



**BISHOP  
BARRINGTON**  
Academy



**Year 9**

**Winter RISE bulletin**

# Mrs Findlay's Head of Year message

What an amazing start to the new academic year. Year 9 have exhibited our RISE value in abundance, in particular resilience as they have risen to the challenge of recent assessments.

Students have participated in a wide range of curriculum enrichment opportunities - congratulations to Layton and Zac for securing places on the Schools District football team. The year 9 sports teams team continue to demonstrate our value of excellence and our principle of 100% in each of their competitions, including Emily who showed fantastic grit and determination when competing at the recent cross-country.

Many of our Year 9 students have regularly participated in lunchtime clubs including chess, homework, dodgeball, badminton, dance, and Dungeons and Dragons.

Year 9 have recently completed their first set of Year 9 exams/assessments. Students were a credit to the school and yourselves at home. The way they grasped the challenge of revising, managing the added uncertainty and stress of these assessment was excellent. These skills, that they have began mastering over these past few weeks, will stand them in good stead as we move forward and repeat this process throughout the remainder of the year and into Key Stage 4, culminating in their GSCE exams in the Summer of '27

As we draw towards the end of the first term, approaching the Christmas season, I would like to wish all students, families and friends of Bishop Barrington Academy a Merry Christmas and health and happiness in the new year. Thank you year 9 for all your hard work - I look forward to seeing you all return in 2025!



# Celebrating our success!



## Art Competition

Students from year 9 were amongst others who took part in a competition to create artwork on their interpretation of the Nativity Story to be displayed on one of the towns churches during the running of Christmas Town

Year 9 pupil Amira winning entry with Elicia coming a closes runner up. Well done to both girls. Amazing skill!



Last week saw two of our year 9 pupils, John and Riley take on a year 7 team in the **EAFC competition**. Unfortunately our year 9 boys were sadly beaten by the other team - despite putting up a great contest. Mr Knowles was complimentary of all teams who took part in the competition and is keen to see a second event taking place soon - watch this space!



## Dance Competitions

Most recently, Year 9 Lily Mae, Elite Sports Academy member won gold alongside her partner Amelia at the UK Street Dance Challenge. Lots of categories entered with excellent placings in all!

Another example of BBA pupils excelling - all that dedication and training paying off. Well done girls

Back in early November another Street Dance competition - excellent placings again - BBA are so proud!



# INSPIRATION in Year 9

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

### **Friday 13th September : Alex Thorne**

for making an amazing start to the new academic year and working hard in all lessons

### **Friday 20th September: Jessica Dougall**

For demonstrating an amazing start to the new academic year and excelling in all areas of the curriculum.

Keep this up!

### **Friday 26th September: Lexi Bowes**

An amazing start to year 9 and in recognition of working so well in lessons across the curriculum

### **Friday 4th October: Logan Ashurst**

Making a fantastic, positive start to Year 9 and demonstrating to your teachers how hard you are working!

### **Friday 11th October: Lexi Bowes**

For working amazingly well in lessons and being a great friend in lesson

### **Friday 18th October: Layton Wymer**

For being a fantastic ambassador for the school on the district football team whilst working hard in so many areas across the school curriculum

Very proud!

# INSPIRATION in Year 9

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

### **Friday 25th October: Tia Rylance**

For having an absolutely amazing week in school, working to the best of her ability and following our RISE values

### **Friday 8th November: Charlie Hall**

For consistently working hard and epitomising the school's RISE values in each and every lesson

### **Friday 15th November: Lily May Clish**

for week on week, month on month since returning to school follows the school RISE values and is rewarded for her hard work

### **Friday 22nd November: Sunni Rogers Taylor**

For consistently, since returning to school in September, working hard in all lessons, demonstrating the school's RISE values and learning habits

### **Monday 2nd December: Jack Reynold**

For being a fantastic member of our school community – friendly, helpful and polite

### **Friday 6th December: Camden Spencer Goff**

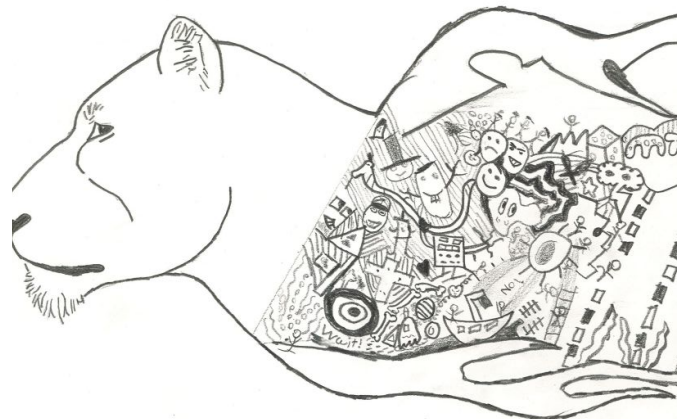
An amazing ambassador for the school, works hard in lessons and demonstrates resilience in new situations

# EXCELLENCE in .... Art



## KERBY ROSANES

Kerby Rosanes ~~was~~ is a self-trained artist born in the Philippines. He has 0 art education at all. He started doodling using inspiration from anime artist Hayao Miyazaki. He then thought his work was good and started showing off his work on Instagram. In the first year of having Instagram, he gained 950,000 followers. As he grew up poor, he thought of a way to earn money, and he created his own colouring book, which sold over a million copies worldwide. He is now a full-time graphic designer.



Kerby Rosanes has been the inspiration for this term's art topic. Incredible examples of work from Logan and Rose illustrating the use of straight lines and doodling. The working atmosphere when you enter Mr Payton's art room is wonderful - calm and peaceful allowing all our year 9 students to excel and produce excellent examples of work that they should be extremely proud of.

# EXCELLENCE in RE

Are the ten commandments relevant today?

| Start                                                              | End                                                                                                      |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| They aren't relevant because not many people follow them nowadays. | One of the 10 commandments is 'Do not kill'. The purpose of this is to not hurt other people's feelings. |

- No fighting
- Guns in case of school shooting
- Secure doors and passes

The Ten Commandments

- Do not be jealous of others.
- Do not kill.
- Do not steal.
- Do not have affairs - be loyal.
- Do not worship false idols.
- Do not worship any other Gods.
- Do not misuse God's name.
- Keep the Sabbath Day (Rest day) Holy.
- Respect your mother and father.

- 4) Explain two beliefs about punishment.  
Refer to sacred writings or another source of religious belief and teaching in your answer.

[5 marks]

Some Christians believe that punish is right and fair life in prison.

This is because in the Bible it says turn the other cheek.

This means that don't intentionally hurt some one.

For example, they believe God could punish you for sinning.

Christian believe that one way of punishing people is death penalty.

This is because in the Bible it says do not kill.

This means that don't take someones life.

For example, they believe God could heal the people who is hurting.

question - Should we have the death penalty in the UK today?

yes

NO

agree

Some Christians believe that we should have the death penalty to make criminals fearful.

This is because in the bible it says "an eye for an eye".

This means that if you do something wrong, you deserve an equal punishment.

Therefore, a murderer would deserve the death penalty.

criticise

Some Christians believe that if you kill someone for committing murder your just as bad.

This is because in the bible it says "do not kill".

This means that you should never take a persons life.

therefore, the death penalty would be seen

A resurgent RE - a new member of staff and a renewed interest and enthusiasm for the topic. I have thoroughly enjoy my learning walks into the RE classroom this term - the energy buzzing about the classroom during their class discussions has been a pleasure to witness and the number of students keen to include this in their possible option choices next year is extraordinary. Fantastic examples of some of this excellent work from Christina and Ethel from class books and recent assessments.

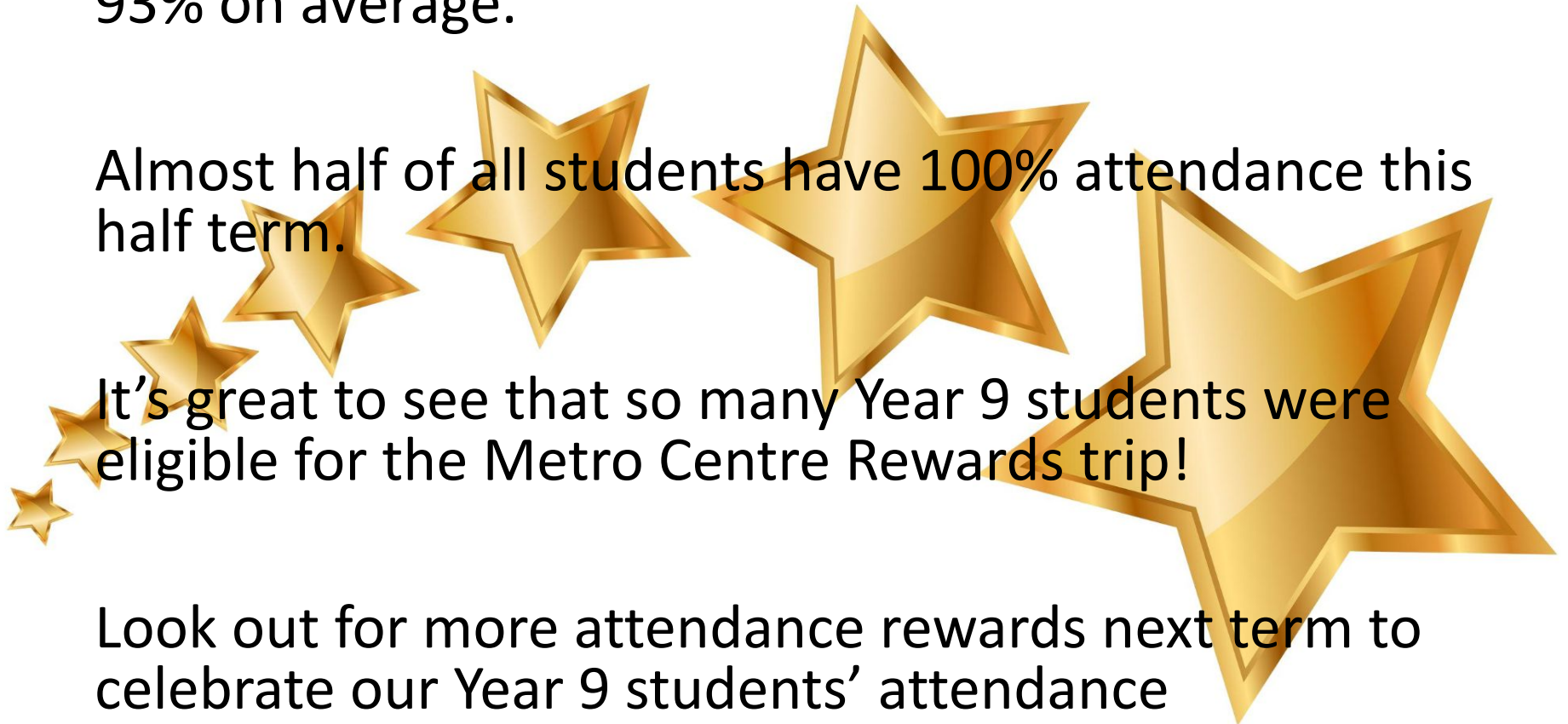
# RESILIENCE - Attendance

This half-term, attendance of Year 9 students has been 93% on average.

Almost half of all students have 100% attendance this half term.

It's great to see that so many Year 9 students were eligible for the Metro Centre Rewards trip!

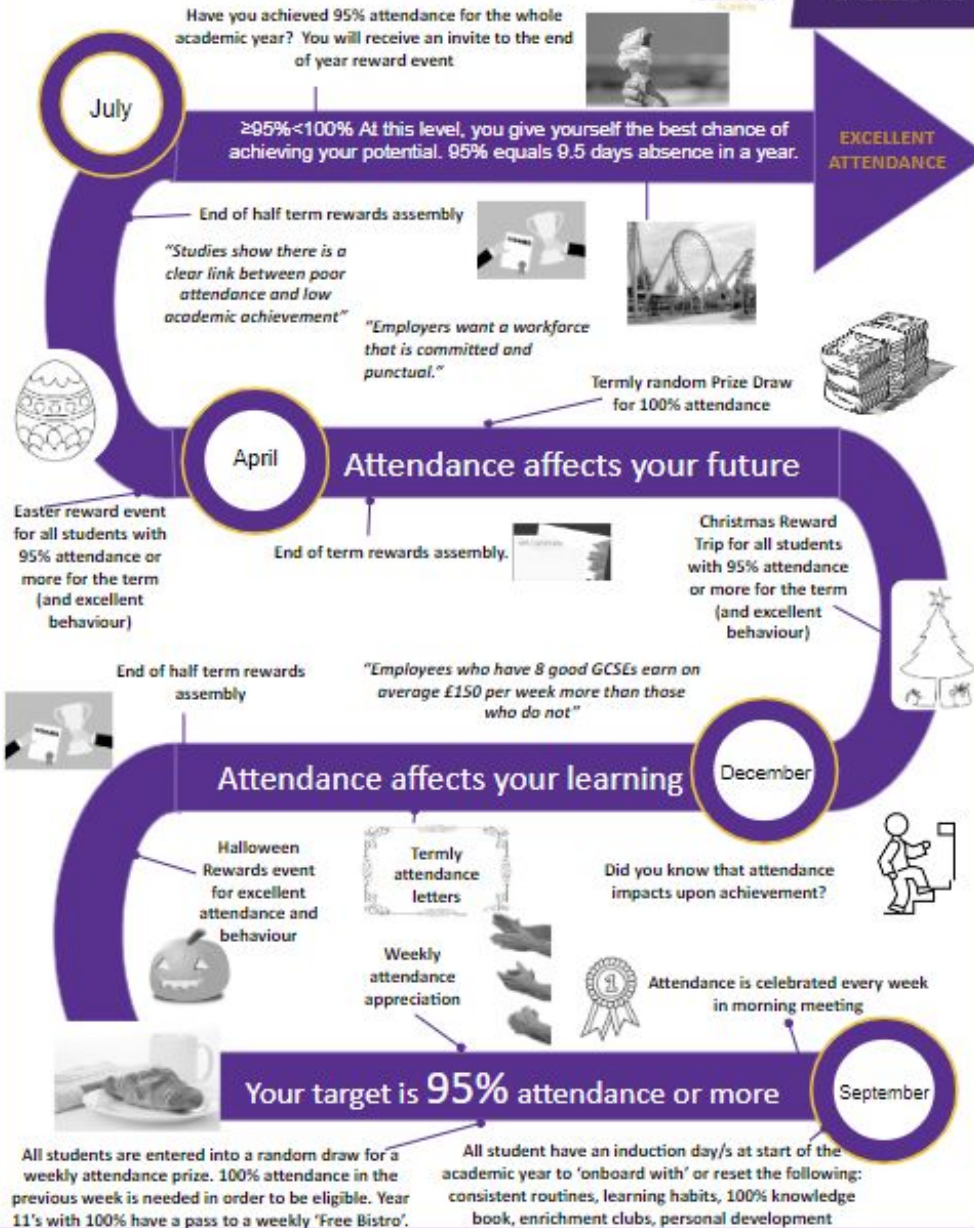
Look out for more attendance rewards next term to celebrate our Year 9 students' attendance



# 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 9

| Subject                      | What now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What next                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art</b>                   | <p>Developing skills in different media linked to the style of Kerby Rosanes. Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Photography skills and knowledge and portraits, Magazine cover design and branding. Making work personal.</p> <p>Developing skills in different media linked to the styles of Jim Edwards and Minjae Lee: Analysis of artwork. Independent research, making notes and develop into extended writing. Developing presentation skills. Minjae Lee: Photography skills knowledge and portraits, Magazine cover design and branding. Making work personal. Jim Edwards focusing on his architectural painting style and Newcastle.</p> | <p>Developing skills in different media linked to the work of Sarah Graham. Facts mind mapping and analysis of artwork. Developing presentation skills. Developing photography skills. Developing logo and branding skills. Designing and making packaging and cake decoration from nets etc. ACCESS FM and task analysis, specification and customer profile.</p> |
| <b>Computer Studies</b>      | <p>Creating 3D animations, using animation software. Where animations are used. Demonstrate, use and manipulate 3D animations.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Using an advanced image editor (photopea), to work with raster and vector graphics. Edit and manipulate images. Using basic and complex tools in order to produce various graphics.</p>                                                                                                                                                                         |
| <b>Design and Technology</b> | <p>Pupils are finishing their spatula project, which has introduced them to the techniques of lamination and forming—key content for GCSE preparation. Many Year 9 pupils have also had the exciting opportunity to operate the laser cutter themselves!</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Will tackle a fun and educational project—a sweet dispenser, introducing them to mechanisms and mechanics.</p>                                                                                                                                                                                                                                                  |
| <b>English</b>               | <p>Explore the meaning of a poem (conflict poetry). To use the context of the poem to extend your comments on the meaning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>To understand the features of speeches. To understand the contexts in which the speeches being studied were written.</p>                                                                                                                                                                                                                                        |
| <b>French</b>                | <p>Family Members. Descriptions. Relationships. Marriage.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Technology. TV shows/ Films. Social Media. Celebrity Culture. Opinions on celebrities/famous people. Personal details of celebrities/famous people. Celebrity magazines/articles /reviews, podcasts, social media, reality TV involving famous people and influencers, with opinions.</p>                                                                       |

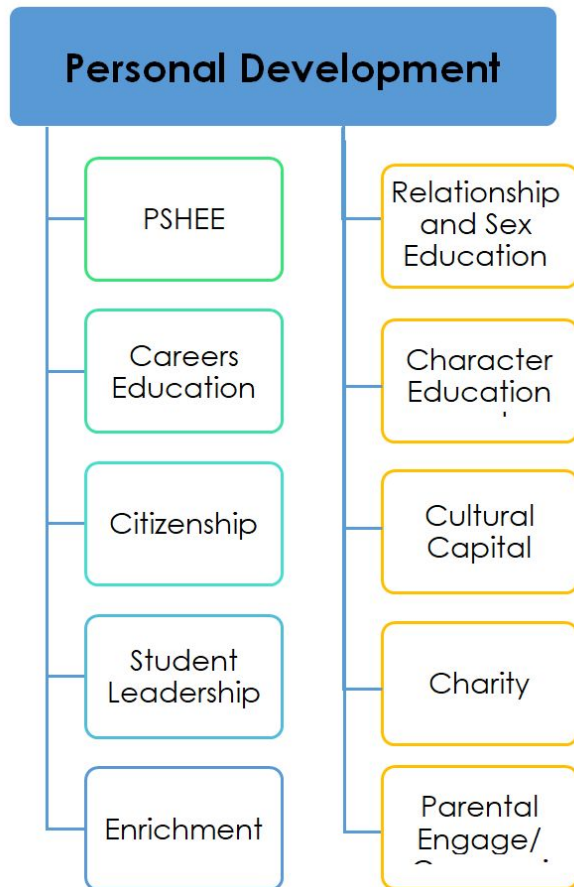
# What your child is learning in Year 9

| Subject          | What now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | What next                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Geography</b> | 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.                                                                                                                                                                                                                                                       | Sustainable water supply in the UK. Strategies to increase water supply - dams and reservoirs. Waste disposal. Strategies to reduce waste. Air pollution. Renewable energy. Renewable energy investigation<br>Sustainable resource – bamboo. Sustainable development goals. Geographical fieldwork enquiry.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>History</b>   | Dictatorship vs. democracy. Treaty of Versailles - impact of this. Rise of dictators in the 20th century - Hitler, Mussolini, Stalin. British Union of Fascists - Oswald Mosley - Battle of Stockton. Appeasement - Neville Chamberlain.                                                                                                                                                                                                                                                                                                                                                 | Dunkirk - success or failure. Battle of Britain and the role of the Polish and Czech pilots. Was there a 'Blitz spirit'? Impact of evacuation. 'Home Front - Was the 'People's War' truly a people's war? The role of the Commonwealth in the war. Pearl Harbour. D-Day. Hiroshima and Nagasaki - Atomic bombs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Maths</b>     | CONSTRUCTIONS: Three dimensional shapes- finding volumes & surface areas of prisms. Constructions & congruency- nets, scale drawing, understand congruency.                                                                                                                                                                                                                                                                                                                                                                                                                              | REASONING WITH NUMBER: Number. Using percentages. Maths & money.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Music</b>     | HORROR MUSIC: Features of horror inspired music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation.                                                                                                                                                                                                                                                                                                                                                                                                                                     | CLUB DANCE MUSIC: Features of Club Dance music: Dynamics, Rhythm, instrumentation, Pitch, Tempo, Timbre, Texture, Structure, Duration and Notation.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>PE</b>        | Elements of a skill based activity. Organise a team in to a formation. Lead a team to a victory on a solid structure where players are aware of their roles in the team. Officiate a game following the rules of the sport. Use voice to lead a session to a high standard. Assess strengths and weaknesses of a team and come up with strategies to improve. Organise equipment and set up for the sessions. Coach peers through different skills within aesthetics. Perform rotations and drops. Put together an individual routine. Perform in front of an audience as an individual. | Apply spin on to a ball. Moves an opponent around a court with high levels of success. Apply a smash and drop shot to good effect. All serves are successful and legally correct. Officiate a game across different net and wall games. Vary shots played, based on the shot received by a partner. Play attacking shots. Play defensive shots. Manoeuvre fielders in to appropriate positions to influence a game. Bowl deliveries that concede no extras (wides + no balls). Play a variety of fielding roles. Advance forwards on to the front foot in cricket. Strike a ball to different areas in softball. Pitch in different ways to ensure that a batter in softball is unsure where they are going to pitch next. Apply tactics that outwit a batter in any striking and fielding activity. Umpire across a range of different striking and fielding activities. |

# What your child is learning in Year 9

| Subject           | What now                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | What next                                                                                                                                                                                                                                                                                                                           |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| RE                | Right and wrong. Absolute & relative morality. Causes & effects of crime. 10 Commandments. Religion & punishment. Capital punishment.                                                                                                                                                                                                                                                                                                                                                             | Nature of Allah - 99 names. Qur'an, hadith & surah. The 5 pillars of Islam: Shahadah, Salah, Sawm, Zakah, Hajj.                                                                                                                                                                                                                     |
| Science           | <p>WAVES AND THE EM SPECTRUM: Identifying types of waves. Drawing and measuring waves. Waves of the Em spectrum. Uses of EM waves.</p> <p>SEPERATION TECHNIQUES: States of matter and particles. Mixtures. Separating mixtures. Potable water</p> <p>KEY CONCEPTS IN BIOLOGY: Microscopes and magnification. Identifying organelles and their function. Specialised cells - identification, functions. Enzymes and what they do. Enzymes and conditions. Transporting materials in organisms.</p> | <p>FORCES: Quantities - Vectors and scalars. Resultant forces. Newtons laws. Mass and weight. Momentum (H). Crashes and stopping distances.</p> <p>ATOMIC STRUCTURE AND THE PERIODIC TABLE: Atomic mass and number. Isotopes. Elements and the periodic table. atomic number and the periodic table. Electronic configurations.</p> |
| Spanish           | iORIÉNTATE! (JOBS AND FUTURE PLANS): Saying what you have to do. Saying what job you would like. Talking about your future. Describing jobs. Talking about jobs in detail. El Gordo in Spain at Christmas.                                                                                                                                                                                                                                                                                        | EN FORMA (HEALTHY LIVING): Talking about diet. An active lifestyle. Daily routine. Talk about getting fit. Talk about ailments. Presentation on fitness and routine. Spanish idioms. Teaching Spanish dance routines.                                                                                                               |
| Technology - Food | British cuisines. Presentation of foods. Food styling.                                                                                                                                                                                                                                                                                                                                                                                                                                            | Food packaging. Overpackaging. Vegetarianism.                                                                                                                                                                                                                                                                                       |

# Personal Development in Year 9



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: - Careers - 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.