



Curriculum Newsletter

Key Stage 3 – Easter 2024

Welcome

Welcome to the second KS3 curriculum newsletter. It is hard to believe that we are already two thirds through the academic year; in that time, our KS3 students have learned about an abundance of topics, from Anglo-Saxons to Piza.

In these pages, you will see how successful and hardworking our students are, and how dedicated our wonderful staff are. No matter their role or title, every person who works in this school is committed to securing the best education for our young people.

There are some incredible examples of artwork produced by KS3 students: insects, mythical creatures and architecture are all represented, showcasing the variety of topics studied in the art curriculum. In the PE section, students have been taking to the skies on trampolines, or feeling the burn on the rowing machines. The science department have also broken from their curriculum to embrace science week, an event that was hugely popular with our young people, particularly when I came to dissections.

I would like to take the opportunity to thank all members of staff who have contributed to the KS3 curriculum this year – not only that captured in these pages, but in the day-to-day work of planning, delivering and assessing our young people; ensuring that they live up to the school motto of ‘nothing but the best’. A special mention as well to Mr Smart and Miss Tyrrell, who have masterminded this newsletter and taken the many pictures in its pages. Finally, I wish you a restful Easter break.

Kind regards

Mrs Knowles – Deputy Head



Accelerated Reader

In Accelerated Reader (AR), students in Years 7 and 8 have been making great progress. In lessons, our students have been testing on the books that they have read; AR then tracks the word counts of our pupils as they successfully pass each test.

Since September, our Year 7 Pupils have read over 22 million words collectively, with Year 8 surpassing 21 million. In a reading assembly in January, we shared certificates to celebrate individual students and their successes in reading this year. This has continued with the recent rewarding of badges for those who are half-millionaires, millionaires and multi-millionaires. Separate badges are also being awarded for students reading books on our Reading Passports, which include 12 challenging reads for both KS3 and KS4 pupils.

We are hoping to celebrate as many of our pupils over the year that take the journey into becoming word millionaires. We currently have fifteen half-millionaires across both year groups. We also have three, word millionaires: Scott R, Ethan R and Paige H. Addison T is topping the charts by becoming our first multi-millionaire. I'm delighted with our pupils continuing to value reading at The Bolsover School.

Miss King's group of 12 students taking part in our annual Redhill Academy Trust Book Awards are continuing to read through the Trust recommended books and discuss what they liked and disliked about them. Every student has voted on their favourite blurb, opening line and front cover of the book award books in lesson.

Rather than AR lessons being based on solely independent reading, students now complete a class read for half of each lesson. Year 7 are continuing with 'Refugee Boy', a fantastic novel about a refugee's experience in England, written by Benjamin Zephaniah. Year 8 are also making progress with 'Boys Don't Cry', a Malorie Blackman novel about a teenager who unexpectedly finds out he is a father. Some groups have started other novels such as 'Lark' and 'Cirque du Freak'. It is lovely to have the opportunity to read with our students collectively each week in class.

In Year 9, students have a reading lesson each week that sees them engage with texts that link with what they are studying in the Curriculum. To coincide with our unit on Romeo and Juliet, students have been reading a mixture of fiction and non-fiction that relates to the themes of relationships and conflict. This includes articles about whether love at first sight could ever be possible, to 19th century short stories like 'The Story of an Hour' that looks at themes of oppression and the history of women's rights. These lessons focus on reading skills but also our oracy skills, as students are asked to speak articulately with each other in order to develop their understanding.

Despite it seeming like another lifetime ago, in December, the Autumn Reads competition came to its conclusion. This saw our pupils compete against other Redhill Academy Trust pupils for the number of quizzes passed in AR and the average percentage correct for the quizzes they take. We amazingly placed second for quizzes passed and third for the average percentage correct. World Book Day was a fantastic occasion for Staff to dress-up, students to read different texts relating to each subject and engage in scavenger title quests around school. Currently, the annual Readathon is taking place in AR. This involves students being sponsored for reading and raising money for local hospitals. Thanks to everyone's efforts we have raised nearly £11,000 as a Trust since 2019 and we can't thank you enough for supporting this cause each year.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr. Seuss



Art



This term...

YEAR 7

Project 2 Insects - Printmaking

This term, students have built on their understanding of the formal elements of art from their first project. Students have applied their knowledge of line, texture and pattern to create closely observing zoomed-in drawings of butterfly and moth wings, developing these into monoprints and then reduction poly-prints. Students have looked at the work of artists such as Damien Hirst and Abby Diamond in both class and homework research projects as inspiration for their outcomes.

YEAR 8

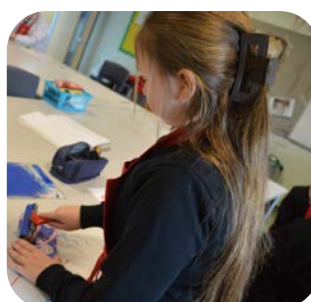
Project 2 Mythical Creatures – Puppets

This term, students have researched and studied the illustrative work by the artist Tim Burton and researched other children's book illustrators in a homework project. Students have developed character drawings inspired by these illustrators and turned them into designs for 3D puppets which they are currently constructing and sculpting using mod roc. Once constructed, students will paint and create costumes and add additional details, based on their designs.

YEAR 9

Project 2 Childhood Memories – Local Architecture

This term, students have researched the work of Stephen Wiltshire and learnt how to apply a range of mark making techniques using pen, focusing on local architecture. Students have developed their drawings into monoprints and been introduced to acrylic paint to highlight architectural features. Final pieces for this project have been developed using mixed media and applying a range of mark making techniques based on student's own photographs of architecture. Homework projects have included researching 2D-3D architectural artists.



Next term...

YEAR 7

Project 3 Animals – Ceramics

For the third project of Year 7, students will study the work David Shepherd and Chris Gryder, learning about how different artists bring our attention to endangered species through their work. Students will be introduced to a range of ceramic techniques and learn how to make a textured tile before applying these skills to a clay pinch pot that they will design, inspired by their studies into endangered animals and artists studied.

YEAR 8

Project 3 Mythical Creatures – Mixed Media

For the third project of Year 8, students will learn how to draw self-portraits and introduced to the concept of metamorphosis within art. Students will learn how to digitally transform photographs of their own faces using digital editing software inspired by surrealist artists they will learn both in lessons and for homework projects. Students will then use a combination of different media to create a mixed media final piece based on their digital edits.

YEAR 9

Project 3 Childhood Memories – Ceramics

For the final project of Year 9, students will continue to be inspired by childhood memories and learn about how pottery can tell stories, from Ancient Greek pottery to present day ceramics created by the artist Grayson Perry. Students will learn about different ways of constructing pottery such as pinch, coil and slab; they will also explore different ways of adding details to the surface such as drawing, using stencils and impressing before designing and applying these techniques to their own autobiographical ceramic coil pots.

Art, continued

A Year 7 reduction printing, focusing on zoomed in insect wings.



Year 9 pen drawings looking at architecture.



Year 8 drawings looking at mythical creatures and illustrators.



Year 8 head sculptures in progress.



Year 7 pencil drawings and paintwork.



Computing



YEAR 9

Christmas to Easter

YEAR 7

Year 7 have completed the topic 'Under the Hood' where they looked at how computers work. This included looking inside a computer at the components and how they communicate through Binary.

Year 7 are currently working on writing their fantasy 'Choose your own Adventure story'. Students will build on their PowerPoint skills and create a fully immersive story whereas the reader gets to alter the narration with their choices.

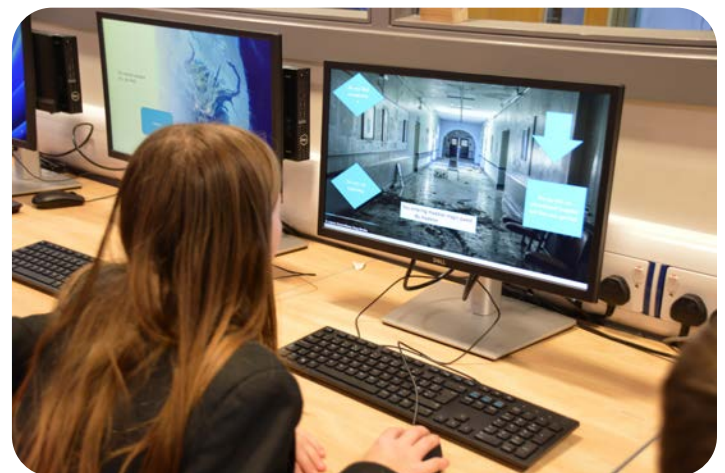
YEAR 8

Year 8 started this term with a Business topic BITE. This is starting to introduce the students to our GCSE Business course. The students have looked at Branding, Market Segmentation, Advertising and Aims and Objectives.

Year 8 have now progressed on to Microsoft Office and are building on their Excel skills. Students will be looking at various skills such as importing data, manipulating data and presenting data. Students will be finishing this topic with a self guided project to showcase their skills.

Year 9 have started the term with BITE (Business IT & Enterprise), which is a new business topic. This will allow our students to build skills around the world of business. We will be looking at revenue, costs and market segregation amongst other related skills. This unit has also given the Year 9 students a chance to experience what Business and Enterprise is, before they start to choose their options.

We have now moved to Flowol. This is a piece of software that allows students to develop their understanding of Flowcharts. They will be learning about processes, decisions, inputs and outputs and using this knowledge to fit in various real life scenarios.



Computing, continued

Easter to July

YEAR 7

Next term Year 7 will be looking at creating simple programs on Scratch, including making characters dance and speak. This topic will finish with the Year 7 students creating their own game of their own imagination or from a template.

Term 6 will see the students learning about image editing. They will learn various techniques, that will allow the students to focus in on a certain area of an image, remove unwanted parts of an image and changing the colour balance within an image. This topic will culminate in the students creating their very own spot the difference image.

It is important to note that any Parent, Carer or Guardian can look at the work completed by KS3 students logging on from home.

YEAR 8

Moving on to next term, Year 8 are going to be looking at networking and how computers communicate on a network. They will learn about the different types of networks and topologies and will also look at some laws that govern our use of computers.

In Term 6 students will be starting to use Python to program. They will use Turtle and write code that will allow them to draw shapes and graphics on screen. This will be finalised with the students trying to draw a random shape or picture independently from a given image.

It is important to note that any Parent, Carer or Guardian can look at the work completed by KS3 students logging on from home.

YEAR 9

Moving on to next term, Year 9 are going to be looking at databases and the differences between a relational database and flat database. They will create a relational database that will allow them to create a card playing game such as Top Trumps.

For term 6 Year 9 Students will be creating a game using Make Code Arcade. They will put all their programming knowledge into this final topic and create a game of their choosing. Once created students will have the chance to download and play their game on real world devices, allowing them to see direct results of their programming.

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Drama



YEAR 7

Christmas to Easter

In Drama, students have developed their knowledge of theatre history from Pantomime and comedy through to Commedia del' Arte (Commedia dell'Arte is a type of drama. The words are Italian and mean 'comedy (or play) of the profession') Through this historic art form students developed their team work skills and built upon their confidence within the subject. We also focused on script work, slapstick comedy, coup de masque, lazzi, characterisation and word play.

Easter to July

We will continue to explore the key components of Commedia dell' Arte in order to enrich their skills as a performer. Through research and exploration Year 7 will develop their performance skills and ability to work as a team; taking on real life roles found within the theatre environment. Through Commedia dell' Arte we will continue to refine the use of mime, performance of stock characters and develop script writing and Coup de Masque skills. Year 7 will work on a final piece of drama based on Commedia dell' Arte which encapsulate all of their prior learning within Drama this academic year. To end the school year we will explore Ernie's Incredible Illucinations script, working on staging, characterisation and using our mime techniques from our study of Commedia dell'Arte.



YEAR 8

Christmas to Easter

In Drama Year 8 students continued to build upon their dramatic skills through the genre of Melodrama. Through this scheme of work we aimed to develop students' ability to use Vocal and Physical skills in a variety of different contexts allowing students to understand that audiences can be communicated to in different ways to achieve different effects.

Easter to July

Through Melodrama we will study and rehearse the following: Physical Skills, Chases, Stock Characters, Plots, Comedy Rule of Three, Entrances and Exits. We end the unit with a devising Task named :Hotel Splendide which forms an end of unit assessment- combining Melodrama and Commedia dramatic techniques, also building upon their 'Commedia' skills from Year 7. We then move on to working with script extracts from Wicked the musical. Where Year 8 will explore the musical genre, script work, characterisation, narrative, and staging. They will also explore the vast roles found within the theatre.



Drama, continued

YEAR 9

Christmas to Easter

In Drama we continued to work on their specialisms based upon Shrek the Musical and this formed their final assessment for this unit of work.

We then moved onto study a range of scripted extracts from William Shakespeare to John Godber allowing students to enhance and ignite their love of theatre and understand the depth and variety of playwrights that Drama has to offer. Through this scheme of work we will continue developing our understanding of the vast roles within the theatre and continue to promote the spiritual, moral, cultural, mental and physical development of students at The Bolsover School. This again will build upon skills which are required at Drama GCSE level.



Easter to July

Year 9 will continue to study a range of scripts in order for them to make an informed decision when deciding which script they will use for their final assessment. They will then pick a role they wish to specialise in which will be either design or performance in order to enhance their skills and knowledge of roles within the theatre. The aim of this final unit of work is to develop their team work skills and build upon their confidence to help them progress in other subjects across the curriculum. Those students who have opted for GCSE will be encouraged to take the lead within group tasks.



English



YEAR 7

Christmas to Easter

From December to March, students had their first experience of studying Shakespeare at secondary school and they looked at the Historical play, Henry V. The unit began with an overview of Shakespearian theatre and moved on to have a look at some key scenes from Henry V, focusing on the ideas of leadership and power. Students had the opportunity to analyse the language used by Shakespeare and were able to develop their creative writing skills.

From the beginning of March, until May, students will look at the topic of Romanticism in which they will develop their understanding of what motivates a writer or poet. We will explore themes such as nature and the power of man and build on the inference and analysis skills encountered in their primary education.

Key vocabulary in these units include: leadership, reputation, patriotism, masculinity, adversary, provocation, rhetoric, endeavor, valour, triumphant, sublime, eccentric, awe, oppression, barbarity, dichotomy, immoral, melancholy, macabre, wretched.

Easter to July

Following on from the Romanticism unit, students in Year 7 will have the opportunity to read the novel *Animal Farm* by George Orwell. This will run from the middle of May until the end of Year 7. Students will investigate how literature is often allegorical and how writers use literature as a tool to communicate a message. The novel allows a detailed study of the writer's craft. *Animal Farm* provides the chance to make key links to power, corruption, rules and order, lies and deceit, hopes and dreams and the theme of violence. All of these themes link with prior units or are evident later in the curriculum.

Key vocabulary in these units include: insufferable, disparity, rebellion, propaganda, manipulation, tyrannical, dictator, democracy, corruption, brutality.

YEAR 8

Christmas to Easter

From the end of January to the end of March, students had their first opportunity to study a modern playscript in the form of Willy Russell's iconic play, *Blood Brothers*. They were able to explore conventions of script writing and make links back to the themes of society and inequality.

Key vocabulary in these units include: kin, superstition, destiny, poverty, preconception, nurture, antithesis, antagonize, perturbation, betrayal.

Easter to July

From April to June, students will study *Richard III* by Shakespeare, looking at key extracts and exploring themes of power, deceit, family and gender. These ideas linked back to texts they studied in Year 7 and will allow for connections in future units.

Towards the end of Year 8, from June to July, students will engage with a unit on The Gothic genre of literature. This unit will build in the context of Victorian England; deceit and deception; good and evil and the sublime. It will develop knowledge and understanding of the features of Gothic literature that will prepare students for their ongoing study of 19th century texts. Students will then see how this contrasts with modern day gothic writing when exploring extracts from *The Woman in Black*.

Key vocabulary in these units include: Machiavellian, conniving, primogeniture, derogatory, duplicitous, deceitful, unscrupulous, sadistic, fiendish, legitimacy, nefarious, menacing, trepidation, minacious, inexplicable, enigma, vengeful, ostracism, angst, perturbed.

English, continued

YEAR 9

Christmas to Easter

From January to March, students studied Shakespeare's *Romeo and Juliet*. Students were given the opportunity to undertake close analysis of key scenes and consider wider contextual issues. Following this unit, students looked at Gender and Power, allowing students to reflect on the representation of women in poetry and explore different perspectives on women.

Key vocabulary in these units include: anarchy, appease, quixotic, tempestuous, uncouth, patriarchy, protagonist, pernicious, rancour, denouement, conformity, conditioning, realism, satire, objectification, venerate, emancipate, melancholy, curated and representation.

Easter to July

From April to the end of May, Year 9 students will be completing a unit of study on writing short stories. Students will read an engaging short story and use this as a stimulus for crafting and improving their own piece of work. Students will use techniques and vocabulary to suit the audience and purpose. Students will develop their spelling and vocabulary and craft their writing, focusing on the words, structure, punctuation and methods they are using and the effects these create.

Finally, students will move on to study the 19th century Gothic text, *Frankenstein*. This builds on previous units in Year 7 and Year 8 and will make further links to future areas of study. The text allows students to revise the Victorian era and consider how this has an impact on how writers use their craft. The text also allows for students to access more challenging vocabulary as well as more challenging ideas such as obsession, destruction, the power of nature and romanticism.

Key vocabulary in these units include: ritual, beguile, malevolent, jovial, profusely, intemperate, merciless, inscrutable, buoyant, tenacious, abhorrent, justice, unhallowed, quandary, repudiate, avidity, loutish, irrational, indignant and morose.

During the weekly Year 9 Reading Curriculum lessons, students encounter a wide range of fiction and non-fiction texts relating to the main unit of work they are studying.

Excellence in English

Every Friday, the English team nominate students who we feel have made excellent progress; showed a positive attitude or made significant improvements. We share this good news with home and every student nominated gets put into a prize draw. At the end of every term, we pull a student's name from the pot and award them a prize. The more nominations a student receives over the course of the term, the more chances they have of winning the prize.

We would like to send huge congratulations to this term's winners:

KS3 winner = Katie Flaxman

KS4 winner = Evie Haley

Prizes will be handed out in House Assemblies.

L Foster (Y8) and A Wilson (Y9)
won the Science week stories in English!

L Foster (Y8)

A Wilson (Y9)



Geography



THE
**BOLSOVER
SCHOOL**
Nothing but the best.

YEAR 7

Christmas to Easter

Year 7 Geographers started off looking at the local area and understanding why the population of Bolsover has grown since the 1800s. They looked at the mining heritage of the town and the new developments like the new housing in the area and facilities such as Morrisons and McDonalds. They then had to decide whether the school should be expanded by building 'Orange Block' with the growing population. They then looked at the topic 'National' which focuses on the differences between Great Britain, the UK and the British Isles, before studying tourism in Skegness and London.

Easter to July

After Easter, Year 7 Geographers will go on to look at our 'Global' topic, researching different ecosystems found around the world, from hot to cold and from wet to dry. They will then round off the year by studying the topic 'Settlements of the Future' where they will use the knowledge and understanding gained from Year 7 to look how we can live more sustainably.

YEAR 8

Christmas to Easter

Year 8 Geographers have been studying 'Dangerous Borders', focusing on migration. They have looked at the Rohingya refugees from Myanmar who were forced to move to Bangladesh, Kurdish refugees seeking safety from the Syrian civil war and the situation in the Ukraine. They then moved on to study 'Global Superpowers', a topic where they assess if different areas of the world could be classed as superpowers with global influence. This includes a deep dive into Russia, The Middle East and Africa and an understanding of the role of Globalisation.

Easter to July

Year 8s will move on to the topic 'Water' after Easter. They will follow the journey of water from the glaciers and ice sheets, meander through the rivers and flow into the sea, assessing how the different landforms are created along the way. They will then look at the issue of plastic in the oceans and how we need to be more sustainable.

YEAR 9

Christmas to Easter

Year 9 Geographers are studying the topic Hazardous Weather. They have looked at the 'global atmospheric circulation system' which causes weather patterns and influences the formation tropical storms. They then looked at Typhoon Haiyan which caused the death of 8,000 people in the Philippines and how monitoring led to the evacuation of thousands more, saving their lives. They then moved on to look at the weather in the UK and what causes the variations we get. We have had to evacuate the school twice this academic year due to extreme weather.

Easter to July

The topic of 'Climate Change' will be covered by Year 9 Geographers after Easter. They will look at the evidence that climate change is occurring, the natural causes and more importantly, the human causes. The topic includes the impacts of climate change and how we need to mitigate the causes and adapt to the consequences. They will then link this to a more in-depth study into tropical rainforests and other ecosystems.

History



YEAR 7

Christmas to Easter

This term Year 7 Historians have been looking at what life was like in Medieval England. We finished our study into Anglo-Saxon and Norman England and continued our timeline through History, starting with looking at the impact the Church has on society in medieval times. We looked specifically at the Doom paintings that can still be seen in some medieval churches and had a go at creating our own. We then looked at the forgotten female ruler of England and finished off with a gorier aspect of English history, the black death.

Easter to July

After Easter students will be looking at Tudor England, starting with the death of Edward IV and the issues this caused for the succession of the throne. We will then be going on to look at the impact Henry VII had on the way England was run, linking with Martin Luther and the dissolution of the monasteries – which changes the entire landscape of life in England. We finish off this topic by looking at how we began to explore the world, including the events of the Spanish Armada.

YEAR 8

Christmas to Easter

In History since Christmas, students have been looking at the more political aspects of History, starting with the British Empire and the impact it had around the world. We have looked at the American Revolution in response to events such as the Boston Massacre and the Indian Mutiny following British rule. We then came closer to home and looked at workers rights in England and how these have impacted our local History with the Luddites.

Easter to July

Following the Easter break we will continue looking at how politics shaped the UK, starting with the development of Democracy in the 1700's all the way through to the Great Reform act of 1832 and the political position of women. We finish the school year on a darker but equally important part of History by looking at Slavery, its impact on the world and through to its abolition, including a case study on Harriet Tubman.

YEAR 9

Christmas to Easter

Year 9 started the spring term by looking at what life was like in the UK after World War 2, starting with the experience of war for people living in Britain, and the direct impact that World War 2 had. We then continued our timeline looking at the need for migration into the UK which led on to the Windrush movement, that we still see in the news today. We finished off by looking at how the UN and NHS were created in response to the events of World War 2.

Easter to July

Year 9 will spend the term after the Easter break moving away from main land Britain by looking at the events of the Cold War. Students will learn about the Marshall Plan and development of NATO. They will look at case studies on the Berlin Blockade, Korean War and Cuban Missile Crisis. We will also take them even further afield by looking at the Space Race and the impact that this had on the world. We finish Year 9 with students looking at the development of the civil rights movement.

Maths



YEAR 7

Christmas to Easter

In Math's, between Christmas and Easter students completed work in the following topics.

- Foundation- Solving problems with factors multiples and decimals. Using angle facts to solve problems.
- Intermediate- Calculation with decimals, add, subtract, multiply and divide fractions, solve problems using fractions, dealing with probability.
- Higher- Add, subtract, multiply and divide fractions, solve problems using fraction, solving decimal problems, using angle facts to solve problems.

Easter to July

In Math's depending on which pathway the students follow they will be looking at least another 4 topics.

- Foundation-Continuing angle facts, 2d shape properties, using measures and more work on fractions decimal and percentages.
- Intermediate- Continuing probability, solving problems with ratio and proportion, angle facts.
- Higher- Using multiplicative reasoning to solve problems, looking at different measures to solve problems, perimeter area and volume.

YEAR 8

Christmas to Easter

In Math's, between Christmas and Easter students completed work in the following topics.

- Foundation-Working with decimals, using angle facts to solve problems, sequences, using prime factor decomposition to find the highest common factors and lowest common multiples.
- Intermediate-Real life graphs, problems with decimals, ratio, using angles.

Easter to July

In Math's depending on which pathway the students follow they will be looking at least another 4 topics.

- Foundation- Continuing sequences, working with fractions, decimals and percentages, using probability.
- Intermediate- Calculations with fractions, linear graphs, work on transformation including rotations, reflections, enlargements and translations.

YEAR 9

Christmas to Easter

In Math's, between Christmas and Easter students completed work in the following topics.

- Foundation- Properties of 2D shapes, using angles, Pythagoras, Ratios and real-life graphs.
- Intermediate- Equations, inequalities and proportion, problems with circles, Pythagoras and volume and surface area of prisms.
- Higher- Working with Fractions, decimals. Problem solving with angles.

Easter to July

In Math's depending on which pathway the students follow they will be looking at least another 4 topics.

- Foundation-Ratio and proportion, using algebra to solve problems, area and circumference of circles, probability and transformations.
- Intermediate- Sequences, linear graphs, probability, using statistics to represent data.
- Higher- Ratios, perimeter area and volumes of 2d and 3d shapes, quadratic sequences and graphs.

For Year 9 getting ready for Year 10, a scientific calculator will help them in their GCSE lessons for the next 2 years, Sharp Write View calculators or Casio's are the best for this.

In all year's students will continue to have homework set on Sparx math's on a Friday, due in on a Friday. 100% completion of this weekly is proven to massively help students improve.



MFL



YEAR 7

Our Year 7 classes have been learning how to describe their families and pets and to justify their opinions. After Easter we move on to the topic of school, describing lessons and teachers, discussing our uniform and our daily routines.

YEAR 8

In Year 8, students have been working on describing their home and town, as well as describing what they do to help at home, how they earn money and what they spend it on. When we return we will be working on the topic of health, describing what we like to eat and drink and the things we do to stay healthy. This will bring with it a greater understanding of different tenses and we will increase the number of opportunities for students to speak and write creatively.

YEAR 9

Year 9 classes have been taught to speak and write about media, including what they watch, read and listen to as well as what they do online. In the new term they will work on the topic of environment and increase our focus on exam skills to ensure our students are ready for the demands of the KS4 course.

The end of this term for KS3 sees the closure of the Listen, Ear and Big 180 competitions, which are open to all students and designed to encourage engagement with the subject out of class whilst helping retention of important vocabulary and developing students' ear for the language.

Typically, Arkwright have a tendency to do well in these competitions, whereas Nightingale tend to get less House Points than the others, but it can all change! Details are on if students wish to get involved. Keep an eye out for Term 4's competition on Class charts over the coming days!

Morgan W

Freitag 15. Mai
RFP - die Zahlen

1) I have a grey cat. - Ich habe ein graues Kätzchen.
2) I have a white hamster. - Ich habe ein weißes Hamsterchen.

Name	Animal	Colour
Peter	Alibi ✓	White ✓
Philip	Dog ✓	Grey ✓
Manuel	Horse ✓	Brown ✓
Karl	10 fish ✓	Blue ✓
Dieter	Cat ✓	Pink ✓

Mia F

Mittwoch 28. Januar Big 180

Why	How	at the weekend
Why for	How	at the weekend
Why for	How	at the weekend
Why for	How	at the weekend
Why for	How	at the weekend

Ich habe einen Schließkasten aber ich habe keinen Br.
Ich habe = I am called
er habe = he is called
sie habe = she is called
sie haben = they are called
Sie haben Schranke.

Ich habe einen Schwarm und ich habe einen Bruder. Sie haben Emma. Sie sind elf.

Montag 29. Januar
Wie sieht du aus?
Ich habe eine Schwester
Hast du Geschwister?
Meine kleine Schwester heißt May und sie ist 3 Jahre alt.

- Ich habe blaue Augen. I have blue eyes.
- Ich habe rote Haare. I have red hair.
- Ich habe lange Haare. I have long hair.
- Ich habe lockige Haare.
- Ich trage eine Brille.
- Ich bin groß.

Music



YEAR 7

Year 7 have been working on the topic of Cartoon Music this term. We have explored the way music is used in cartoons and how composers use the musical elements to create the required emotions for the audience. The students have been composing their own music to accompany a cartoon clip, analysed music from cartoons and have learnt to play the infamous theme of The Pink Panther. When we return after Easter the students will be delving into the Orchestra and developing their understanding of how this musical ensemble came to be and has developed over the musical timeline.

YEAR 8

Year 8 have delved into the world of film music this term. We have looked at key influential composers and studied some of their most famous scores. In lessons we have learnt about key musical techniques in film music and learnt to play some of the most iconic film themes of all time. Students were also challenged to re compose a leitmotif for a famous film character. After Easter we turn to the 1990s and the students will be taught about the genre of music Britpop! Will they be Blur or Oasis?

YEAR 9

Year 9 have been taken on a musical tour of the world this term. Understanding what fusion music is and focusing on the Music of Bossa Nova, Bollywood, K pop and Reggae. We have identified key features of each genre and learnt to play a piece of music that falls within each. Next term the students will be exploring the use of DAWS (Digital Audio Workstations) and how compositions are now put together using these types of systems.



PE



In an ever-changing world post-covid, we are trialling a new curriculum design in Physical Education this year.

I know when I was at school PE lessons were often centered around the 'sporty individuals' and the rest were left to just fall in. With this in mind, we have designed a curriculum which hopefully suits ALL young people and allows your child to feel comfortable and supported in their development and with a little more choice.

We have asked students which activities they enjoy and hope we can get all students engaged in lessons through the amount of variety we are offering, along with a different way of grouping students in their lessons. The mental well-being of students is a top priority of the PE Department and we want students to be able to approach their member of staff or myself if they don't feel comfortable within their lessons.

We are committed to supporting your child in their journey towards leading an active and healthy lifestyle and value your support with this long-term aim.

Please feel free to contact the PE department with any feedback on the new curriculum design at:
r.ruddach@thebolsoverschool.org.uk

Christmas to Easter

Students have covered a variety of activities including the following:

Trampolining, basketball, badminton and health related fitness. All students have also competed in two House based competitions.

Easter to July

Students will cover a variety of activities including the following:

Athletics, tennis, rounders and cricket.



RE



YEAR 7

Christmas to Easter

Students have started their first core religion study, with an in depth look at Christianity. This builds on what students have learnt in primary school and starts by looking at how to use the Bible and find specific passages, and how it is used in worship. We have then moved on to look at more complicated matters of Christian doctrine such as the belief in the Trinity and the Christian lived experience of pilgrimage.

Easter to July

In a slight change, Year 7 will be starting the Spirited Art's competition after the Easter break, this is a national competition run by The National Association for the Teachers of RE and is entered by students from hundreds of students across the UK. The themes for this year's competition will allow students to create a final piece of art, poetry or interpretive dance based on topics including; saying no to racism, a green future and animal rights.

YEAR 8

Christmas to Easter

Students began their first core religion study of Y8, with an introduction to Sikhism. As one of the newest world religions that we look at, we go right back to the foundations of the religions and where it all began. We then moved on to look at the basis of the religion including the holy building and religious scripture. We finished off by looking at the impact of being a Sikh in the UK today.

Easter to July

Year 8 students will move on to look at important cultural stories from throughout history. We will start by looking at the story behind the festival of Diwali, which is celebrated by a number of cultures in the UK each year. We move further afield with ancient Greek stories about Medusa, and traditional dreamtime stories from Australia. We will complete this module by creating our own story based on a culture's history.

YEAR 9

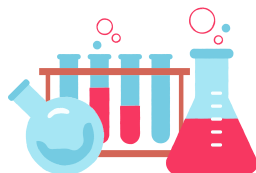
Christmas to Easter

Students in Y9 also began their first in depth core religion of the year, looking at Islam. This builds on what students have learnt lower down the key stage. We start by looking at the key beliefs of Islam as a re-cap for students before moving on to look at where the religion originates and the splits within the religion that led to slightly differing belief systems. Following on from this we look at the key philosophical concepts in Islam such as the prophets and the angels and culminating in looking at belief in life after death.

Easter to July

After the Easter break Y9 will, after a slight change, move on to the Philosophy module. This will include developing our own ideas by looking at many influential people throughout history. This will include Plato, Aristotle and Epicurus, who they have briefly looked at lower down the key stage. Students will then go on to look at a darker time in religious History by looking at the persecution of the Jewish people and its impact on world history.

Science



YEAR 7

Christmas to Easter Science Week

Students took a break from their curriculum to participate in lessons about time. Students will learn about Charles Darwin and his contributions, focusing on natural selection of species through time. They explored the concept of elements, including their arrangement in the Periodic Table influenced by key figures from history. Understanding how to calculate speed using distance and time was practiced.

Easter to July

Biology Variation & Classification

Students will learn the basic structure and location of DNA within cells, creating models and delving into Watson and Crick's discovery. They'll explore the Human Genome Project, its pros and cons, along with sex inheritance and genetic inheritance through diagrams. Understanding Darwin's findings and extinction factors follows, as well as classification, domains, and ethical considerations, including unbiased expression of opinions.

Physics Sound and Light

Students will explore sound, starting with its source and how the ear perceives it. They'll delve into features of sound waves, longitudinal waves, and why sound travels at various speeds in different mediums. Understanding insulation's importance for sound follows, alongside distinguishing luminous and non-luminous objects. They'll learn about light travel, reflection laws, and eye structures compared to cameras, including how lenses focus light. The spectrum of visible light, rainbows, and refraction will be covered, as well as wavelength, frequency, amplitude, and calculations of wave speeds.

YEAR 8

Christmas to Easter Science Week

Students took a break from their curriculum to participate in lessons about Time. Students arranged medical advancements chronologically and enhanced operating theatre design with modern medical knowledge. They identified subatomic particles, constructed a timeline of atom discoveries, and analysed Rutherford's Gold Foil investigation. Finally, students explored clock types and crafted a timer of their own.

Easter to July

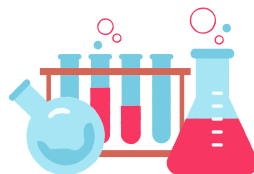
Physics Movement by Force

Students will explore the fundamentals of physics, starting with calculating speed and rates, understanding velocity, acceleration, and interpreting graphs for linear and non-linear motion. They'll grasp concepts of forces, friction, and weight variations in different circumstances, including gravitational field strength. Understanding moments, pressure, and their calculations, alongside practical applications, will round off their knowledge in this area.

Physics More on Waves

Students will delve into the nature of light, understanding its source, transmission, and behaviour through ray diagrams. They'll explore pinhole cameras, comparing them with the eye and cameras, and learn about reflections, refraction, and lens mechanisms. Understanding the need for glasses and different lens types follows, along with mechanical and sound waves, their properties, and practical applications such as seismic wave resistance in buildings. Finally, they'll grasp concepts of pitch, volume, and sound identification through oscilloscope traces.

Science, continued



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YEAR 9

Christmas to Easter Science Week

Students took a break from their curriculum to participate in lessons about time. Students read about biological rhythms and understood their regulatory mechanisms. In the context of the Iodine Clock experiment, they explored how rates of reactions can be delayed. Finally, students reviewed the causes of days and years, calculated their age in earth hours, and determined their ages on various planets.

Easter to July

Biology Biodiversity & Adaptations

Biodiversity is the variety of life and essential for humans. Some areas have more diversity. Human actions impact biodiversity, leading to threats and endangered species. Interdependence is vital, but humans affect biodiversity negatively. Extinction is when a species disappears, often due to human activities. Seed banks, like Nikolai Vavilov's, aid conservation. Researching and presenting on extinct animals promote awareness. Adaptations help organisms survive, and natural selection, a process where traits favour survival, drives evolution.

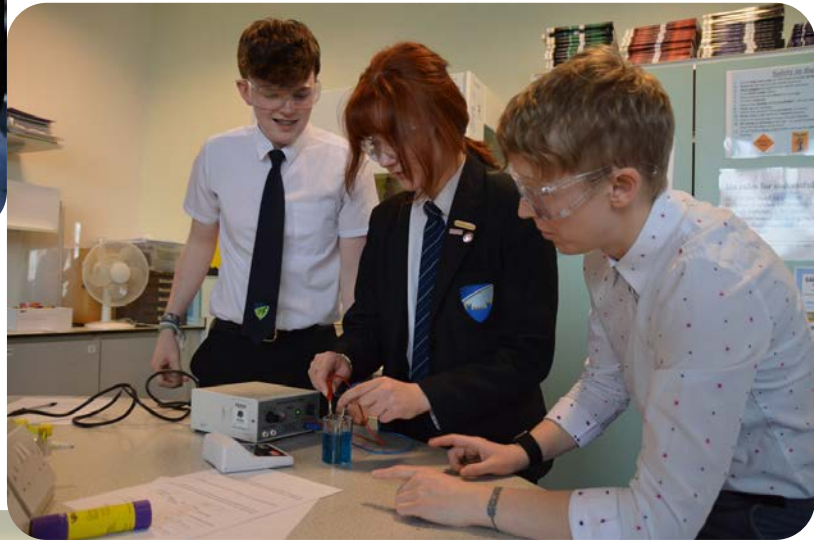


Physics Magnetism

Discovering magnets is like exploring secret forces: Learning to draw a bar magnet's invisible field lines, learning how to plot them, and describing differences between permanent and induced magnets. Earth has its own magnetic field revealed by evidence and a cool compass trick. Current in a wire creates a magnetic force, and there are ways of making electromagnets stronger. Michael Faraday's work in this magnetic world is a fascinating tale.



Science, continued





Resistant Materials



YEAR 7

Students have been using a mixture of knowledge and practical skills to create a colour-changing mood light. This includes learning about timbers, plastics, computer-aided design, computer-aided manufacture and electronics.

YEAR 8

Students have been using a mixture of knowledge and practical skills to create an eco-speaker. This includes building on knowledge about timbers, plastics, computer-aided design, computer-aided manufacture and electronics.

YEAR 9

Students have been building on previous practical skills to demonstrate knowledge and understanding of materials properties and manufacturing processes. Students have used a variety of hand tools to accurately measure, mark out, and manufacture a comb joint, housing joint, and lap joint. They have also used a mortiser to create a mortise and tenon joint, along with learning how to pewter cast an object. All students have revisited health and safety within the workshop, ensuring safe practice during all of the tasks undertaken.

Food Technology



YEAR 7

Students have been learning about safe working practices involving food safety and hygiene. They have focused on wise food choices looking at the eat well guide, the benefits of eating a range of fruits and vegetables, starchy carbohydrates and low-fat meat choices. As part of their assessment, they have completed a time plan which they have used to work independently in an assessed practical lesson. They have developed the following practical skills: chopping using bridge and claw, use of the all parts of the cooker, mixing and combining e.g. flapjack, shaping and forming when making rock cakes and the safe handling of meat e.g. parmesan chicken nuggets.

YEAR 8

Students have continued to build on their knowledge of safe working practices involving food safety and hygiene. They have focused on nutrition looking at the function of nutrients in the body and the food sources they are found in. They have found out about what impact excess carbohydrates and fats have on the body; encouraging them to make wise food choices. As part of their assessment, they have completed a time plan which they have used to work independently in an assessed practical lesson.

They have developed the following practical skills: chopping using bridge and claw, mixing and combining e.g. fruit crumble, shaping and forming when making scones, pizza pinwheels, bread, pizza, jam tarts and the safe handling of meat e.g. sausage rolls, cake making methods: marble cake. These practical sessions have been reinforced in theory lessons studying the function of ingredients when making: bread, pastry and cakes.

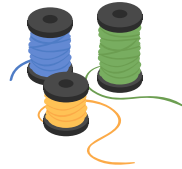
YEAR 9

Students have explored British and Indian Cuisine and traditional dishes associated with different regions. They went onto investigate where food comes from (food provenance) looking at the making of pasta, jam, cheese and yoghurt. They have studied bacterial contamination and food poisoning. They have researched vegetarianism focusing of reasons why people choose to become vegetarians, type of vegetarians, alternative protein sources and the nutritional implications. As part of their assessment, they have completed a time plan which they have used to work independently in an assessed practical lesson.

They have developed the following practical skills: chopping using bridge and claw, safe handling of meat e.g. spaghetti Bolognese, chicken tikka masala, fajitas, mixing /combining and shaping and forming e.g. puff pastry products, sauce making lasagne and finally finishing with a sweet treat: cheesecake.



Textiles



YEAR 7

In Textiles, students have been using a mixture of knowledge and practical skills to create character bears. This includes learning about printing techniques, repeat patterns, fabric painting, pattern drafting, cutting out fabric and hand sewing.

YEAR 8

In Textiles, students have been using a mixture of knowledge and practical skills to create a supermarket plush in the style of textiles artist Holly Levell. They began by completing an artist study and research task and then designed a series of mini sweet wrapper cushions. Students completed a skills task learning about fabric painting, embroidery and applique before using these skills to design and make their yummy plush!



YEAR 9

In Textiles, students have been using a mixture of knowledge and practical skills to design and make a cushion inspired by their school house. They began by learning about their house history and why it was chosen as part of our school History. This year they have developed their existing embroidery and applique skills whilst also learning about tie dying, pattern drafting and sewing components into fabric.





Spotlight on... English

Mrs Gillian, head of English at The Bolsover School, explains why English is such an important part of the KS3 curriculum.

What do KS3 English lessons involve?

English at KS3 allows a wealth of opportunities to read, write and speak! Our curriculum is designed to provide all students with the skills they need to access challenging texts and produce well crafted written work. Every lesson starts with a recall and retention task to activate prior learning and reflect on vocabulary, we make links back to previous topics and big ideas and think about the wider learning journey. There are plenty of opportunities to explore new ideas and texts; developing our students' oracy skills and exposure to a wide variety of fiction and non-fiction.

In Year 7 and Year 8, students also have one lesson a week in the library, completing individual reading targets and taking part in a group read, where the whole class reads the same book, this allows everyone to engage with a high quality text and share some big ideas. In Year 9 students have a classroom based reading lesson in which we explore more complex texts, giving the opportunities to discover more diverse extracts and articles; considering a wide range of perspectives. Our students get to read a plethora of texts: from whole novels and plays to non-fiction articles and poetry.

Why is English an important part of the curriculum?

English underpins everything we do in our daily lives. The ability to communicate our ideas clearly and express our feelings is vital in all aspects of our school life and in the future lives and careers of every student. Engaging with different perspectives and seeing things from another person's experience or point of view, allows us to build empathy and 'walk in the shoes' of someone else – a skill that can't be underestimated. Being able to use standard English, correct grammar and precise vocabulary allows our students to develop their own voice and write with technical precision for a variety of purposes and audiences. We use and transfer our reading, writing and oracy skills in all curriculum areas so English is everywhere!



How can parents and carers support English learning at home?

- Give plenty of opportunities to talk and share opinions, encourage students to express their ideas in full sentences and with detail so they gain confidence in speaking and presenting their thoughts.
- Be reading role models – demonstrate the value of reading by sharing books, reading aloud or reading your own book, travel guide or magazine.
- Turn on the subtitles! Studies have shown that having the subtitles on during a tv show or film raises literacy levels and supports reading skills.
- Encourage students to attend our Curriculum + provision. We provide KS4 Home Straight sessions; Book Club; Bolsover Opinions (where students create The Bolsover Times and take part in debates on topical issues); Breakfast Club for GCSE revision and the Aspiring Author writing club – there's something for everyone.
- Support students with homework and vocabulary revision, quiz students on termly vocabulary or help create flashcards.
- Share your interests and skills in oracy, reading and writing.