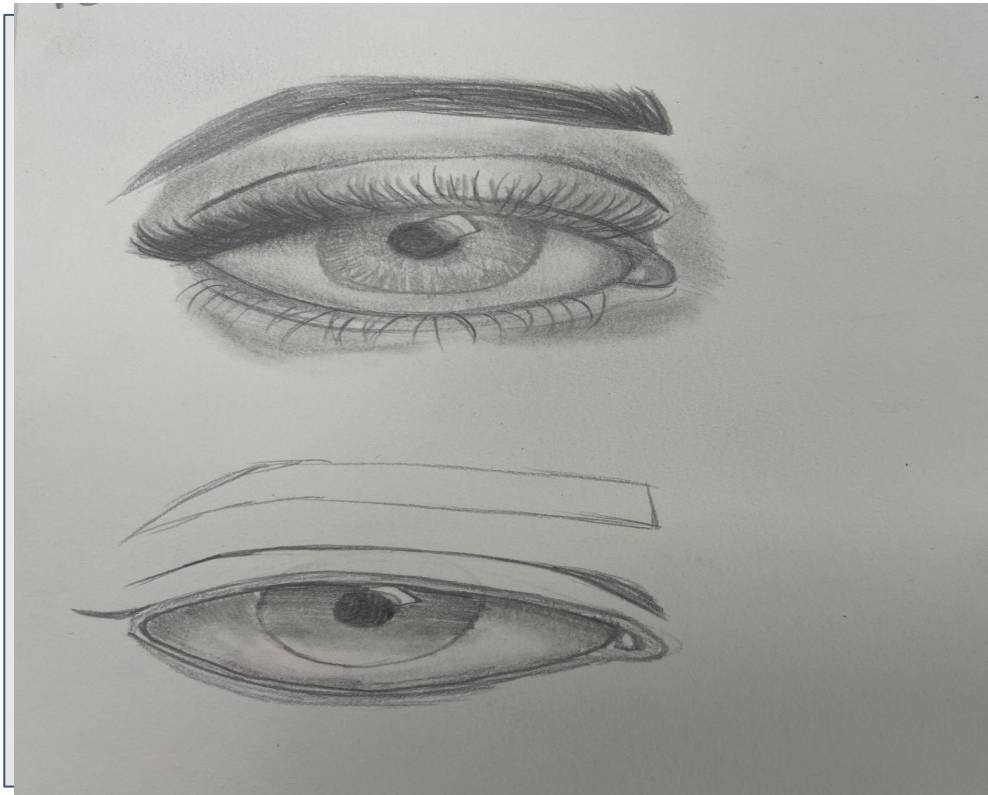
**\*\* Excellent attendance and dedication to lessons.**

**11th July 2024**

**\*\* Connor S**

**\*\* For being an ambassador in school for external visitors! Well done Connor!**

# EXCELLENCE in Art



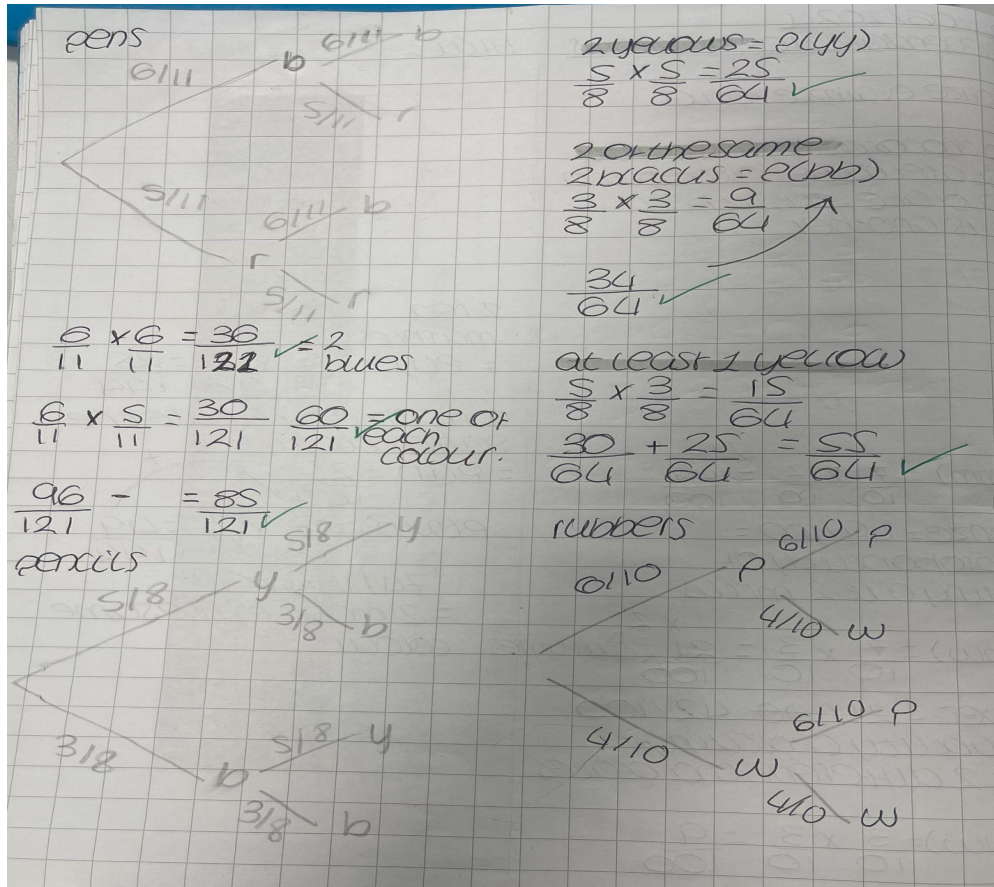
Artistic **excellence** demonstrated in Art by Naomi C. The students have been working on developing their skills in portraits. This drawing by Naomi is one I think shows a high level of realism.

# EXCELLENCE in Food



Cooking excellence in Food Technology. Year 9 students have been demonstrating their culinary skills through creating tasty sausage rolls. The students have shown their ability to make pastry with tasty fillings!

# EXCELLENCE in Maths



Application of probability in Maths. Students in Year 9 have been working hard in Maths. Here you can see the process needed to accurately work out probability. A great headstart as students prepare for GCSE Maths in Year 10.

# EXCELLENCE in Maths

05/06/24

Speed, Distance, Time

Distance  
Speed  $\times$  Time

Bronze example

Find the speed

Distance is 150 miles  
Time is 3 hours

$$\frac{150}{3} = 50 \text{ mph}$$

Silver example

A man runs for 30 minutes at an average speed of 12 km/h. How far does he run?

$$12 \times 0.5 = 6 \text{ km}$$

Bronze trial

Find the time

Distance is 135 km  
Speed is 45 km/h

$$\frac{135}{45} = 3 \text{ hr}$$

Silver trial

Train travels 60 km in 45 min. What is the average speed?

$$60 \div 45 = 0.75$$
$$80 \text{ km/h}$$

You Do

1. A bus travels 222 miles. What was the average speed?
2. Thomas drives 130 miles. How long does the journey take?
3. A jumbo jet flies at 450 mph. How far does it travel in 3 hours?
4. Greg and Kevin both drive. Greg drives and it takes 45 minutes. Kevin drives and it takes 30 minutes. Work out the difference in time.
5. Harry catches the train at 10.15. The average speed of the train is 105 miles per hour. What time does Harry arrive?
6. The distance from Sunderland to Middlesbrough is 100 miles. Mollie leaves Sunderland at 10.15. Her average speed on the journey is 100 mph. What time does she arrive?
7. Jenny drives from Paris to London. Her average speed on the journey is 100 mph. She leaves at 9.50pm. What time does she arrive?

Students are working on speed, distance and time.

Here you can see students challenge themselves through Bronze, Silver and Gold questions.

# EXCELLENCE in Dance

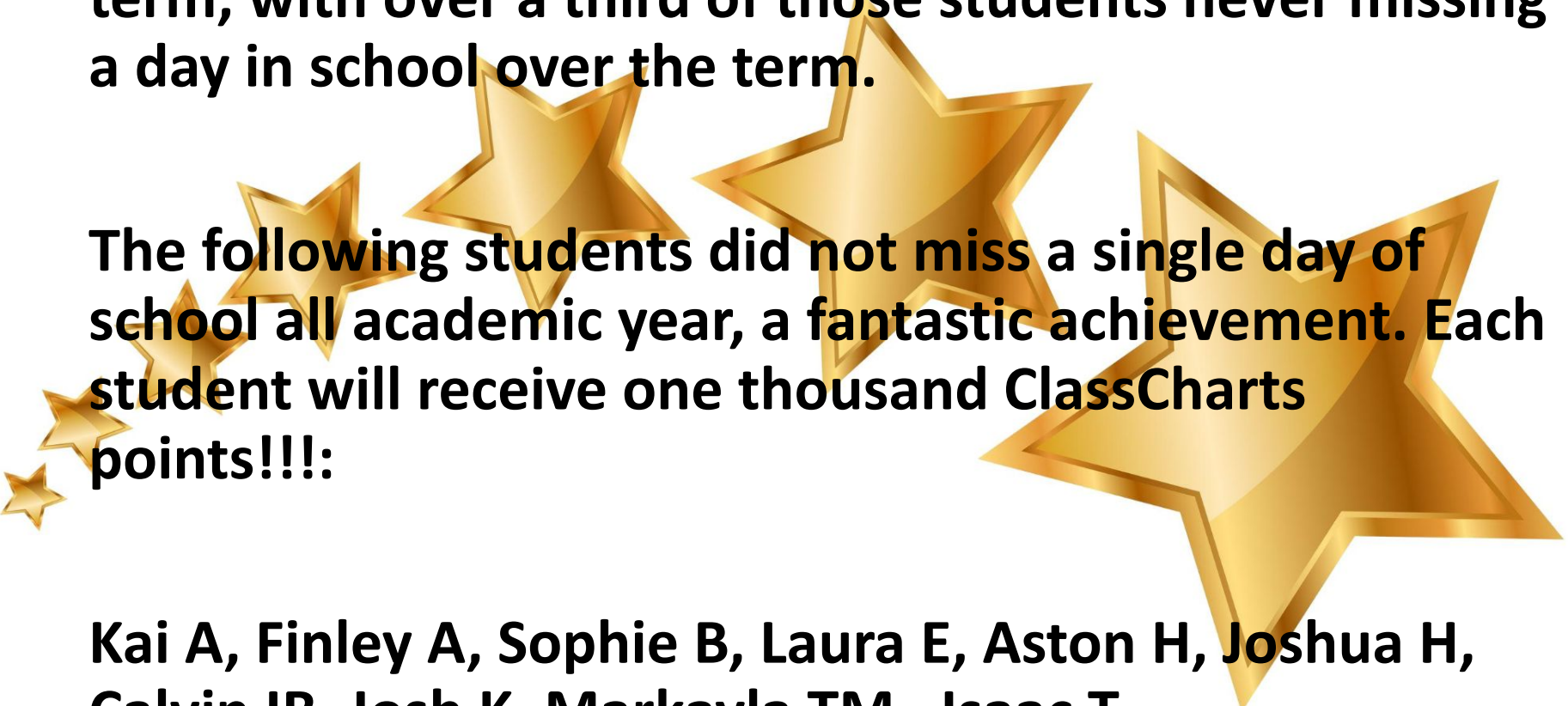


Year 9 Dance. As part of the PE curriculum, students in Year 9 have been studying various styles of Dance including, contemporary, jazz and street. The students then showcased their talents at our annual Dance Show, performed at Bishop Auckland Town Hall.

# **RESILIENCE** - Attendance

**Over a third of Year 9 achieved 95+% attendance this term, with over a third of those students never missing a day in school over the 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!!!:**

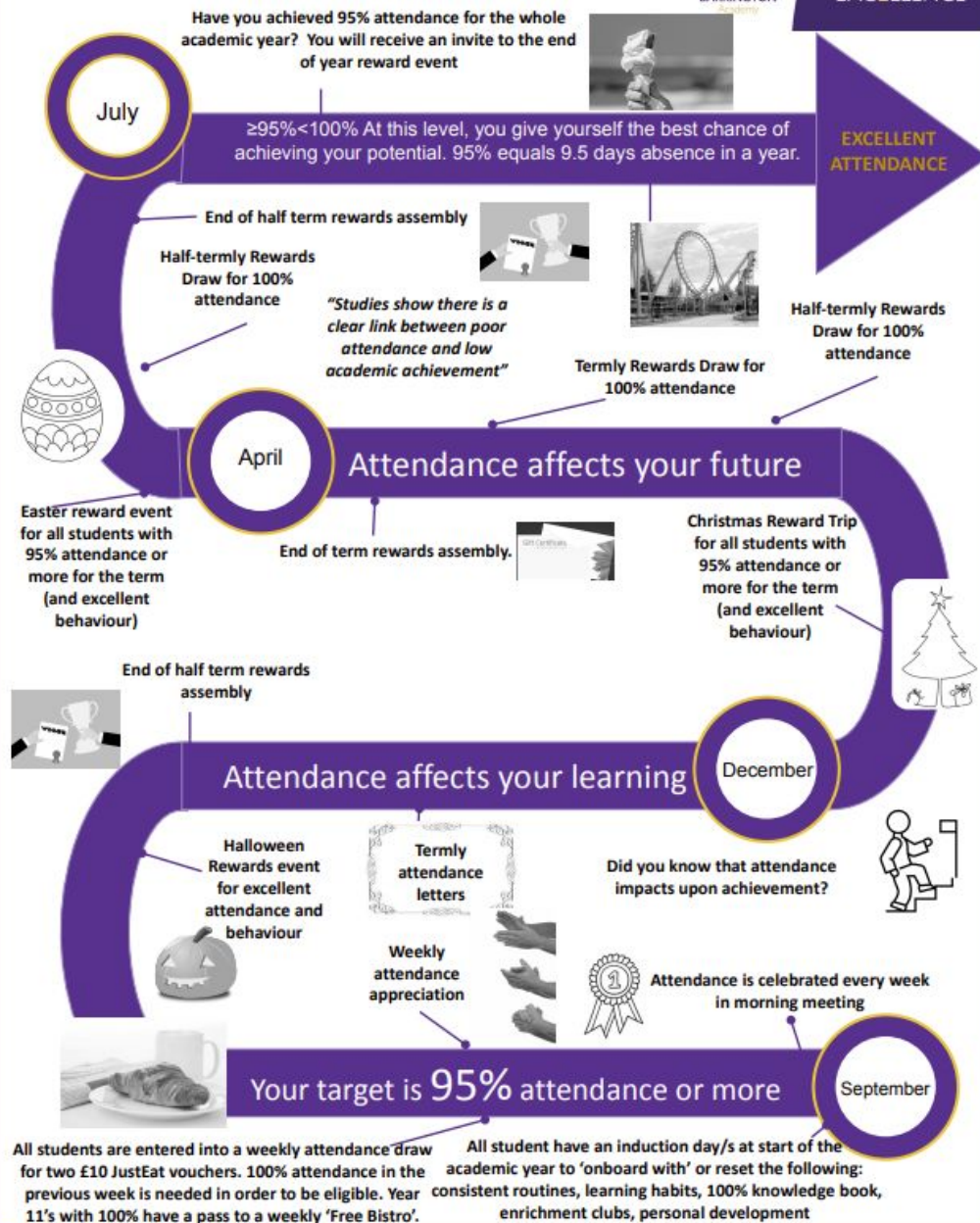
Several large, 3D gold stars are scattered across the slide, primarily behind the text blocks. There are also a few smaller gold stars on the left side.

**Kai A, Finley A, Sophie B, Laura E, Aston H, Joshua H, Calvin IB, Josh K, Markayla TM, Isaac T.**

# 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 9

| Subject                 | What now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | What next in Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art</b>              | Developing skills in different media linked to the style of Adonna Khare. Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Developing pencil work and imaginations to create unique creatures, Looking at how man has disrupted the environments of the animals. Using thumbnail sketches to develop compositions. Scaling up work.                                                                                                                                                                                                                 | <b>Option subject:</b><br>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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Computer Studies</b> | Use an advanced image editor (Photopea), working with raster and vector graphics. How to edit and manipulate images. Use basic and complex tools in order to produce various graphics.                                                                                                                                                                                                                                                                                                                                                                                                                                        | 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>English</b>          | Understanding the plot of A Christmas Carol. Understanding the characters and how the characters develop as the plot progresses. To use images from Victorian England as a stimulus for a piece of narrative writing.                                                                                                                                                                                                                                                                                                                                                                                                         | The plot of Romeo and Juliet and its context. The development of a character throughout a text. Assessment objectives of GCSE Language Paper One, the difference between the skills being assessed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Food Technology</b>  | 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. Nutritional content of food and drinks. 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 Welsh, British and international), inspiring new ideas or modifying existing recipes. | <b>Option subject:</b><br>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. 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. Explore a range of ingredients and processes from different culinary traditions (traditional Welsh, British and international) to inspire new ideas or modify existing recipes. |
| <b>Geography</b>        | What is tourism and how COVID 19 has affected it. Why international tourism has increased. Development of tourism overtime. Advantages and disadvantages of tourism in HICs. The impacts of tourism in LICs. Extreme tourism and it's impacts. Ecotourism.                                                                                                                                                                                                                                                                                                                                                                    | <b>Option subject:</b><br>CHALLENGES OF NATURAL HAZARDS: Natural Hazard definitions. Plate tectonic theory and continental drift. Example of earthquake in a HIC: New Zealand. Example of an earthquake in a LIC: Nepal. Contrasting effects and challenges due to varying wealth. Reasons for living in tectonically active areas. Management of tectonic hazards: 3Ps. Global atmospheric circulation model. Location and formation of tropical storms. Case study of Typhoon Haiyan; causes, effects and responses. Reducing the effects of a tropical storm. Extreme weather events in the UK: example 'Beast from the East'. Evidence for climate change. Human and Natural causes of climate change. Managing climate change; adaptation and mitigation                                                                                                                                                                                |

# What your child is learning in Year 9

| Subject | What now                                                                                                                                                                                                                                                                                                                                           | What next in Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Maths   | REASONING WITH GEOMETRY: Deduction. Rotation & Translation. Pythagoras theorem.                                                                                                                                                                                                                                                                    | <p><b>FOUNDATION:</b><br/>           PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. PERIMETER AREA &amp; VOLUME: Calculate perimeters of shapes with straight sides. Areas &amp; surface areas of shapes &amp; solids. Volumes of solids. Know &amp; apply formulae. LINEAR GRAPHS: Interpret &amp; construct graphs modelling the real world. Interpret &amp; construct graphs modelling mathematical sequences.</p> <p><b>HIGHER:</b><br/>           PROBABILITY: Evaluate probabilities for single and combined events. Model outcomes using multiple representations. PERIMETER AREA &amp; VOLUME: Calculate perimeters of shapes with straight sides. Areas &amp; surface areas of shapes &amp; solids. Volumes of solids. Know &amp; apply formulae. EQUATIONS &amp; INEQUALITIES: Solve quadratic &amp; simultaneous equations. Solve inequalities. TRANSFORMATIONS &amp; CONSTRUCTIONS: Reflect rotate translate &amp; enlarge shapes. Identify single &amp; multiple transformations. Notation in conjunction with constructions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| PE      | Fitness and Conditioning: Knowledge of muscles used. How to do a continuous activity. Weight training using small weights to improve muscle strength. Fartlek training to incorporate differing abilities of students. Cardiovascular endurance and heart rate. Components of fitness<br>Sport specific components of fitness. Pace and heart rate | <p><b>Option subjects:</b></p> <p><b>SPORTS SCIENCE: NUTRITION AND SPORTS PERFORMANCE:</b> 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.</p> <p><b>SPORTS STUDIES: SPORT AND THE MEDIA:</b> Digital and social media and how they are a fast-changing aspect of sports coverage; allowing fans and spectators to watch when and wherever they want: 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: TV, Radio, Podcasts. Print media sources and their role as traditional media sources in comparison to other media sources: Newspapers, Magazines, Books. 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.</p> <p><b>DANCE: EXPLORING THE PERFORMING ARTS:</b> 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.</p> |

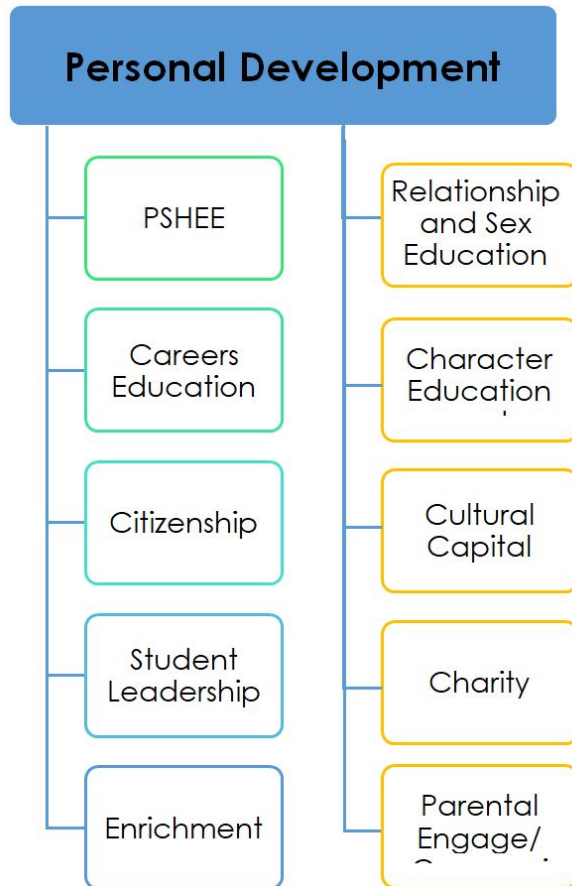
# What your child is learning in Year 9

| Subject                    | What now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What next in Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>History</b>             | HOW 'HOT' WAS THE COLD WAR?: Political ideologies - Capitalism and Communism. Conflict caused by political ideologies – Truman. Germany after WW2 - divisions and Berlin blockade. Containment, Truman Doctrine, Marshall Plan, Iron Curtain<br>Stalin's secret police, COMINFORM, Satellite state. Communism revolution, Bay of Pigs, Reaction by Khrushchev and Kennedy, Cuban Missile Crisis (analysis of historical interpretations). USSR losing control of Eastern Europe (Prague Spring), failing economy, Gorbachev's ideas.                                                             | <b>Option subject:</b> 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. |
| <b>Science</b>             | HEALTH AND DISEASE: Correlation and cause, Non-communicable diseases. Cardiovascular disease. Pathogens and how they are spread. Physical and chemical barriers and the immune system.<br>CONSERVATION OF ENERGY: Energy stores, transfers and efficiency. Gravitational and kinetic energy. Renewable and non-renewable energy resources.<br>CELLS AND CONTROL: Mitosis. Growth in animals and plants. Stem cells. The nervous system and neurotransmission.<br>INTRODUCTION TO BONDING: Ionic bonding. Properties of ionic compounds. Covalent bonding. Covalent structures. Metallic bonding. | GENETICS: Meiosis. DNA. DNA extraction (core practical). Alleles. Inheritance. Gene Mutation. Variation.<br>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.<br>RADIOACTIVITY: Atomic Models. Inside atoms. Electrons and orbits. Background Radiation. Types of Radiation. Radioactive decay. Half-life. Dangers of radioactivity.<br>NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine.  |
| <b>Languages</b>           | JÓVENES EN ACCIÓN (GLOBAL ISSUES): Fundraising. World Issues. Spanish Folk Tales/songs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Option subject</b><br>Induction into new French curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>KS4 Hard Technology</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Option subject</b><br>Induction into new Hard Technology curriculum.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Photography</b>         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Option subject</b><br>COMPONENT 1- SUSTAINED PROJECT: A range of photographic media, processes and techniques. Traditional and new media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Music</b>               | What are the features of Film Music? MAD-T-SHIRT - Melody, Articulation, Dynamics, Tempo, Structure, Harmony, Instruments, Rhythm and Texture. Diegetic, Non-Diegetic, Leitmotif, Drone, Foley and Mickey-Mousing.                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

# What your child is learning in Year 9

| Subject           | What next in Year 10                                                                                                                                                                                                                                                                                              |
|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Media Studies     | <b>Option subject:</b><br>The planning, design, creation and distribution of media products for a variety of audiences. 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. |
| Child Development | <b>Option subject:</b><br>Growth and development for children aged 0-5yrs                                                                                                                                                                                                                                         |
| H&S Care          | <b>Option subject:</b><br>Human growth and development across life stages                                                                                                                                                                                                                                         |
| Business Studies  | <b>Option subject</b><br>Induction into new Business Studies curriculum.                                                                                                                                                                                                                                          |
| Psychology        | <b>Option subject</b><br>Induction into Psychology Studies curriculum.                                                                                                                                                                                                                                            |

# Personal Development in Year 9



Our PD Programme ensures that our Year 9 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 9 students to develop into emotionally and mentally healthy and resilient young people.

**What now: - Careers - employability and personal skills. Citizenship - UK and the Wider world, British Values**

**What next in Year 10: - PSHE - RSE, Positive relationships, Boundaries and consent, sexuality + Identity, Sexual Health week, Sexting - keep yourself safe, Relationship changes**