



**BISHOP
BARRINGTON**
Academy



Year 10
Winter RISE bulletin

Mrs Bibby's Head of Year message



Year 10 have had a busy half term!

In September, we welcomed our students back into school to begin their Key Stage 4 journey. As their year leader, I am very proud of how well they have taken to this change in their school life and shown so much resilience to demonstrate excellence.

Students have settled well into their option subjects, with some excellent coursework being produced across the subject areas. Sophie B and Connor S were newly appointed as Leading students and they are doing very well within their new role, representing the year group and our school in the community.

As we have moved through the term, we have seen many examples of subject excellence across all areas of the school and I am confident such progress will continue for the remainder of the year.

It was fabulous to see so many students attend the careers fayre with a number of local businesses and post 16 providers. The evening gave students, parents and carers the guidance needed to make informed decisions about post 16 choices.

Celebrating our success!

Excellence is demonstrated every day with Year 10 students regularly being celebrated for their achievements with daily rewards in the form of Class Charts points, PROUD Thursday and Learner of the Week nominations.

Students who achieved excellent attendance and high standards of behaviour have been acknowledged across the term including receiving invitations to the Halloween Movie rewards morning and the highly anticipated Metro Centre Rewards visit in last week.

Our RISE value of Respect is integral to our school and none more so than when we visited the local care home, chatting with the residents there, playing festive games and exchanging stories over sweet mince pies and hot chocolate. It is inspirational to see Year 10 students embody this value, continuing to support local charities this half term, including The Angel Trust, Save the Children and The Well.

May I take this opportunity to wish all Year 10 students and their families a very Merry Christmas and a Happy New Year.



INSPIRATION in Year 10

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

Gracie A- Much Improved Attitude in attendance and punctuality

Jessica B- Excellent improvement in attendance. Well done!

Alfie H- Excellence displayed in Morning Meetings

Ethan J- For a fantastic first week at Bishop Barrington Academy

Ethan M- RISE values demonstrated across the Academy

Shane N- Improved attendance Shane, Well done

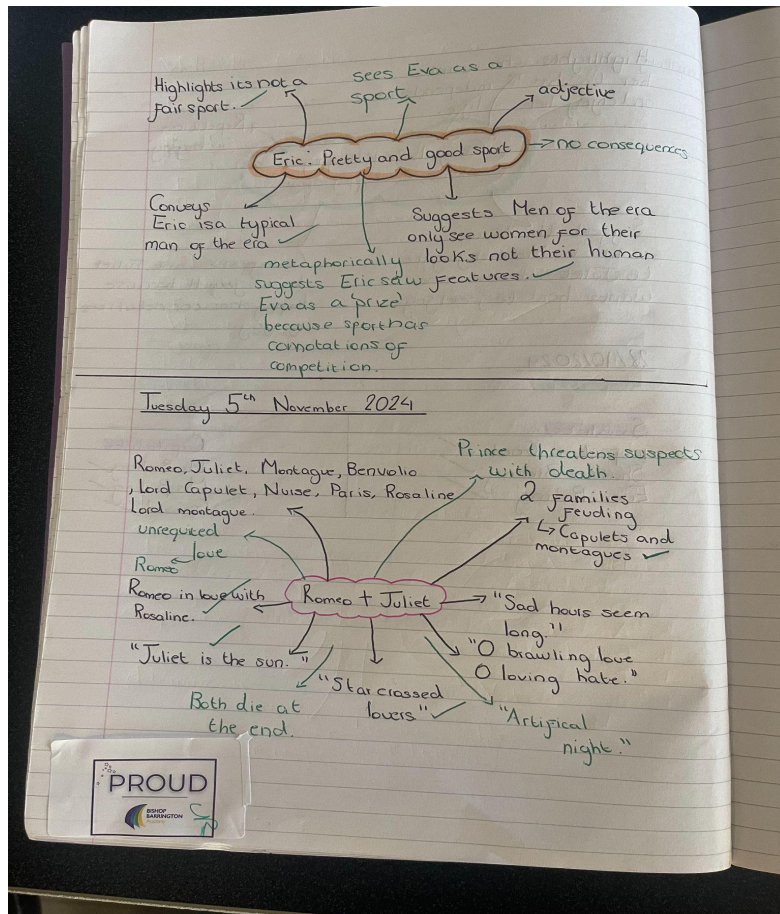
Katie P- Resilience demonstrated in Morning meetings

Jamie S- Respect shown to staff

Aaron T- Excellence across the Academy demonstrated

Zack W- Resilience demonstrated for attendance. Well done Zack

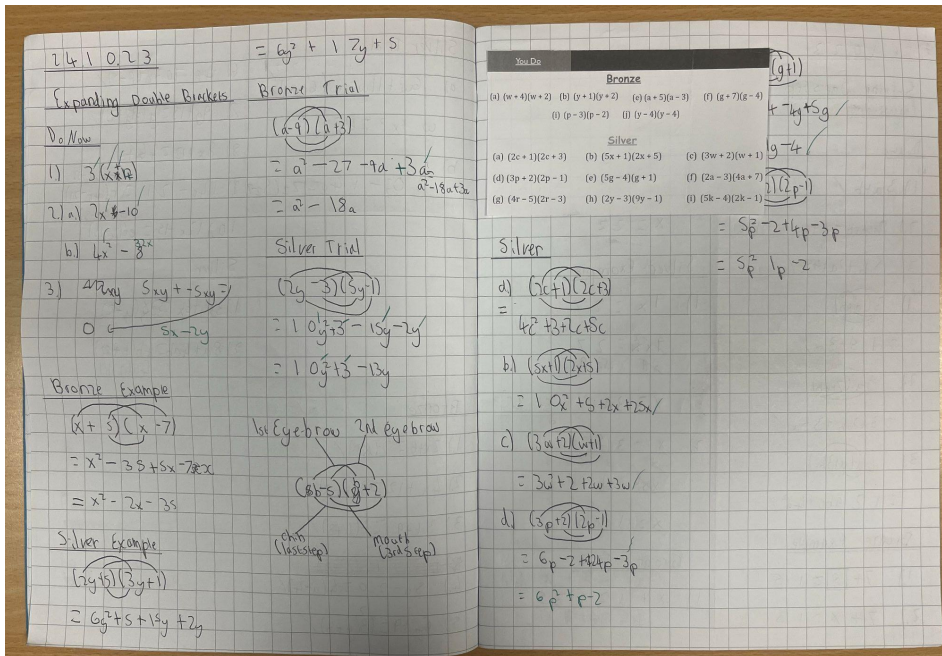
EXCELLENCE in English....



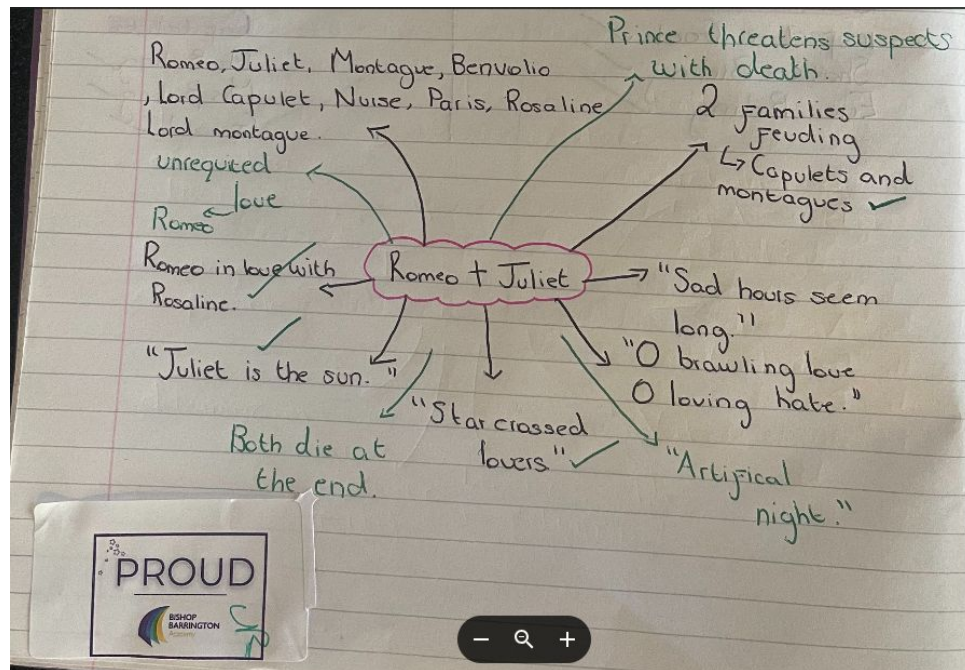
Here is a beautiful example of English work, completed by Year 10 in Morning Meeting. We are proud of the effort and commitment shown by our students during Morning Meeting every day.

EXCELLENCE in Maths....

This excellent piece of Maths work completed this half term by a Year 10 student in Mr Dobson's class.



EXCELLENCE in English....



Students in Year 10 study William Shakespeare as part of their GCSE English qualification. Here we have an example of recall from the tragedy, "Romeo and Juliet".

RESILIENCE - Attendance

A third of all students have 100% attendance this half term.

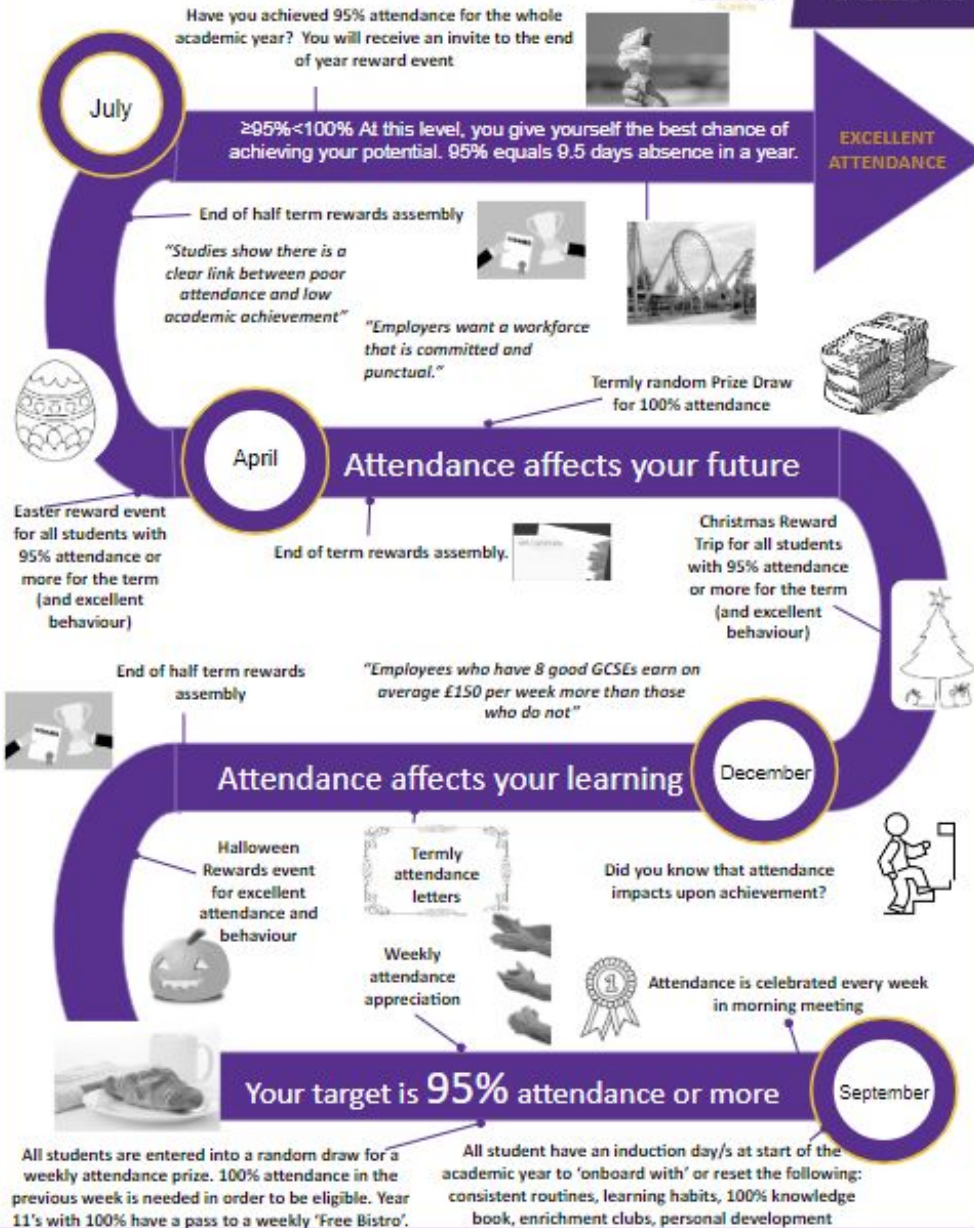
It's great to see that so many Year 10 students were eligible for the Metro Centre Rewards visit!

Look out for more attendance rewards next term to celebrate our Year 10 students' 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 1 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.	Internally set assignment (project 2 coursework): Follow a brief, research: both contextual and other relevant sources. Observational studies, design ideas, experimentation, final outcome.
Business Studies	What a business is and the reasons for starting. The difference between goods and services, needs and wants. The meaning of factors of production— land, labour, capital, enterprise. Opportunity cost. Primary, Secondary and tertiary sectors and examples of types of business that operate in each. The term enterprise and what is meant by an entrepreneur. The characteristics of an entrepreneur. The objectives of an entrepreneur. The changing business environment. The different legal structures that businesses adopt and the benefits and drawbacks of each legal structure. The concept of limited liability and which legal structures benefit from this. Which legal structure would be most appropriate for a variety of business examples. The main aims and objectives for businesses. The role of objectives in running a business. How and why objectives differ between businesses. How and why objectives change as businesses evolve. How objectives of larger more established businesses might differ from smaller start-up businesses. The success of a business.	What is meant by a stakeholder and who the main stakeholders of a business are. Stakeholders' main objectives. The impact and influence stakeholders have on businesses and their objectives and how businesses may face conflict between stakeholders. The factors that influence where a business is located. Why businesses create plans. The main sections of a business plan. The benefits and drawbacks of business planning. The difference between variable costs, fixed costs and total costs. The concept of revenue, costs, profit and loss. The advantages and disadvantages of methods of growth. The methods used by businesses when expanding. The benefits of growth in terms of unit cost advantages due to economies of scale and the drawbacks of growth due to diseconomies of scale. The meaning of purchasing and technical economies of scale. The risk and causes of diseconomies of scale.
Child Development	How play activities can influence children's learning between the ages of birth and five years old. The different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development. How children at different ages and stages of development have different play needs. Stages of children's play: Unoccupied play; Solitary play; Spectator/onlooker play; Parallel play; Associative play; Co-operative play.	How play can be organised and the potential advantages and disadvantages of each style. Adult-led play; Adult-initiated play; Child-initiated play. The role of adults in promoting learning through play: organise a variety of activities; explain and demonstrate how equipment and resources work; adapt activities to suit personal interests; choose equipment and resources that motivate children to engage; model communication; Join in with play activities; awareness of health and safety.
Computer Studies	The sectors, products and job roles that form the media industry. The legal and ethical issues considered and the processes used to plan and create digital media products. How media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Choosing the most appropriate format and properties for different media products.	Developing visual identities for clients. Create original digital graphics which incorporates visual identity to engage a target audience.

What your child is learning in Year 10

Subject	What now	What next
Dance	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. Roles, responsibilities and skills. Performance roles. Non-performance roles. Responsibilities. Relevant skills.	The skills, techniques and approaches used by professionals to create performance/production work. Processes used in development, rehearsal and performance. 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. 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.
Design and Technology	This group has been refining their joinery skills through a shelving project. In theory lessons, they've been diving into industrial processes used in manufacturing and exploring scales of production, linking practical work with industry knowledge.	Year 10 will continue developing their shelving projects while exploring how designers impact the environment in their research lessons.
English	Understanding the plot of Romeo and Juliet. Understanding the context. Understand 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.	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.
French	Preferences of food and drink. Attitudes to fast-food, cooking, smoking/vaping, drugs, alcohol, including consequences. Physical and mental well-being. Reasons for staying healthy and consequences of not staying healthy. Describe sporting activities and ways of keeping fit. Compare past and present lifestyle choices and future intentions.	Opinions about school subjects, homework, school rules, uniform, exams and teachers. Weekly routine including school day. Activities in school including timetable, sporting activities and clubs. Primary school days. Education post-16: options available, advantages and disadvantages, future intentions and plans. Opinions on different jobs, including advantages and disadvantages. Personal qualities, qualifications.

What your child is learning in Year 10

Subject	What now	What next
Geography	Natural Hazard definitions. Plate tectonic theory and continental drift. Case study: effects and responses to a tectonic hazard in a LIC – Nepal. Case study: effects and responses to a tectonic hazard in a HIC – Christchurch. Management strategies used to manage hazard risk. Global atmospheric circulation model. Distribution of tropical storms. Location and formation of tropical storms. The impact of climate change on tropical storms. Case study: causes, effects and responses to a tropical storm - Typhoon Haiyan. Management strategies used to reduce the effects of a tropical storm. Extreme weather. Case study: example of an extreme weather event in the UK - Beast from the East. Evidence for climate change. Human and Natural causes of climate change. Managing climate change; adaptation and mitigation.	Development indicators. Demographic transition model. Causes of uneven development. Consequences of uneven development. Reducing the development gap. Example of Tourism in a LIC – Jamaica. Case studies: Introduction to Nigeria and context; Rapid economic growth in Nigeria; Aid in Nigeria; Environmental issues in Nigeria; Quality of life in Nigeria; Reasons for economic change in the UK; Post-industrial economy; science and business parks; Impacts of industry on the environment; Social and economic changes in the rural landscapes; Improvements in UK transport; North/South divide; Social and economic changes in the rural landscapes; Improvements in UK transport.
Health & Social Care	Human growth and development across life stages.	Physical growth and development across the life stages. Intellectual/cognitive development across the life stages. Emotional development across the life stages. Social development across the life stages.
History	Interwar 1 - Peacekeeping after the First World War: The aims of the 'Big Three'. Why the 'Big Three' were willing to compromise. The terms of the Treaty of Versailles. How the allies and the Germans react to the Treaty of Versailles. How Germany's allies were treated at the end of the war. Did the 'Big Three' achieve their aims? Interwar 2 - The League of Nations and international Peace: Why the League of Nations was created. How successful the League was in the 1920's. How international agreements helped the League of Nations. The impact of the Wall Street Crash on the League of Nations. Case Studies 1: The Abyssinian Crisis; The Manchurian Crisis. Why the League of Nations was destined to fail. Interwar 3 - The origins about outbreak of the Second World War: What Hitler wanted and how other countries reacted.	How Germany prepared for war. How Hitler reoccupied the Rhineland. How Hitler achieved Anschluss. The Sudetenland Crisis. Was appeasement a good idea? Why Hitler and Stalin agreed to work together.

What your child is learning in Year 10

Subject	What now	What next
Maths	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. EQUATIONS & INEQUALITIES: Solve quadratic & simultaneous equations. Solve inequalities. TRANSFORMATIONS & CONSTRUCTIONS: Reflect rotate translate & enlarge shapes. Identify single & multiple transformations. Notation in conjunction with constructions.	MULTIPLICATIVE REASONING: Growth and decay. Compound measures. Ratio and proportion. SIMILARITY & CONGRUENCE: Congruence & similarity. Geometric proof. Constructions, loci & bearings.
Media	The sectors, products and job roles that form the media industry. The legal and ethical issues considered and the processes used to plan and create digital media products. How media codes are used within the creation of media products to convey meaning, create impact and engage audiences. Choosing the most appropriate format and properties for different media products.	Developing visual identities for clients. Create original digital graphics which incorporates visual identity to engage a target audience.
Photography	Explore and use a range of photographic media, processes and techniques. Use of both traditional and new media.	'Sustained Project' - designing primarily visual material to convey information, ideas, meaning and emotions. Using any of the following: 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).
Psychology	Students have completed their Research Methods Unit for Paper 1 and have almost completed the Criminal Psychology element looking at key concepts, Explanations of criminal behaviour and application of research into real life situations.	In the spring term they will complete the Developmental Psychology section of the paper which considers theories of learning and how the brain develops and the biological elements of how children learn in Cognitive Psychology.
RE	Causes and Effects of War. Just War Theory. War and Terrorism. Biological and chemical warfare. NATO and the UN. The Geneva Convention. Weapons of Mass Destruction.	Natural and Moral Evil. The inconsistent triad – theodicy. Purpose of Evil and Suffering. Impersonal and Personable forces of evil. The Holocaust.

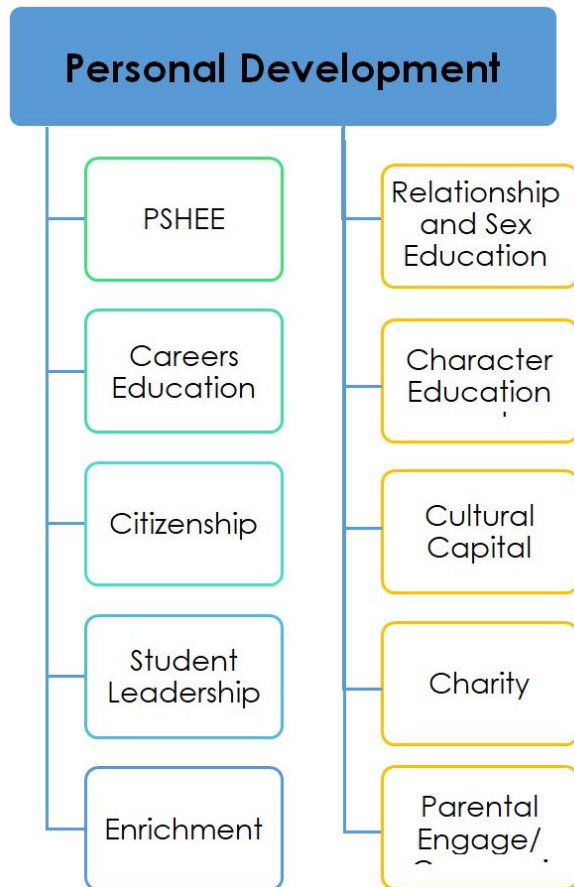
What your child is learning in Year 10

Subject	What now	What next
Science	WAVES: Types of wave. Wave speed. Electromagnetic spectrum. Reflection/refraction. 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. ACIDS AND ALKALIS: Acids, Alkalis and indicators. Strength of acids. Bases and Salts. Preparing copper sulfate – practical.	NATURAL SELECTION AND GENETIC MODIFICATION: Evidence for human evolution. Darwin's theory. Classification. Breeds and varieties. Genes in agriculture and medicine. ACIDS AND ALKALIS: Balancing equations. Investigating neutralisation. Alkalis and neutralisation. Reactions of acids with carbonates and metals. Solubility. ENERGY, FORCES DOING WORK, FORCES AND THEIR EFFECTS: Work and power. Objects affecting each other. Vector diagrams. PLANT STRUCTURE AND THEIR FUNCTIONS: Photosynthesis. Factors effecting photosynthesis. Light intensity and photosynthesis - core practical. Absorbing water and mineral ions. Transpiration and translocation. CALCULATIONS INVOLVING MASSES: Masses and empirical formula. Conservation of mass. Moles.
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 your 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.

What your child is learning in Year 10

Sports Science	Designing and developing a balanced nutrition plan. Key factors when considering the success / impact of a nutrition plan.	The effect of overeating on sports performance. The effects of undereating on sports performance. The effect of dehydration on sports performance.
Sports Studies	Emerging and minority sports. Relationship between sport and the media. Different promotional opportunities for business and commercial sport and how sports adapt to utilise media sources. Sport as a commodity. Influence of owners and investors. The importance of the relationship between sport, the media and sponsorship (the golden triangle). The different opportunities for sponsorship of sport/performers and the industry.	External factors affecting decline in live spectatorship. The effect on clubs and surrounding communities; Pay Per View (PPV), live streaming, social networks, increased technology and multiple devices. Links between gambling online and attendance at live sports events. Ethical appropriateness of sponsors. How the media is assisting a widening wealth divide in sport. The impact of wider global issues on sport/performers and spectators. The media demands affecting sport fixture scheduling.
Technology - Food	Food styling. Olfactory System. Sensory analysis developed. Food choices. Food packaging by law. Food labelling.	Safe cooking skills. Macronutrients and Micronutrients. Water soluble and fat soluble vitamins. Water in the diet. Fibre in the diet.

Personal Development in Year 10



At Bishop Barrington we have an ambitious, age appropriate, evidence-based spiral curriculum, which extends beyond the classroom to make learning relevant and truly enriches the lives and learning journey of our pupils and our community. The Personal development curriculum is built upon an ethos that is driven and informed by our students, parents and teachers. As our Academy is a microcosm of society, our programme is flexible and fluid to meet the needs of local, national and global issues, that will empower our students to thrive in an ever changing, diverse and multicultural society. Our commitment to the spiritual, moral, social and cultural development of our students permeates all that we do, being truly student-centred.

What now: -PHSE - Active Citizenship

What next: - PHSE - Health and Wellbeing

Financial Inclusion & Support



We work very closely with Julia in school, supporting parents and families to be given free advice and support for any financial difficulties. Please reach out to her if you want to have a chat about any of these matters.