



THE
BOLSOVER
SCHOOL
Nothing but the best.



Curriculum Newsletter

Key Stage 3 – Summer 2024

Welcome

Dear Parents and Carers,

Welcome to the final curriculum newsletter of the year. Once again, this showcases the incredible work our students have completed in their subject areas this year, and the dedication of the teachers and teaching assistants who work with our young people. Within these pages, you will also find details of the curriculum content for Y8 and Y9, which is useful for parents and carers of current Y7 and Y8 students.

It's always lovely to read about what students have been learning in their quest to be 'nothing but the best' – ceramic animals and childhood memories in art; work on 'Wicked' in drama; settlements and climate change in geography; algebra in math's – in every subject area, teachers are empowering students through knowledge, and enabling them to become trustworthy, brave and successful citizens. I also really like seeing the evidence of their learning – whether it's cooking up a storm in food preparation or analysing 'Dracula' in English, it's clear how hard students are working in their studies.

All that remains for me to do is to wish you a lovely summer break, and to thank you for all your support this year.

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.

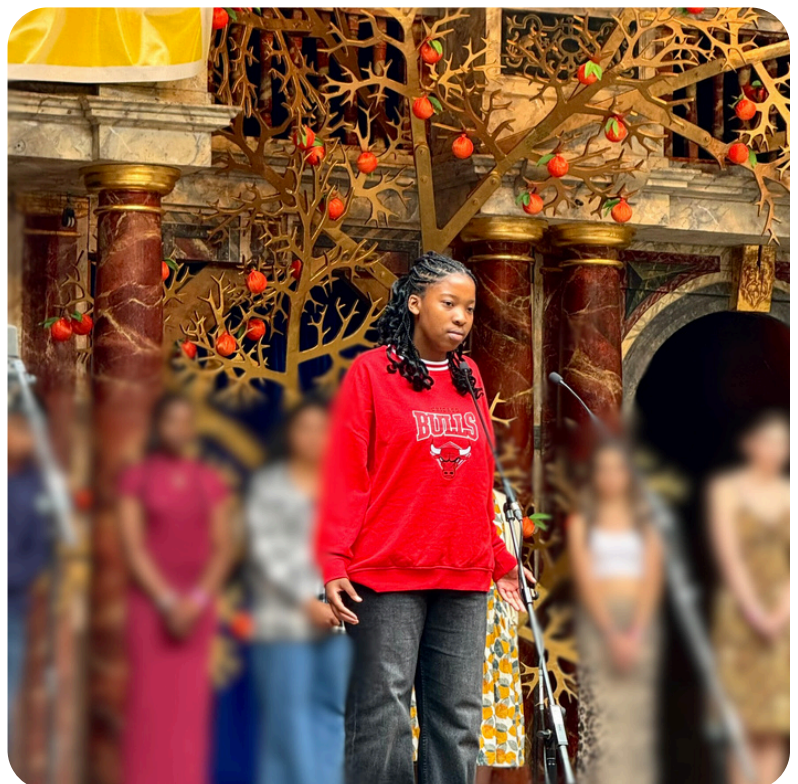
Since September, our Year 7 and 8 Pupils have now read over 71 million words collectively. Students have continued to receive certificates for reaching specific milestones. This has continued with the recent rewarding of badges for those who are half-millionaires, millionaires and multi-millionaires. 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 already have two pupils that have nearly completed the reading passport books – congratulations Zara D and Matha M.

We are continuing to celebrate as many of our pupils that take on the journey to becoming word millionaires. Addison T is now a multi-millionaire, surpassing 3 million words. We have 10 pupils that have also reached Classic Reader status on Accelerated Reader: Charlotte B, Cassie E, Ruby L, Addison T, Thomas B, Jessica M, Ethan R, Paige H, Amelia W and Sienna W. This is the highest status available on Accelerated Reader and is a reminder of our many arduous readers that continue to excel.

Rather than AR lessons being based on solely independent reading, students are continuing to complete a class read for half of each lesson. Year 7 are finishing 'Refugee Boy', a fantastic novel about a refugee's experience in England, written by Benjamin Zephaniah. Year 8 are finishing 'Boys Don't Cry', a Malorie Blackman novel about a teenager who unexpectedly finds out he is a father. Other groups are close to finishing novels such as 'Lark', 'Cirque du Freak' and 'D-Day Dog'.

We hosted the Redhill Trust Big Quiz and our team of five pupils gave it their all, finishing mid-table out of the 10 schools. At one point we were sitting in third place and I am told by a reliable source that it was incredibly close between schools this year. Trust events continue this month, with Miss King taking a group of students to an event with performance poet Dreadlock Alien, aka Richard Grant. Students are excited to continue to explore the wonder of words in other means that simply reading a novel.

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 Frankenstein, students have been reading a mixture of gothic stories which showcase some of the classic conventions we notice in gothic novels. This includes extracts from 'The Picture of Dorian Grey' and 'Jekyll and Hyde', as well as short stories like 'The Tell-tale Heart' by Edgar Allen Poe. 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.



Accelerated Reader, continued

Poetry By Heart

Matha Moyo graces Shakespeare's Globe Theatre's stage.

Poetry By Heart is a national competition in which students are invited to learn poems and recite them, practicing performance poetry. The competition supports reading, literacy skills, language and vocabulary. Over 110,000 children and young people were involved in Poetry By Heart 2024. A record-breaking 48,000 poems were performed by heart by young people across the United Kingdom this year. To be selected as a finalist is an unbelievable feat, which Gracie-Mae Gill-Knowles managed to achieve with her amazing freestyle poem last year. The chances of having another student from The Bolsover School selected for a second year running, you'd think would be slim. Yet, there is clearly something in the water at Bolsover.

When the announcement of the finalists occurred back in May, I sat anxiously waiting, knowing that the applications this year were incredible. Surely, we couldn't have back-to-back finalists? Seeing Matha Moyo's name announced is a testament to the quality of her performance, which was both captivating and elegant. Her rendition of *Songs for the People*, by Frances Harper, was a knock-out. The poem itself is a cry for justice, declaring 'our world, so worn and weary, needs music, pure and strong'. Matha's performance was inspiring and 'our world' is certainly a brighter place with people like her in it.

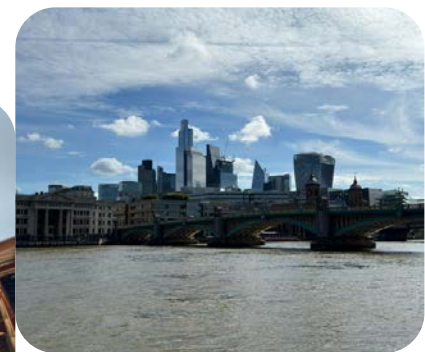
On Sunday 30th June, I headed on the train to London full of anticipation. When seeing Matha and her father on the South Bank of the Thames, she said she couldn't wait to explore what London had to offer. We headed to The Globe, being invited to a performance of *Much Ado About Nothing*. The Globe is iconic for its immersive experience, in which actors appear through the crowd. Its shape allows for amazing acoustics, with its open roof allowing visiting pigeons to fly in and get their own round of applause from the audience. We were both given tickets to stand in the yard. 400 years ago, people may have referred to us as 'penny stinkards', a reference to the likes of those who could buy these tickets that only cost a penny then; yet, standing in the evening sunshine, in one of the most iconic theatres in London, we felt extremely lucky and capable of brushing off any such insult. Elsewhere, Jude Bellingham was scoring bicycle kicks, determined not to taint the day in any way.

On Monday, we returned to Shakespeare's Globe, eager for a final that would celebrate the power of words. We saw students from primary schools that had made it to the final. My personal favourite was a recitation from a young boy of a poem named 'Saw My Teacher on a Saturday'. He joyfully exclaimed to the audience, 'when it comes to Saturday's, they shouldn't let them out!' Poet Laureate, Simon Armitage, performed some of his newest material. Joseph Coelho, Waterstones Children's Laureate, also graced us with his presence. Moreover, there was a touching tribute to Benjamin Zephaniah, who sadly passed away last December.

Despite claiming to be understandably nervous, you wouldn't have known this when Matha took to the stage. The audience watched on in awe of her performance; the other finalists nodded in recognition of her incredible talent. I've taught at The Bolsover School for five years now and this moment was a timely reminder of why teaching is such a wonderful profession. We have the privilege of working with incredible people, that have incredible talent. It was a moment that I will cherish for many years to come. It was a moment I'll never forget. I'm sure Matha won't forget it anytime soon either.

So, thank you, Gracie-Mae, for helping to pave the way for other students to follow in your footsteps. Thank you, Matha, for allowing me to experience your wonderful performance and be a part of such a special day. And lastly, thank you, Poetry By Heart, for creating a platform to showcase poetry and its power, in all its glory.

We will continue to run Poetry by Heart at The Bolsover School in the next academic year, with the opportunity of trying to make it to the finals for the third year in a row. We couldn't. Could we?



Art



This term...

YEAR 7

Project 3 – Animals – Ceramics

For the third project of year 7, students have been studying the work David Shepherd and Chris Gryder, learning about how different artists bring our attention to endangered species through their work. Students have been introduced to a range of ceramic techniques and have learnt 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 have learnt how to draw self-portraits and been 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 both in lessons and for homework projects. Students have then used 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 have continued 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 have learnt about different ways of constructing pottery such as pinch, coil and slab; they have also explored 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 considering how their design can wrap around the pot and tell a story of a moment of their childhood, inspired by the work of Grayson Perry.

Next Term...

YEAR 7

Project 1 – Formal Elements

For the first project of year 7, students will explore the formal elements of art and learn about colour theory through a series of practical workshops exploring media such as coloured pencil, oil pastel, water colour and collage. Students will then apply these skills to a mixed media final outcome that will be presented over 4 pages in their sketchbooks, inspired by insects and artists such as Abby Diamond and the Impressionist Claude Monet. All students will also complete independent artist research and respond projects as homework to expand their knowledge and skills.

YEAR 8

Project 1 – Animals

For the first project of year 8, students will be further developing their observational drawing skills focusing on animals and close-up textures, before being introduced to acrylic paint. Inspired by the artist Charlotte Caron who explores the humanization of animals and animalization of humans within her work, students will build up to creating textured paintings of their chosen animal faces over portrait photographs. All students will also complete independent artist research and respond projects as homework to expand their knowledge and skills.

YEAR 9

Project 1 – Graphics

At the start of year 9, students will begin a series of short projects to expose them to a range of art forms as a foundation to GCSE Art and Design. The first project will be based on Graphic Design where students will be responding to a set brief, thinking like a graphic designer. Students will respond to the work of selected artists in mixed media before scanning and digitally manipulating their work to create digital mock ups of designs in response to the brief. All students will also complete independent artist research and respond projects as homework to expand their knowledge and skills.

Art, continued



Year 7 clay pinch pots based on endangered species.



Year 8 abstract collage portraiture using the artist Hannah Hoch as inspiration.



Y8 puppets inspired by the illustrative work of Tim Burton and book characters.



Computing



Easter to Summer

YEAR 7

This term Year 7 have been looking at creating simple programs on Scratch, including making characters dance and speak. This topic will finish with the Y7 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.

YEAR 8

This term Year 8 have been 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.

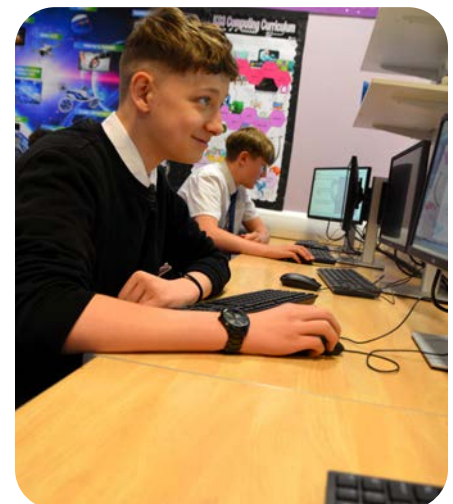
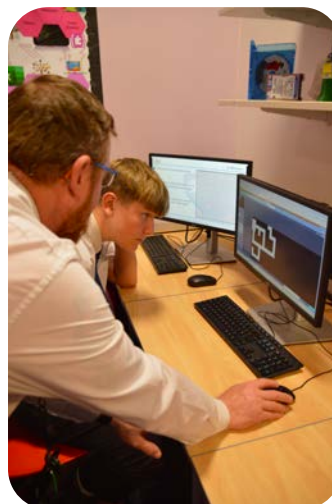
In Term 6 students will be starting to use Python to program. They will use Turtle and write code that will allow them to draw shapes and graphics on screen.

This will be finalised with the students trying to draw a random shape or picture independently from a given image.

YEAR 9

Year 9 have been looking at databases and the differences between a relational database and flat database. Creating 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.



Computing, continued

September to December

YEAR 7

Year 7 will complete their introduction to Microsoft Office where they will learn about using the different software it provides. Students will create a PowerPoint, Word Document and a Sway presentation. While doing this, students will be building their general computing skills by recording their work on OneNote.

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

YEAR 8

Year 8 will start the new term by building a school website. Students will learn a range of skills that allow them to create a fully functioning website using Serif Web plus 8. Their functioning websites allow you to travel through the pages and navigate to the required areas.

Year 8 will then progress on to Microbit. Here they are learning to create programs that can be transferred to an individual micro computer. Using block base coding skills, students are able to program their devices to give answers to certain problems.

They will also be completing an AstroPi Challenge, that allows them to write some code which will then be sent up to the International Space Station, where it will run on a small computer called an Astro Pi.

Moving on to next term, Year 8 are going to be completing 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 pricing, advertising, market mapping amongst other related skills.

In Term 4 students will go back to Microsoft Office and build 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.

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

YEAR 9

Year 9 will start the term by looking back at some of the fundamentals of computing. Revisiting binary numbers, hexadecimal numbers, and how these can represent sound and images on a computer.

Then moving to Python, where the Year 9 students will be learning to write their own programs without the aid of blocks. Students are developing their programming skills by completing a small self guided task at the end of each lesson.

They will also be completing an AstroPi Challenge, that allows them to write some code in Python, which will then be sent up to the International Space Station, where it will run on a small computer called an Astro Pi.

Drama



YEAR 7

Easter to Summer

We will continue to explore the key components of Commedia dell'Arte in order to enrich their skills as performers. 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.

September to December

In Drama we begin Y7 students with the study of the art and origins of Pantomime, exploring the key components of fairytales and pantomime in order to enrich their skills as a performer. Through research and exploration Y7 will develop their performance skills and ability to work as a team; taking on real life roles found within the theatre environment. We will explore freeze-frames, stock characters, script writing, script performance and elements of physical theatre, along with the slapstick comedy genre.



YEAR 8

Easter to Summer

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.

September to December

In Drama we begin Y8 with an exciting and creepy journey to Dark Wood Manor. Through this scheme of work students will learn how to create tension through their use of physical and vocal skills. We also explore the use of physical theatre within performance, allowing students to build upon their characterisation skills and the key aspects of Drama. To develop Y8's understanding of how the theatre works to create mood and atmosphere- we also delve into looking at set, lighting and costume design. This in turn enables students to develop their understanding of the real-life roles found with the theatre. This spooky journey continues to develop their ability to work as a team and develop confidence in themselves which as a skill set can be utilised across the curriculum.



Drama, continued

YEAR 9

Easter to Summer

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.



September to December

In Drama we begin Y9 studying the play Noughts and Crosses by Malorie Blackman. Through practical exploration of this play we will encourage students to enhance and ignite their love of theatre and understand the depth of themes that this play 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.



English



YEAR 7

Easter to Summer

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.

September to December

To introduce students to English at The Bolsover School, they will study autobiographical writing in different forms, so that they could explore who they are and what influences them as people. Students will explore elements such as gender, and social injustice to consider how people's identities are created and affected.

Their next topic will be Greek mythology where they will encounter some of the most famous Greek myths and hone their descriptive skills. They will have the opportunity to explore stories and develop their comprehension and inference skills. Students will also have the opportunity to use language creatively to describe and narrate, developing skills from KS2.

Key vocabulary in these units include: Identity, Cohesion, Prejudice, Community, Stereotype, Representation, Reflection, Responsibility, Empowerment, Gender, Xenia, Duality, Foreboding, Valiant, Resilience, Rationalisation, Determination, Hubris, Metamorphism and Heroism.

YEAR 8

Easter to Summer

From April to June, students have studied *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 have engaged 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.

September to December

At the beginning of the year, we will read the popular modern novel *A Monster Calls*. The material in the novel can be challenging but will allow students to investigate ideas about grief, anger and healing – topics that we all have to encounter at some point. Students will be able to investigate the writer's use of language as well as develop their own narrative writing style.

Their next topic will be Society and they have the opportunity to study different forms of poetry based around the concept of society. They will consider themes such as social injustices regarding race and wealth and considered how society links to identity.

Key vocabulary in these units include: Ominous, Turbulent, Affliction, Despondent, Torment, Aghast, Relentless, Omnipotent, Critique, Catharsis, Inequality, Injustice, Deprivation, Animosity, exploitation, Usurp, Reprehensible, Bias, Civilisation, Vilify

English, continued

YEAR 9

Easter to Summer

From April to the end of June, 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.

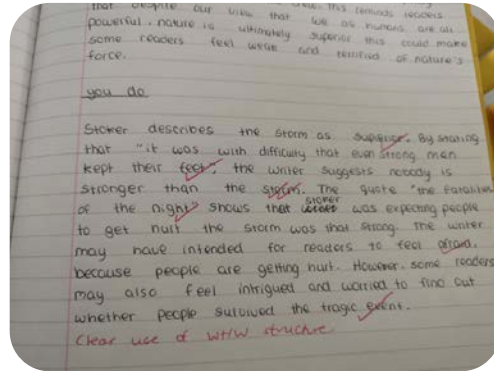
During the weekly Year 9 Reading Curriculum lessons, students encounter a wide range of fiction and non-fiction texts relating to the main unit of work they are studying.

September to December

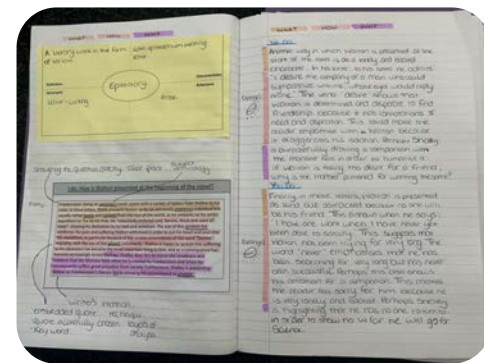
At the beginning of the year, students will explore the culture and context of 1930s America and how writers draw on their own experiences in their writing. They will develop an understanding of marginalisation, racism and inequality in American society through the novel Of Mice and Men. They will go on to learn about the power of language in the Rhetoric unit. Students will investigate how speakers and writers use ethos, pathos and logos in order to present a clear viewpoint.

Key vocabulary in these units include: Ostracize, Isolated, Symbiotic, Pugnacious, Licentious, Authoritarian, Vehemence, Segregation, Barbarity, Naivety, Futility, Persuasion, Rhetoric, Profoundly, Exceed, Reform, Advocate, Injustice, Orator, Debate and Counter.

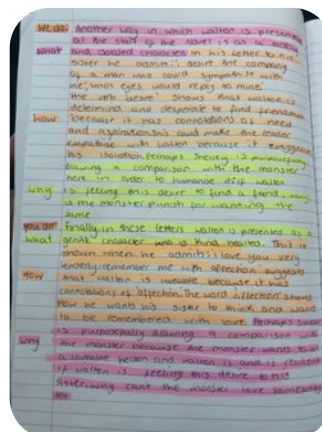
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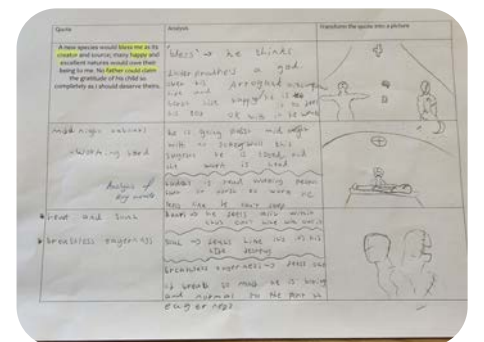
Daisy W- 8x2, WHW analysis of Dracula.



Maisie W and Lily B in 9Y1.



Y9 Frankenstein language analysis.



Geography



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YEAR 7

Easter to Summer

Year 7 are now on their final topic of the year in Geography. Their topic 'Settlements of the Future' is an in-depth look at the way we live and the global issues that we all contribute towards. They are looking at climate change and the greenhouse effect before looking at how they might be able to solve the problems in the future.

September to December

Year 7s will start their Geography journey off by looking at countries, continents and oceans. They will look at different sizes of settlements and what they would expect to find there. They will then study slums, taking an in-depth look at Dharavi, India's biggest slum, before looking at slum regeneration.

YEAR 8

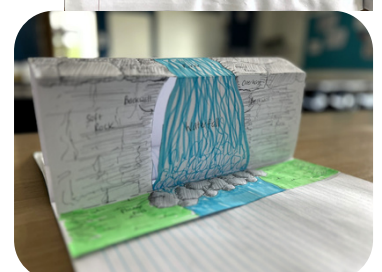
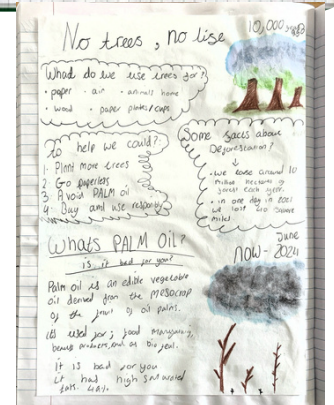
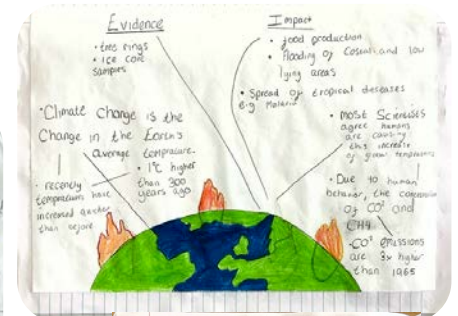
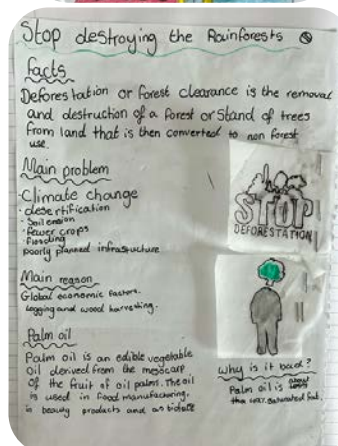
Easter to Summer

Year 8 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.

September to December

This term, Year 8 will study the Population topic in Geography. They will use choropleth maps to see which areas of the world are more densely or sparsely populated, and will give explanations for this. They will look at how populations change over time, from tribes to Higher Income Countries like Japan. They will also work on the pros and cons of population policies like China's One Child Policy and Bangladesh's 'Contraception Queens'.

Examples of Y7 & Y8 work.



History



YEAR 7

Easter to Summer

During the summer term, Y7 will expand their knowledge of world history by completing a research project on a variety of topics including; Genghis Khan, Mansa Musa and the Incan Empire. They will then present their project to the rest of the class, enabling them to work on their public speaking skills. Y7 will finish the year by coming back to the UK and looking at the events of the English Civil War.

September to December

The Year 7 students will start their study of History by looking at what History actually is, and why it is such an important subject to study in school. They will spend a short time looking at Vikings and whether or not the origins of England could be traced back to these events. Students will study Anglo-Saxon Norman England, including such important historical events as The Battle of Hastings and The Domesday book, focusing specifically on entries local to our school.

YEAR 8

Easter to Summer

During the summer term Y8 have been looking at all things politics, from the state of democracy in the 1700's, to the Great Reform Act of 1832 and the rights of women up to 1900. This has fallen nicely as students have been able to see how people fought for the right for people to vote in things like General Elections. Y8 will finish the year looking at a darker but extremely important part of human history; The trans-Atlantic Slave Trade – they will learn who it impacted and how many enslaved people fought for their freedom.

September to December

The Year 8 students will continue their journey through English History by looking at the events of Georgian England and The Enlightenment. They will spend some time looking at Bolsover Castle from a Historical point of view, detailing the changes that it has undergone under the various caretakers – during this they will get to watch some fantastic drone footage taking us around the castle from the sky. We will finish this term looking at The Industrial revolution, including local history again in the form of Richard Arkwright.

YEAR 9

Easter to Summer

During the summer term, Y9 are spending time looking at the various ways people have fought for their Human Rights over the years. This includes the Bus Boycott's in America, the Brixton uprising and the Women's strikes of the 1960's-1970's. This will mean that Y9 finish their KS3 Historical journey in the modern era, allowing them to chart the History of the World throughout their three years.

September to December

The Year 9 students will continue along the historical timeline and start the school year looking at World War One and the impact this had both in the UK and on the Western Front. They will then move on to looking at the causes and events of World War Two, including the impact that the dropping of the Atomic Bomb had on the world. Y9 will finish this term with a very important but sensitive part of human history by looking at the events of the Holocaust and other Genocides that have followed.

Maths



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YEAR 7

In Math's, students will develop the knowledge they gained in KS2 starting the year with number work looking at indices, negative numbers factors and multiples. All students will then have be introduced to some new algebra concepts looking at simplifying terms, expanding brackets, multiplying and dividing with algebra and writing expressions. To finish the term students will look at the data handling process with how to collect data into different forms like tally charts and different ways to represent this data like using bar charts, pictograms and pie charts.

YEAR 8

In Year 8, students will continue to develop the knowledge and skills they gained in Y7 including number skills, algebra, shape and statistics. Whichever pathway students are following, there have been new concepts introduced with index laws and factorising algebraic expressions in algebra as well as area and circumference of circles in shape. At the end of the term students will work on developing their statistical and graphical skills with comparative bar charts and linear graphs being a couple of the newer topics.

YEAR 9

In Year 9 depending on the pathway students are following, they will be introduced to new topics with index laws and working with quadratic expressions, formulae and sequences. These are the topics covered from September for each pathway

Higher- powers and roots, quadratics, inequalities, equations, formulae, working with Data, Arcs and sectors

Intermediate- indices, standard form, expressions, formulae, data, multiplicative reasoning, constructions

Foundation- Number, sequences, equations, statistics, fractions, decimals, percentage.

Examples of KS3 work.



7x1 interleaving starter A Name: cora.

<p>1 Expand and simplify $5(2x - 4) + 2(2x + 1)$ $25x - 20 + 4x + 2$ $29x - 18$</p>	<p>2 Expand $6(7x + 6)$ $42x + 36$</p>	<p>3 Calculate \times (correct to 1 d.p.) $5 \times 12 = 60$ $60 \div 7.2 = 8.33$ ≈ 8.3</p>	<p>4 Calculate \times (correct to 1 d.p.) $6 \times 8 = 48$ $48 \div 6 = 8$</p>
<p>5 For the triangle shown find the value of x (correct to 1 d.p.) $a^2 + b^2 = c^2$ $9^2 + 4^2 = x^2$ $81 + 16 = x^2$ $97 = x^2$ $x = \sqrt{97} \approx 9.85$</p>	<p>6 Expand and simplify $6(7x - 5) - 2(3x + 4)$ $42x - 30 - 6x - 8$ $36x - 38$</p>	<p>7 Work out 8275×67 $8275 \times 67 = 554425$</p>	<p>8 Divide $\pounds 520$ in the ratio 12:1 $12:1$ $12 \times 40 = 480$ $1 \times 40 = 40$ $480 + 40 = 520$</p>

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Li-nth term from a pattern

1. (a) Draw the next two patterns in the sequence.

Pattern Number	1	2	3	4	5
Number of Matchsticks	4	7	10	13	16

(c) Find the Nth term D) How many matchsticks would be in the 20th pattern
 $3n + 1$ $3 \times 20 + 1 = 61$

2. (a) Draw the next two patterns in the sequence.

Pattern Number	1	2	3	4	5
Number of Matchsticks	7	12	17	22	27

(c) Find the Nth term D) How many matchsticks would be in the 100th pattern
 $5n + 2$ $5 \times 100 + 2 = 502$

3. (a) Draw the next two patterns in the sequence.

Pattern Number	1	2	3	4	5
Number of Matchsticks	4	10	16	22	28

(c) Find the Nth term D) How many matchsticks would be in the 50th pattern
 $6n - 2$ $6 \times 50 - 2 = 298$

4. (a) Draw the next two patterns in the sequence.

Pattern Number	1	2	3	4	5
Number of Matchsticks	3	5	7	9	11

(c) Find the Nth term D) How many matchsticks would be in the 20th pattern
 $2n + 1$ $2 \times 20 + 1 = 41$

LI- Apply Pythagoras' theorem to solve questions.

Pythagoras' theorem
 $a^2 + b^2 = c^2$

Example 1
Find the length of x

 $6^2 + 8^2 = x^2$
 $36 + 64 = x^2$
 $100 = x^2$
 $x = \sqrt{100} = 10$

Example 2
Find the length of x to 1 d.p.

 $3.4^2 + 8.1^2 = x^2$
 $11.56 + 65.61 = x^2$
 $77.17 = x^2$
 $x = \sqrt{77.17} \approx 8.78$

Example 3
Triangle ABC, where the right angle is at B and $AB = 8.3\text{cm}$ and $BC = 2.5$. Find AC

 $8.3^2 + 2.5^2 = x^2$
 $68.89 + 6.25 = x^2$
 $75.14 = x^2$
 $x = \sqrt{75.14} \approx 8.67$

MFL



YEAR 7

It's been a really busy final couple of terms in MFL – Our Y7 classes have been learning vocabulary on the topic of School, giving their opinions on subjects, saying what they do out of lessons, what their uniform looks like and what kind of facilities the place has.

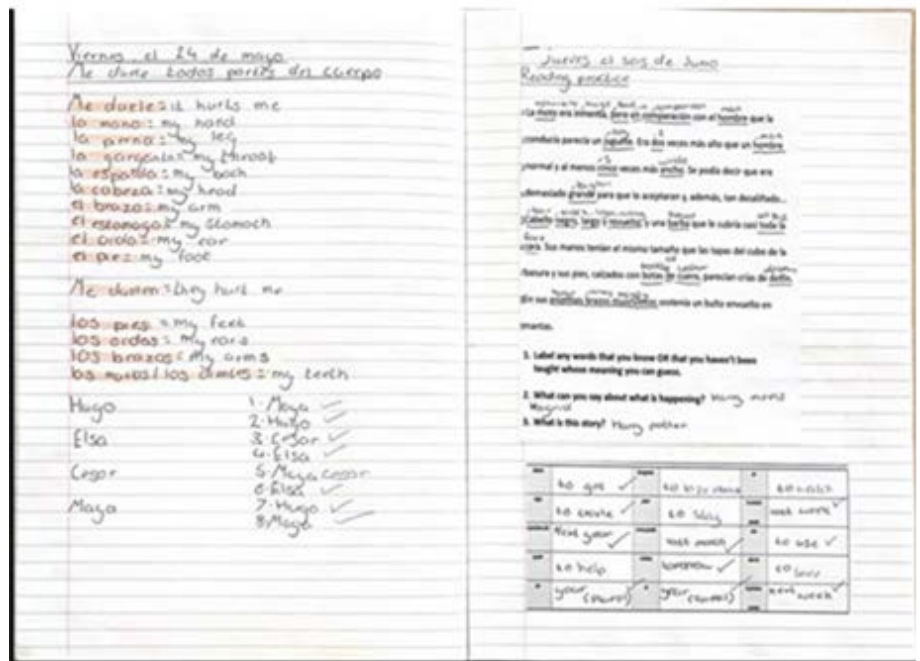
YEAR 8

Our Year 8 students have had their first foray into the topic of health, saying what they eat and drink to stay healthy and what activities they do. They have been taught to talk about ailments and to use modal verbs to describe what they could or should do to be more healthy.

YEAR 9

In Year 9, our students have had their first taste of an exam which has been a priceless experience. They've experienced the stress and time-pressure that goes with it and we have explored how well they need to know something in order to be able to reproduce it in those kinds of conditions. We do hope that students have found it a useful experience now that they've seen what the end point looks like. A Growth Mindset is very important here – we always encourage students to adopt the mindset as described by Nelson Mandela – “I never lose. I either win or learn.”

Eliza - Fantastic example of vocabulary work in French and German.



Music



YEAR 7

This term our Y7 students have been learning all about the western classical orchestra. We have looked at the development of the orchestra and the instruments and families within it. Our work has included a lot of listening and instrument identification and the students have learnt to play Beethoven's 9th symphony. The knowledge the students have learned within this scheme of work builds into our year 8 work when we study Film music.

YEAR 8

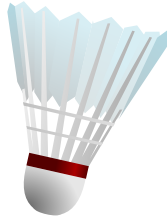
We have wound back time and taken the year 8 students back to the 90's! To the time before social media and You tube but brought the fantastic music genre of Britpop. The students have learned about the musical and cultural battle between Oasis and Blur and what the Britpop movement was all about. We have written our own song lyrics in the style of the Britpop genre and played a Britpop anthem! Year 8 have really enjoyed this topic.

YEAR 9

As a department we were very excited to launch the brand-new scheme of work and have taken our first steps into the world of Music technology. The students have been taught how to use DAW (Digital Audio Workstation) Ableton. Students have spent several lessons learning different techniques on the software each producing a multi tracked 2 minute composition. There has been some exceptional compositions with some students even putting together their own EP's. We have also learned about Robert Moog and how he influenced the electronic music genre.



PE



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In an ever-changing world post-covid, we are trialing 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

Easter to July

Students have covered a variety of Summer activities including the following:

Athletics, Tennis, Rounders and Cricket.

September to December

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.



RE



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YEAR 7

Easter to Summer

This term saw students finish their entries into the Spirited Arts competition – these will be judged within the Humanities Department, and the top ten will be sent in for the national competition. Students will then move on to looking at what it is like to be religious in the society today. Student will get to see religions from a young person's perspective, including the customs and practices that occur in their everyday lives as well as special occasions.

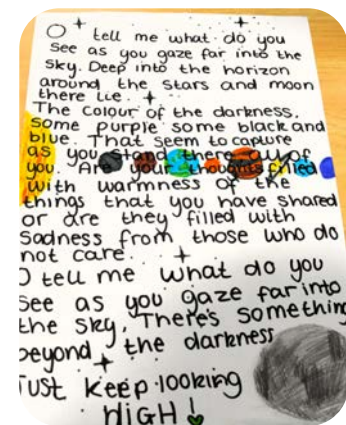
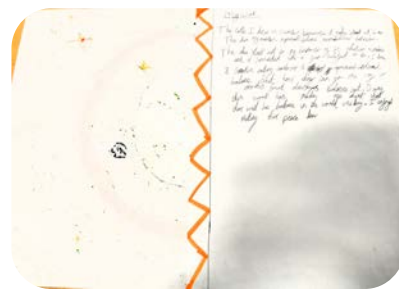
September to December

In Year 7 students begin with an introduction to RE as many of our students are not sure that they have ever studied the subject before. We begin by looking at the A-Z of religion, picking out some topics to cover in class, whilst the rest of the alphabet makes up the students homework for the year. Students will then move on to look at Inspirational Leaders – these have come from different cultures around the world and consider historical and modern-day figures such as Martin Luther King jr and Malala Yousafzai.

YEAR 8

Easter to Summer

This term Y8 focus on their second Dharmic religion; Buddhism. This is the only World Religion that does not have a tradition deity and therefore is important for students understanding about how not all religions believe the same thing. They will look at the life of the Buddha as well as traditional Buddhist beliefs such as Karma, reincarnation and other beliefs about life after death.



September to December

In year 8 students start the year looking at the non-religious world view of Humanism. This is often a new concept to the students and therefore we cover the basics of the religion including not believing in God and how they develop their morals. Following on from this we spend some time looking at the importance of stories both for religion and the way that secular society has been shaped by it. We focus on The Bible for this looking the stories of Noah and Moses for example.

YEAR 9

Easter to Summer

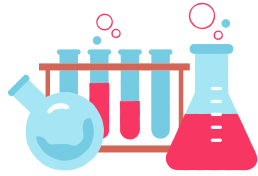
This term Y9 will finish looking at philosophy and move on to their final moral based topic of the year, crime and punishment. Students will get to look at why as a society we need punishment, and the different type of punishment used around the world. They will also have the opportunity to make decisions about what they think about whether or not punishment works, and whether it is morally correct to use it. The religious focus for this topic is Islam, but will also consider other religious beliefs too.

September to December

Year 9 students begin the year by looking at whether or not you can be considered a moral person without having a religion. We start by looking at why people believe in God and then look at how people know to make the right choice. We look at the philosophy of Utilitarianism and re-visit the non-religious world view of Humanism. We end the module by re-visiting the idea that religion has shaped modern secular society in the form of it's laws. We then move on to look at religion in the 21st century, taking into account beliefs systems that may or may not be considered religions in modern society, and who gets to make that decision.



Science



YEAR 7

Easter to Summer

Biology Variation & Classification

Students have learnt the basic structure and location of DNA within cells, creating models and delving into Watson and Crick's discovery. Exploring 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 have explored sound, starting with its source and how the ear perceives it. Delving 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. Learning 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.

September to December

Biology – Systems to cells

Breathing is important because it helps us get oxygen to our cells and gets rid of substances we don't need, like carbon dioxide. Our skeleton is our body's support system, helping us move using joints. Learning about muscles, ligaments, and forces helps us understand how our bodies work. Cells dividing is their way of growing and making more cells. Eating a balanced diet with different food groups keeps us healthy. Life cycles, from birth to death, are about growing up, having babies, and getting old. Plants have their own life cycles too, and understanding them helps us take care of them better.

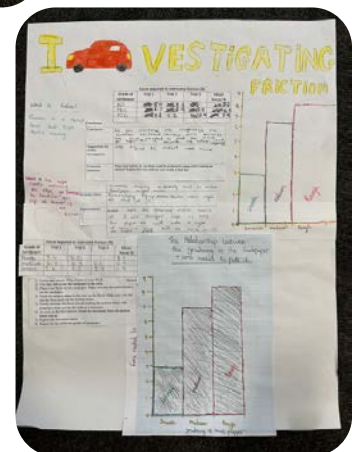
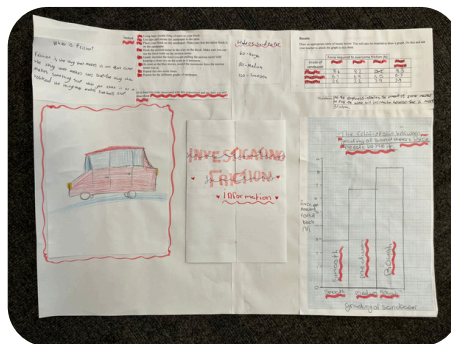
Chemistry – Substances and solutions

Matter comes in three states: solid, liquid, and gas. We learn about particles – tiny building blocks – and how they arrange and move in each state. Brownian motion, the discovery of moving particles, is important science. Pure substances and mixtures are different, and we can figure out which is which using melting points or density.

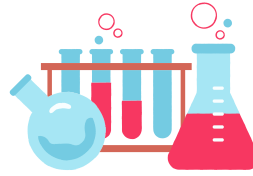
Some things dissolve in water, and we can increase the speed of dissolving; solubility is a fancy word for how much dissolves. We carry out a range of separations, like filtration, crystallization and chromatography. Learning all this helps us understand how materials around us behave!

Physics – Forces

We use a Newton meter to measure how heavy things are and learn about gravity. Forces, like pushing or pulling, can be contact or non-contact, and we draw force diagrams to understand them. Balanced forces keep things steady, but unbalanced forces make objects speed up or slow down.



Science, continued



YEAR 8

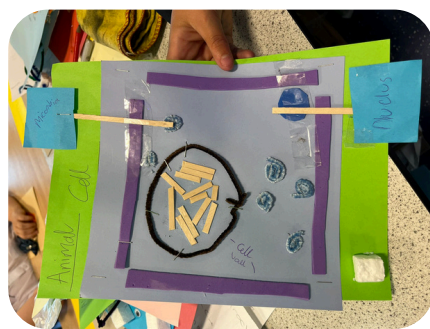
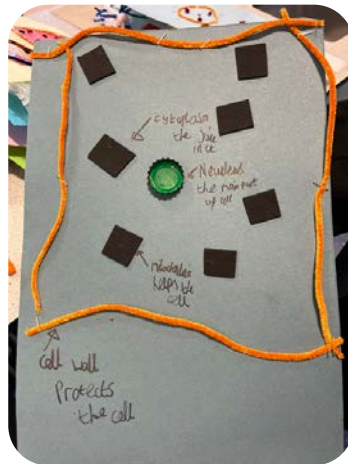
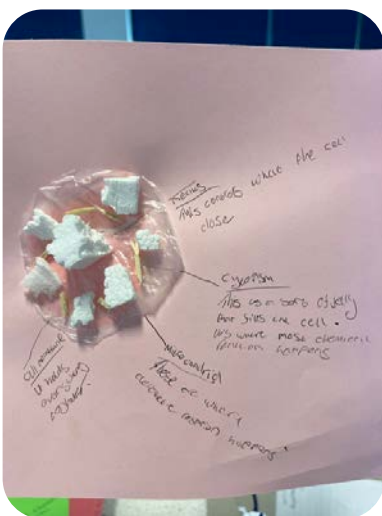
Easter to Summer

Physics Movement by Force

Students have been exploring the fundamentals of physics, starting with calculating speed and rates, understanding velocity, acceleration, and interpreting graphs for linear and non-linear motion. Grasping 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 have delved into the nature of light, understanding its source, transmission, and behaviour through ray diagrams. Exploring 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, grasping concepts of pitch, volume, and sound identification through oscilloscope traces.



September to December

Biology - Health

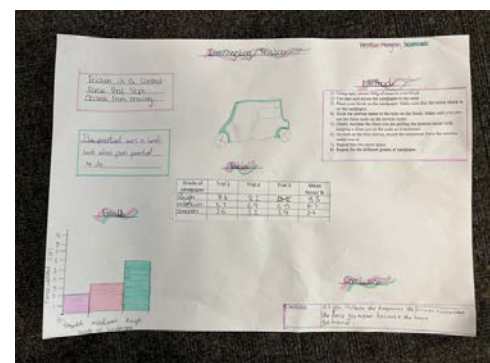
There are three main macronutrients and micronutrients in our diet. Testing for starch, protein, and fats helps us understand our food. Balancing calorie intake is crucial and exercise has many benefits, keeping our bodies healthy. Drugs, including alcohol and smoking, can affect our bodies, so scientists work hard to ensure new drugs are safe.

Chemistry – Earth and atmosphere

We learn about how the Earth has layers — crust, mantle, and core — with different compositions. We link this to how tectonic plates move, causing earthquakes. Rocks found in the Earth, form from crystals, weathering, and from heat. Recycling helps with limited Earth resource found in the Earth's crust, and human activities impact the atmosphere by producing carbon dioxide.

Physics - Energy

We define 'work' as using force to move using energy, and then we calculate it. When work is carried out, watts is the unit that helps measure the power of the work done, and comparing their power of different appliances shows differences. Electrical energy cost money over time, measured in kilowatt-hours, and we calculate this too. The national grid distributes electricity created by energy resources: Non-renewable resources, though effective, have drawbacks; Renewable energy is sustainable, with various other advantages.



Science, continued

YEAR 9

Easter to Summer

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.

September to December

Chemistry – Earth cycles

Water cycles through ecosystems by evaporating, forming clouds, and falling as precipitation. Human activities impact this cycle. Chemical weathering, like acid rain, affects rocks. Physical weathering shapes landscapes, and models help us understand it. Sediment forms and becomes sedimentary rocks, sometimes preserving fossils. The rock cycle involves processes like erosion and heat. Fossil fuels, made from ancient plants and animals, impact the carbon cycle. Understanding carbon movement helps manage factors affecting the carbon cycle.

Physics – Heating and cooling

We learn common temperatures, label a scale, and understand heat versus temperature. We then link this to the movement of particles when heating and make a working thermometer. The understanding of how solids and liquids expand when heated help us to explain real-world applications like thermometers. The link between change of state and factors affecting temperature increases, helps us to define and describe specific heat capacity, and calculate it. Further, we investigate conductors and insulators, their effectiveness, and apply knowledge to justify material choices in relation to conduction and convection.

Physics – Floating and sinking

We explore why some solids float with the concept of density. We learn how to make things float by understanding pressure in liquids and the effects of upthrust and buoyancy. The pressure in liquids and gases, including atmospheric pressure, is discussed in relation to force and surface area. We then discuss convection and study examples.

Biology – Biochemistry and disease

Plants have organs like roots, stems, and leaves. Each part has a specific job, and nutrients from the soil keep plants healthy. Photosynthesis is where plants make glucose using sunlight, and leaves have special parts for this. Respiration, how living things get energy, happens with or without oxygen. Pathogens cause diseases, and white blood cells fight them, which is related to vaccines, discovered by people like Edward Jenner.



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



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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 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.

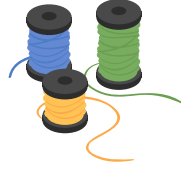
YEAR 9

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.



Isabelle H
Y8



Spotlight on...



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Technology

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

What do KS3 Technology lessons involve?

Technology encompasses Design and Technology, Food Preparation and Nutrition and Textiles.

At KS3 students have 3 lessons a fortnight and we operate a rotational system enabling them to experience a term in each specialist area. Our curriculum is designed to provide all students with the opportunity to develop their subject knowledge and a broad range of practical skills working with a variety of materials including woods, metals, plastics, food and textiles.

We encourage our students to use their creativity and imagination; designing and making products that solve real and relevant problems. Throughout our Technology lessons we draw upon math's, science, engineering, ICT and art. Whilst, food Preparation and nutrition focuses on nutrition and healthy eating and the importance of wise food choices. Students learn how to cook which is a crucial life skill, enabling them to feed themselves and others affordably and well, now and in later life.

Why is Technology an important part of the curriculum?

Technology is ever changing and is an integral part of our everyday lives. Whether it be the development of electronic cars; the construction of energy efficient housing and the discovery of new textiles e.g. hydrophobic cotton or 3D printing of meat replacements.

Design Technology (DT) is a crucial part of the curriculum for several reasons:

Develops Critical Skills: DT helps students develop essential skills such as creativity, problem-solving, and critical thinking. These skills are not only valuable in academic settings but also in everyday life and future careers.

Encourages Innovation: By engaging in design and technology projects, students learn to innovate and think outside the box. They are encouraged to come up with new ideas and solutions to real-world problems.

Interdisciplinary Learning: DT integrates knowledge from various subjects, including science, mathematics, and art. This interdisciplinary approach helps students see the connections between different fields and apply their learning in practical ways.

Hands-On Experience: DT provides hands-on learning opportunities, allowing students to work with different materials and tools. This practical experience is invaluable in helping them understand the principles of design and engineering.

Promotes Collaboration: Many DT projects require teamwork, which helps students develop collaboration and communication skills. Working together on projects teaches them how to share ideas, give and receive feedback, and work towards common goals.

Prepares for Future Careers: As technology continues to advance, the skills learned in DT are increasingly relevant. Students gain a foundation in understanding how things work and how to create new products, which can be beneficial in various career paths. From engineering to new food product development and textile's designer.



Fosters Sustainability Awareness: DT often includes projects that focus on sustainability and environmental issues. This helps students understand the importance of creating sustainable solutions and being mindful of their impact on the world.

Overall, Design Technology is vital for nurturing well-rounded, innovative, and capable individuals who are prepared to tackle the challenges of the future.

How can parents and carers support Technology learning at home?

Giving opportunities to develop their creativity and problem solving like upcycling clothes in bunting or a new product like a trendy bag, building a bridge structure using spaghetti and testing its strength or creating a new gadget from recycled materials. Encourage children to think of solutions to everyday problems, such as designing a more efficient way to organise their room.

There is a plethora of online resources such as:

<https://www.technologystudent.com/>

<https://www.twinkl.co.uk/resources/kids-games-and-activities/art-and-design-extra-subjects-parents/design-and-technology-extra-subjects-parents>

<https://www.foodfactoflife.org.uk/>

<https://www.stem.org.uk/resources>

<https://senecalearning.com/en-GB/>

<https://www.bbc.co.uk/bitesize/>

<https://theartteacher.net/2022/11/02/ks3-art-textiles-project-sweet-stitches/>;

Working together with hands on projects such as DIY kits that involve building and creating, such as model cars, robots, or simple electronics. Outdoor Activities such as building a birdhouse or a simple garden irrigation system.

Get them involved in planning the weeks meals, helping them to see how to save money when shopping and various cooking activities teaching them about food safety, food storage, shelf life, weighing and measuring, following instructions and importantly tidying up afterwards these are all invaluable life lessons.

Visits to museums, science centers, or local workshops to inspire and expose children to different aspects of design and technology. E.g. Kelham Island Museum– Sheffield, The Harley Gallery – Welbeck Estate, encourage students to attend our Curriculum + provision.