



**BISHOP
BARRINGTON**
Academy



Year 8
Winter RISE bulletin

Miss Anderson's Head of Year message



It has been an absolute pleasure to take on the role of Head of Year 8.

Excellence has been demonstrated in a wide variety of ways so far this term. Many year 8 students have been acknowledged for excellence across all subject areas. Our Year 8 students continue to receive daily rewards in the form of Class Charts points, with over 5000 positive points earned with an outstanding, positive ratio. There has been over 50 'learner of the week' nominations awarded to year 8 alongside the prestigious 'head of year learner of the week'. In addition, many students received 'proud' stickers as part of 'proud Thursday' as we celebrate high standards of academia. During morning meetings, two claps of appreciation can often be heard as students take part in retrieval practice in core subjects.

Year 8 have demonstrated leadership skills in school by being excellent role models to our new Year 7 students. They regularly participate in wider enrichment opportunities in school such as lunchtime clubs and extra-curricular sporting activities; including the school football and netball teams. Year 8 have had the opportunity to take part in educational visits to the Life Centre to experience working in a science laboratory, and the Metro Centre as part of our whole school rewards programme for maintaining excellent attendance and behaviour.

Year 8 have demonstrated our RISE value of resilience by completing their recent Year 8 assessments, where staff have commented on how well they conducted themselves throughout this challenging week. I would like to wish all students, parents and carers a very Merry Christmas and a happy new year.

Celebrating our success!



Art competition
Each year students from across Bishop Auckland create art to be displayed in St Anne's Church during Christmas. Bethany S had a winning entry and Niamh was a close runner up.

Lily M has participated in a number of fundraising events including the Junior Great North Run and community events in Evenwood to raise money in memory for 4Louis charity.
#inspiration



INSPIRATION in Year 8

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

Dylan G

Well done Dylan for a fantastic start to the term. You quietly go about your day following the school rules and working very hard.

Caitlin B

Well done Caitlin for another fantastic week in school in which you have embodied the Academy RISE values. You have had 0 negatives throughout your whole time in school!

Michael S

Well done Michael on a great first week at Bishop Barrington!

INSPIRATION in Year 8

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

Gabriel E

Well done Gabriel for embodying the Academy value of inspiration by taking on your role as Student Vice President with such ease

Anna Lee G

Well done Anna Lee on consistently applying the Academy RISE values and learning habits. Well done

Taylor S

Well done Taylor - you consistently demonstrate the Academy RISE values and Learning habits. As well as scoring a cracking scorpion kick goal at lunchtime. Assisted by me!

INSPIRATION in Year 8

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

Ava R

Well done Ava on an excellent first week! Keep it up

Emily H

Emily - well done for consistently applying the Academy RISE values. You have had 0 negatives since arriving to Bishop Barrington!

Olivia N

Olivia - well done for consistently applying the Academy RISE Values and Learning Habits. You have achieved 0 negative behaviour since starting in Year 7. Amazing!

EX

Thursday 17th September 2014
The Storm

Do Now

- 1) A tempest is a storm ✓
- 2) William Shakespeare wrote The Tempest ✓
- 3) On a Ship ✓

Water → The Wind
Thunder → Rain
Talking / People Shouting

Up on the Ship Poring Rain fell from the cloudy sky. Men around me fell to the bottom of the ship. The storm got worse the clouds above got more heavy causing the men to not see. Room, dark, thunder and lightning shot from the sky. The water started to rise. The ship went every where making the people around the ship slippery. The men continued to scream not knowing what to do.

PEAL Analysis:

- Personification:** The night sky stood as my canopy of darkness.
- Ambiguous Vocabulary:** The darkness of that night would never escape my memory. I clearly remember the pitch-black curtain draped over the sky, and the twisted, warped shapes that the stars made against the blackness. The milky speckles quivered and danced along the sky in various patterns, hugging at the corners of my lips in a way that almost made me smile.
- Complex Sentence:** The night sky stood as my canopy of darkness, freckled only by the faintest of stars, where just hours ago it had been a blue summer's day.
- Personification:** The occasional hoot of a hidden owl was the only sound to penetrate the silence until a chorus of slapping footsteps and crunching gravel echoed angrily into the emptiness of the night. As voices quickly followed, the owl emitted a screech of displeasure and took flight.

- On a gloomy, dark night, Poring rain shot from the miserable, cloudy sky. The men around me screamed & we labored. The sky got more cloudy making it impossible to see. The rain got heavier, making the boat slippery. Causing everyone to fall. Thunder and lightning came down like a bullet.

Here are some outstanding examples of a PEAL paragraph and analysing extracts of a text in English.

PEAL Analysis:

Blow him how burst thy wind

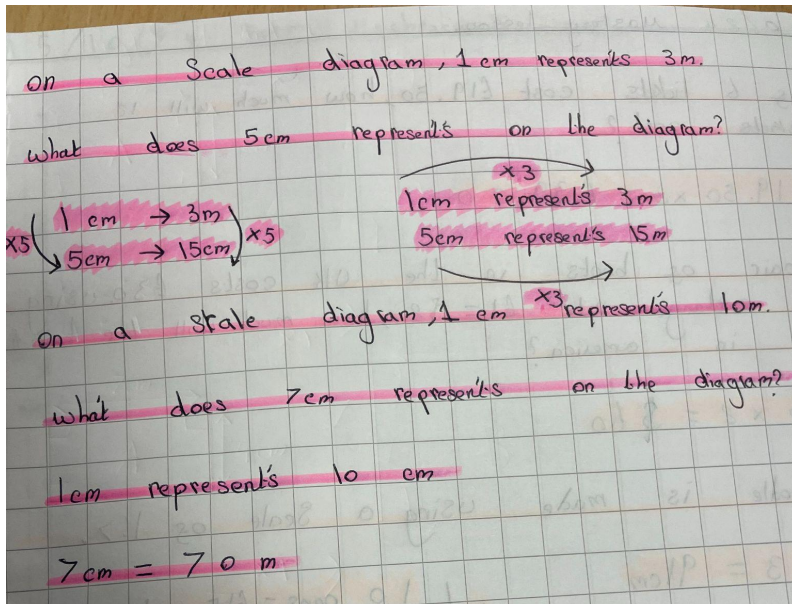
- Causing distraction**
- Causes uncertainty**
- Verb Action**
- Can cause messes**
- Damage**
- Broken**

Poet: Shakespeare uses a number of techniques in the opening scene to cause tension while making it exciting for the audience.

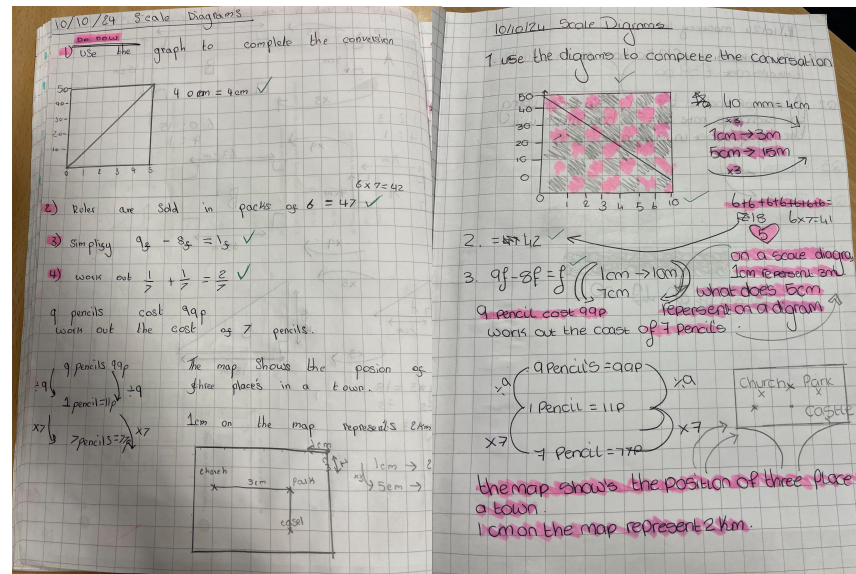
Evidence: Shakespeare writes "Blow him how burst thy wind". The verb burst has connotations of a violent explosion it could also connote something breaking or no longer being in control.

Analysis: The writer may have used this verb to show the danger that the people aboard the ship are in and to grab the audience's attention from the beginning.

EXCELLENCE in Maths



In maths Year 8 have been learning about scale diagrams and converting measurements.



RESILIENCE - Attendance

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

It's great to see that so many Year 8 students were eligible for the Metro Centre Rewards trip!

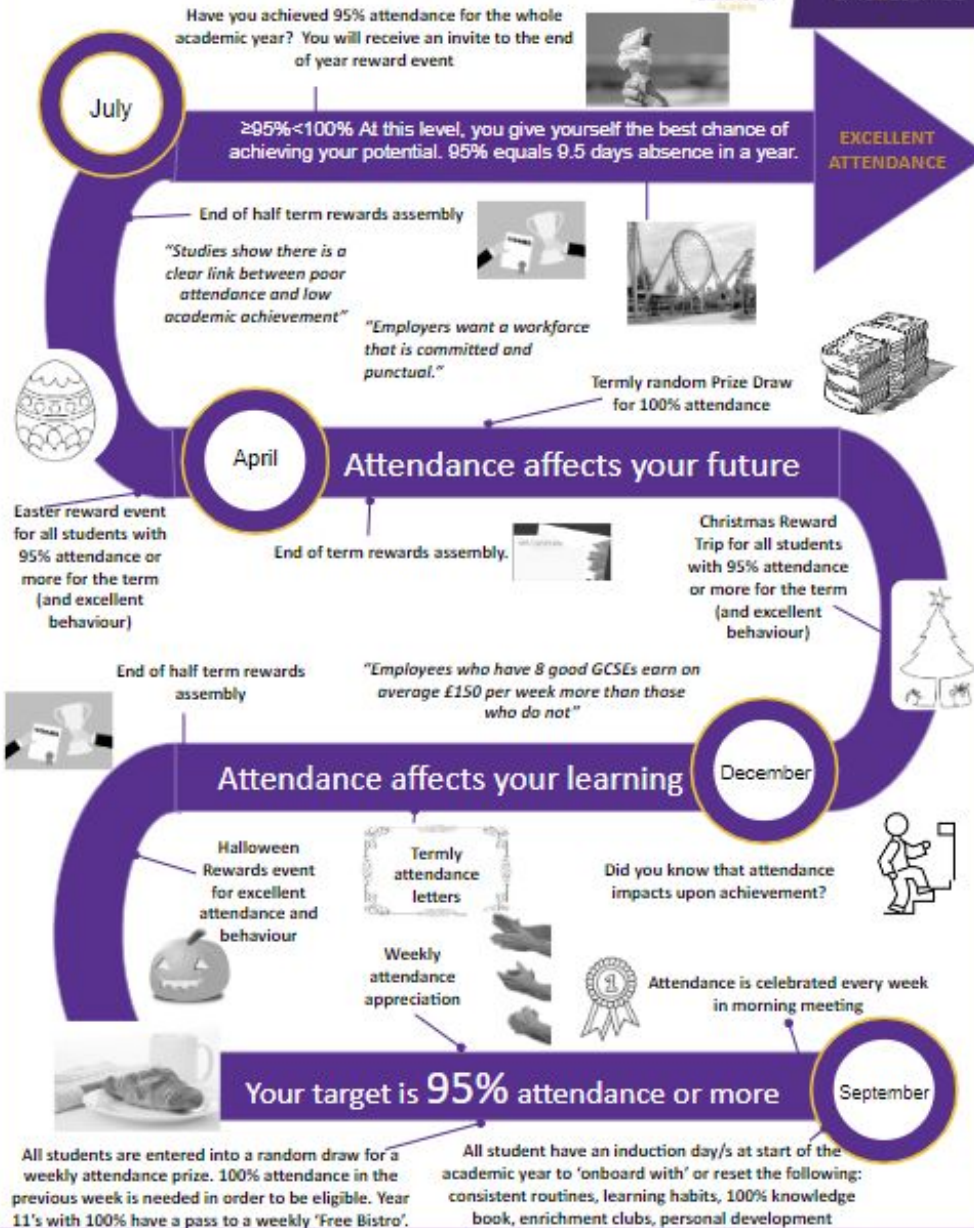
Look out for more attendance rewards next term to celebrate our Year 8 students' attendance



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 8

Subject	What now	What next
Art	Salvador Dali research watching video clips, fact mind mapping, extended writing. Analysis of artwork. Creating artwork in the style of Salvador Dali. Optical illusions. Working properties of materials (paper and card) Card mechanisms, modelling, Clock designing and modelling . ACCESS FM	Day of the Dead comprehension. Colour blending and shading. Working in the style of Jose Guadalupe Posada. Drawing skills, Zentangle skull and mechanised skeleton. Assessment artwork and knowledge task. Textile design and make, developing hand sewing skills.
Computer Studies	Create, edit and manipulate shapes. Create complex shapes by drawing paths, editing paths and converting objects to paths. Combine multiple tools and techniques to create suitable vector graphics.	Use of an advanced image editor (Photopea), which can work with raster and vector graphics. Editing and manipulating images. Using basic and complex tools in order to produce various graphics.
English	To understand the contexts of War Poetry being studied.	What is meant by travel writing. The features of travel writing.
Design and Technology	Pupils have crafted beautiful jewellery boxes, taking on challenging joinery techniques, including paring, offering up, and using marking gauges. These tasks have truly tested their precision and patience.	Will design and build acoustic phone speakers/holders, combining functionality with creativity.
French	Accommodation. Houses. Where you live. Rooms in the house. Furniture. Places in town. Directions.	Countries. Travel and Transport. Weather. Tourist transactions. Past holidays. Forthcoming plans/trips.
Geography	Global plastic problem. Solutions for managing plastic issues sustainably. Climate change. Effects of climate change. Impact of climate change on coral reefs. Can tourism be sustainable? Ecotourism. Wilderness areas under threat. Sustainable management of wilderness areas. Carbon footprint geographical fieldwork enquiry.	Drainage basin. River long and cross profile. Erosional processes - waterfalls and gorges. Erosional and depositional landforms - meanders and oxbow lakes. Human and physical causes of flooding Storm Desmond. Hard and soft engineering. Flooding in York.

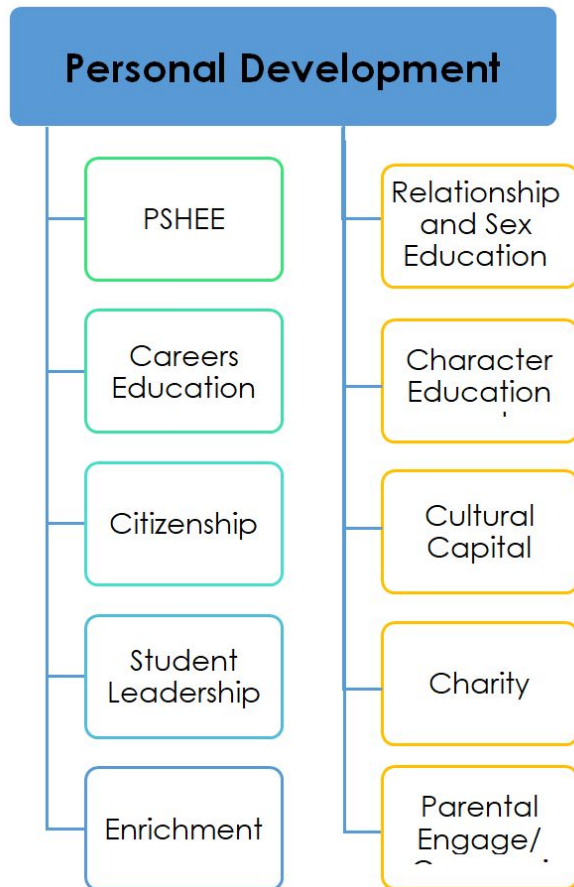
What your child is learning in Year 8

Subject	What now	What next
History	Pre-Colonial Africa - challenging stereotypes - interpretations - David Hume and Hugh Trevor Roper. Slavery. Modern day slavery. Role of the Empire. Trade Triangle. Middle Passage – journey. Life on the plantations - source study. Auctions - scramble and bidding. Resistance - Passive and active resistance - Haitian revolution Abolition - North East links to the Transatlantic Slave Trade. Britain becoming an empire - defining empire and colonisation. Scramble for Africa. Empire of the Seas. India - case study. Legacy of the empire.	What is revolution? - Eric Hobsbawm - 'Age of Revolutions'. Political struggle linking to the French Revolution, change in attitudes linking to the American Revolution. Change in attitudes linking to the American Revolution. Haitian Revolution - Transatlantic Slave Trade.
Maths	REPRESENTATIONS: Coordinates -explore gradient of a line. Representing data using pie charts, scatter graphs & frequency diagrams. Tables & probability.	ALGEBRAIC TECHNIQUES: Brackets, equations, inequalities- expand singles brackets, factorise; solve equations & inequalities. Sequences- using a term to term or position to term rule. Indices- simplifying powers of numbers.
Music	SPACE MUSIC: Space inspired music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation.	ALL ABOUT THE BASS: Bass lines: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation.
PE	Passing in football using both feet. Movement and dribbling with the ball during football. Defensive play and structure of a solid defence. Scoring and attacking play during football including different methods of scoring. Passing in Rugby. Passing in Handball. Defensive play and structure to be used within Handball. Movement and moving with the ball in Rugby. Exploiting the space that opens up in front of you and moving forwards. Perform comfortably in front of a group. Create routines or elements within a routine. Apply different skills across a range of different types of dance. Use recordings from previous groups work to create inspiration for future routines. Genres of dance for different move sets and movement types. Offer more in depth feedback to peers in order for them to improve, including using appropriate and accurate terminology of key terms. Perform a dance routine containing unison and cannon in the correct way.	Apply spin on to the ball. Have an opponent move around the court for a significant period during a point. Hit the ball/shuttle to various locations on the court with high degrees of success. Serve properly and with high degree of accuracy making it challenging for an opponent to get the ball back to their opponent. The rules of each sport. Select from a wide range of shots. Play attacking shots in order to win the point from an opponent, and be successful most of the time. Play defensive shots in order to remain in the point when put on to the back foot. Catch a high ball with great degree of success. Apply spin to a bowl. Take one handed catches with high levels of success. Use footwork to enable better shots. Contribute to a team in numerous roles in striking and fielding. Organise a team in to fielding positions that win them the game. Use a variety of different tactics when bowling in order to get the batter out. Strike the ball to various locations in a range of striking and fielding sports.
RE	The Soul. Death and dying. Heaven and hell. Reincarnation (Sikhi). Native American funeral practices. Dia de los Muertos. Ghosts, spirits, mediums and scientific proof of the afterlife. Humanism and the afterlife.	Causes and effects of war. Christian authority & war. Pacifism. Humanitarian Aid. Alternatives to war. War & Terrorism.

What your child is learning in Year 8

Subject	What now	What next
Science	WAVES: transmitting and reflecting light; Diagrams to represent reflection and refraction of light; Why objects have different colours - linked to light absorption and reflection; The key parts of the eye. GENETICS: The structure of DNA; Continuous and discontinuous variation; Inheritance; Mutations. METALS AND THEIR USES: Differences in properties of metals and non-metals; Group 1 reactivity; Word equations and symbol equations; Structure of alloys. MAGNETISM: Magnetic fields; Transformers and how they work; Making electromagnets stronger; What is a transformer.	BODY SYSTEMS: Organs of the respiratory system. Overview of the nervous system. The role of the skeleton. The effect of drugs on the body CHEMICAL REACTIONS: Identifying chemical reactions. Word equations from written descriptions. Types of reactions (Focus on combustion). Energetics. Rates of reaction and investigation techniques. SPACE: The ideas of the big bang theory. Mass and weight REPRODUCTION: Key aspects of puberty. The menstrual cycle. Fertilisation. Gestation and birth. THE ATOM: States of matter. Changes of state - particle diagrams. Brownian motion. Identifying physical and chemical changes.
Spanish	TODO SOBRE MI VIDA (ALL ABOUT MY LIFE): Mobile phones and saying what you do on your phone. Music. TV. What you did yesterday Learning about young people's lives. Spanish Music.	¡A COMER! (FOOD): Opinions of food. Describing mealtimes in more detail with new vocabulary. Ordering a meal. Discussing what to buy for a party. Giving an account of a party. Invitation to Cinco de Mayo. Spanish food. Spanish cooking and food tasting.
Technology - FOOD	Allergens and intolerances. Gluten and dairy allergies and intolerances.	Cooking methods. Egg cooking methods. Sensory testing.

Personal Development in Year 8



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: - Citizenship - Living in the wider world

What next: - Relationship, Sex and Health Education

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.