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# Curriculum Newsletter

Key Stage 3 - Winter 2024

# Welcome

Dear Parents and Carers,

Welcome to the first curriculum newsletter of the academic year, and the final one of 2024. It feels like we were returning in September only five minutes ago, and yet it is clear from the content of these pages so much learning has occurred in the classroom and beyond. From an amazing array of wildlife rendered in oils, crayons and pencil in art, to beautiful Greek myth-inspired narrative writing in English, to starting that all-important thinking about the Romans in history, it's evident how hard our KS3 students have been working. I'm also incredibly impressed to see we already have four students who have read over a million words – I'm excited to see how many words these students can accumulate across the course of the year, and wonder if we might have a school record breaker in our midst. Speaking of record breakers, KS3 students have been participating in a Trust-wide rowing competition, and one of our students, Isla R, is currently top of the Y8 girls leaderboard, having rowed 738 metres in 3 minutes. Finally, a special shout out to Sophia S, who has topped the 'shout out' leaderboard with 9 shout outs from her teachers this term. The thing with records is, they are made to be broken, and I look forward to seeing whether Sophia, or someone else, can achieve more in 2025.

The work in these pages is testament to the fact that the students at The Bolsover School embody our school values; daily, we see that they are **trustworthy, brave and successful** students, and that they strive to be 'nothing but the best.' The curriculum newsletter is also testament to the hard work and commitment of our amazing staff, who ensure the learning environment is both challenging and supportive.

I wish you and your families a restful Christmas 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 starting in September, our Year 7 Pupils have read over 10 million words collectively, with Year 8 surpassing 15 million. This is one of the best starts to quizzing we have seen in recent years. Not only have we had immense collective success, individuals have already started reaching reading milestones. Badges have been awarded for those who are word 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. These passports are now available on the school website under: Students > Curriculum > Reading.

We are hoping to celebrate as many of our pupils over the year that take the journey into becoming word millionaires. We currently have eleven half-millionaires across both year groups. We also have four, word millionaires: Sienna W, Bobby J, Evie-Taylor H and Willow W. We're excited to see who will become our first multi-millionaire. I'm delighted with our pupils continuing to value reading at The Bolsover School.

Rather than AR lessons being based on solely independent reading, students are continuing on from last year's lesson structure in which they complete a class read for half of each lesson. Year 7 have started 'Refugee Boy', a fantastic novel about a refugee's experience in England, written by Benjamin Zephaniah. Year 8 are reading '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'. When finished, students will be able to quiz on these books as well to show the progress they have made.

In Year 9, students have a reading lesson each week in which they have started a new novel: "In the Sea There Are Crocodiles", by Fabio Geda. This is a compelling true story about Enaiatollah Akbari, a young Afghan boy who embarks on a harrowing journey across multiple countries to find safety and a better life. After his mother leaves him in Pakistan to protect him from the Taliban, Enaiatollah faces numerous challenges and the constant threat of deportation. Despite these obstacles, his resilience and determination shine through on his travels. We hope that this will offer students a chance to gain a personal perspective on the refugee experience, aiding students to develop empathy and a deeper understanding of the struggles faced by displaced people.

Moreover, Enaiatollah's story is a powerful example of resilience and perseverance in the face of adversity, which can inspire students to overcome their own challenges.

There have been requests from multiple parents asking how students can access the Accelerated Reader site at home. There is a QR code that you can scan at the bottom of this letter. Or head to the school website and navigate to: Pupils > Pastoral > Learning links. The Accelerated Reader website is the top link you can see, as well as all other learning links across the school. If they quiz more quickly after finishing a novel, they are more likely to be successful on that quiz, rather than waiting until their next lesson.

Thanks,  
Mr Hallam



# Art



September to December

## YEAR 7

### Project 1 - Formal Elements

For the first project of year 7, students have explored the formal elements of art exploring line, shape, colour, texture, tone, pattern and form, looking at tropical insects. They have been introduced to using oil pastels, coloured pencil, collage and watercolour. They have also studied the work of Impressionist artists such as Claude Monet and Vincent Van Gogh, applying this style of painting to their own work. All students have also been given the opportunity to complete independent artist research projects as homework to expand their knowledge and skills. They have applied their understanding of the formal elements to a mixed media final piece based on an insect of their choice and have created this using oil pastel, watercolour, collage and coloured pencil.

## YEAR 8

### Project 1 - Animals

For the first project of year 8, students have developed their observational drawing skills by focusing on animals. They have developed their understanding of using oil pastel and paint and have learnt different ways of creating textures in both mediums, looking at animal fur, feathers and scales. Students have studied the work of the artist Charlotte Caron, who explores the humanization of animals and animalization of humans within her work. All students have also been given the opportunity to create double exposure digital art work as a homework project to expand their knowledge and skills. Final pieces for this project have included pastel and painted animals over the top of their portrait photographs, linking with individual personality or character traits, inspired by Charlotte Caron.

## YEAR 9

### Project 1 - Graphics

For the first project of year 9, the first in a series of short projects to expose students to a range of art forms as a foundation to GCSE Art and Design, we have focused on Graphic Design. Students have responded to a set brief, to create a T-shirt design for the Sealife Centre to promote the Sea Life Trust's '24 Hour Global Beach Clean,' learning to think like a graphic designer. Students have responded to the work of selected artists such as Olivia Pilling, Rosalind Monks and Irina Bogomolova in mixed media before scanning and digitally manipulating their work to create digital mock ups of designs in response to the brief. All students have also been given the opportunity to complete independent artist research and respond projects as homework to expand their knowledge and skills.

### Pencil Drawings

### Y8 Wagoll examples

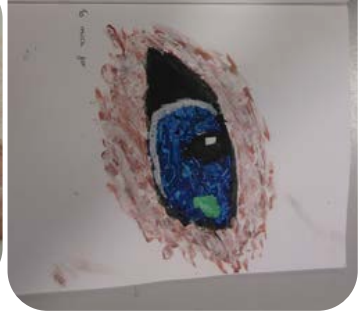


# Art, continued

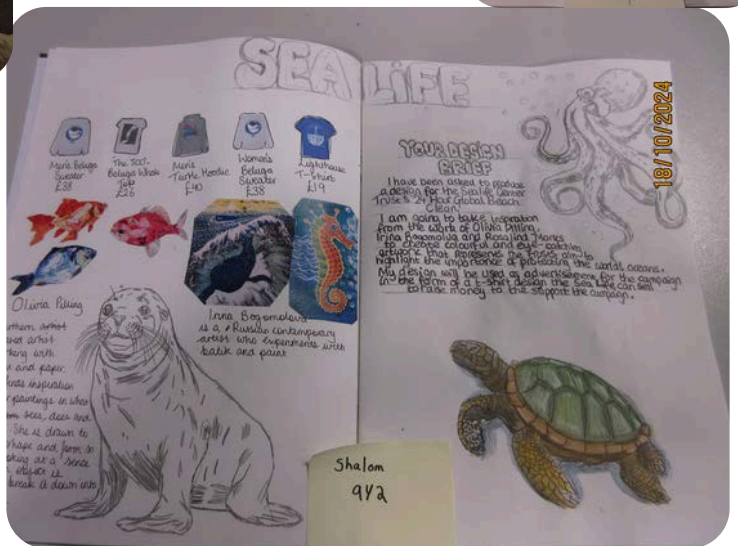
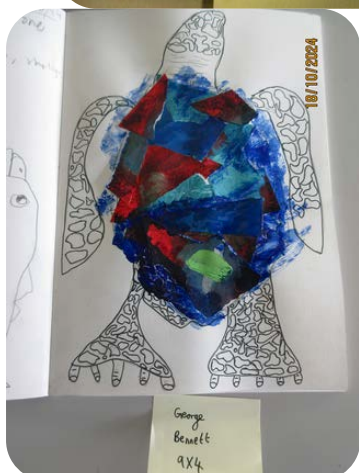
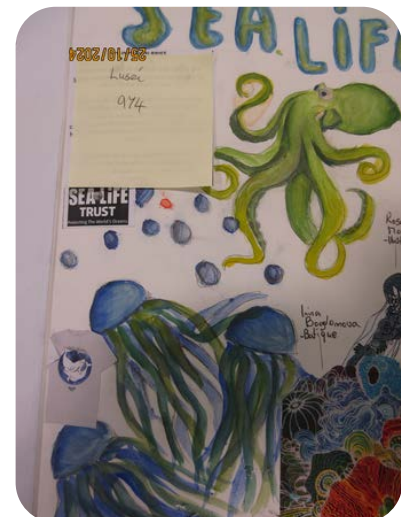


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## Y8 Oil paintings



## Y9 design brief



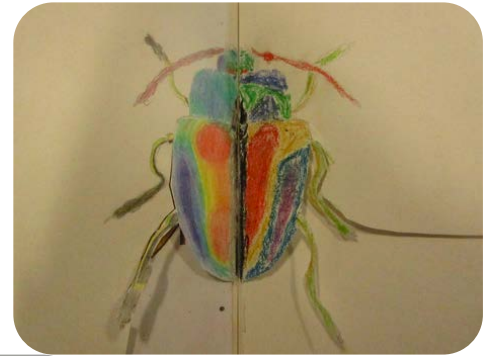
# Art, continued



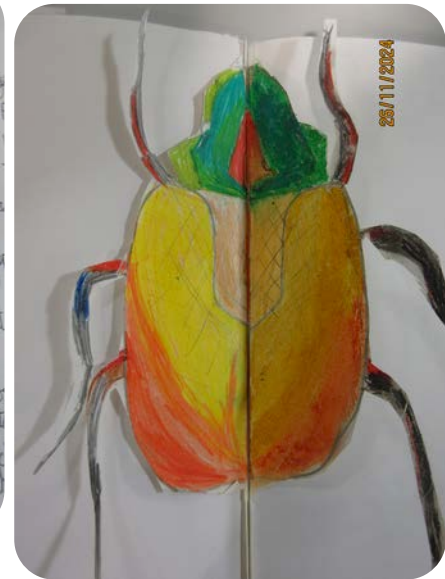
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Y7 Wagoll examples

Collaged  
Colour wheel  
homework



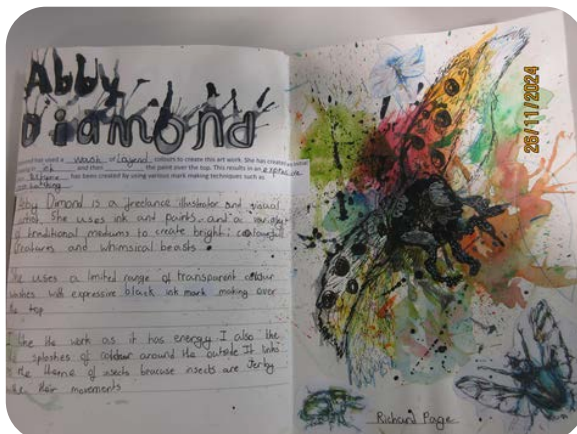
Symmetrical  
Insect Drawing



Insect Final Pieces  
Oil pastel and  
Pencil Crayon



Abby D  
Wagoll  
Homework  
Example



# Computing



September to December

## YEAR 9

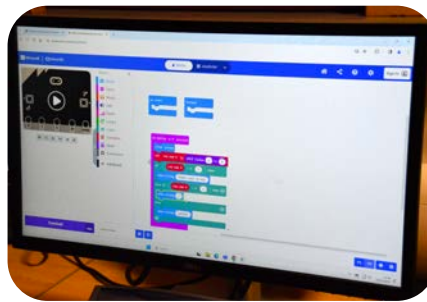
### YEAR 7

Year 7 have completed their introduction to Microsoft Office where they have learnt about using the different software it provides. Students have created a PowerPoint and Word Document. While doing this, students have been building their general computing skills by recording their work on OneNote. Year 7 are currently working on E-Safety and are looking at the possible dangers that are online and how best to keep themselves safe. They are also learning how to use the internet responsibly and how to report any concerns that they have. 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 started this year by looking at Artificial Intelligence. This new topic has guided the students through the development of AI and the impact that it could have on certain careers. They ended the term by reflecting on the benefits of AI and how it can be used creatively to help them generate ideas for stories and revision topics. Year 8 are then progressing 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.

Year 9 have started 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. We have now moved to FLOWOL, where the Year 9 students are learning to write instructions for everyday objects using a set of Flowcharts. This introduces the students to algorithms and helps them to write algorithms correctly using a flowchart. Students will continue to develop their algorithms through an independent task at the end of the topic.



# Drama



September to December

## YEAR 7

In Drama we begin 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 Year 7 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

In Drama we begin Year 8 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 Year 8'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.

## YEAR 9

In Drama we begin Year 9 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 previous skills and build upon skills which are required at Drama GCSE level.



# Drama, continued





# English, continued



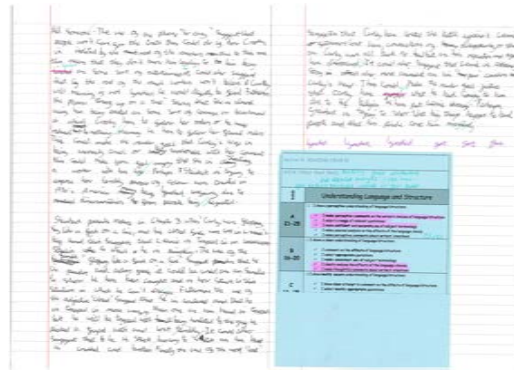
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## YEAR 9

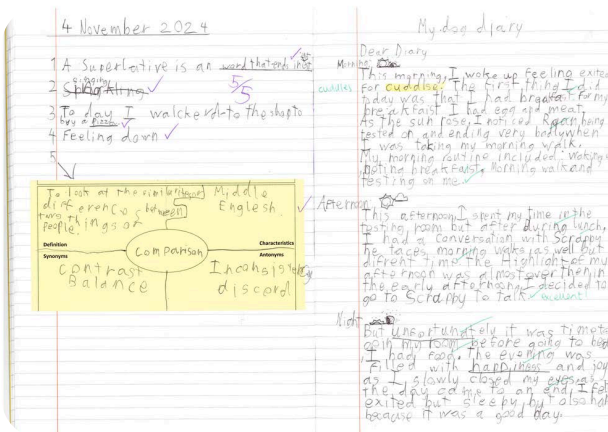
At the beginning of the year, students explored the culture and context of 1930s America and how writers draw on their own experiences in their writing. They developed an understanding of marginalisation, racism and inequality in American society through the novel *Of Mice and Men*. They went on to learn about the effects of language in the Language and Power unit. Students investigated how speakers and writers use ethos, pathos and logos in order to present a clear viewpoint and looked at how females have been represented in Literature over time.

Key vocabulary in these units included: Ostracise, Isolated, Symbiotic, Pugnacious, Licentious, Authoritarian, Vehemence, Segregation, Barbarity, Naivety, Futility, Persuasion, Credibility, Profoundly, Exceed, Reform, Advocate, Discriminate, Symbolism and Objectification.

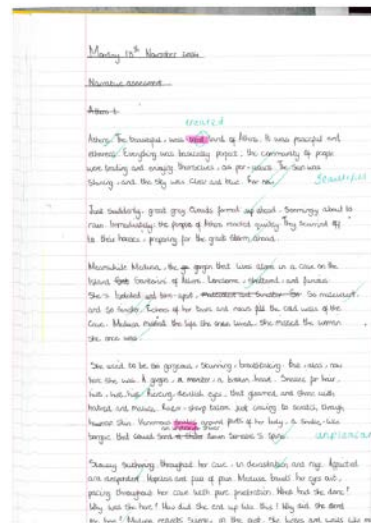
During the weekly Y9 Reading Curriculum lessons, students have been reading the non-fiction book: *In the Sea* there are Crocodiles. This text is based on the true story of one boy's journey from Afghanistan to Italy in search of safety and asylum and deals with theme of identity and belonging.



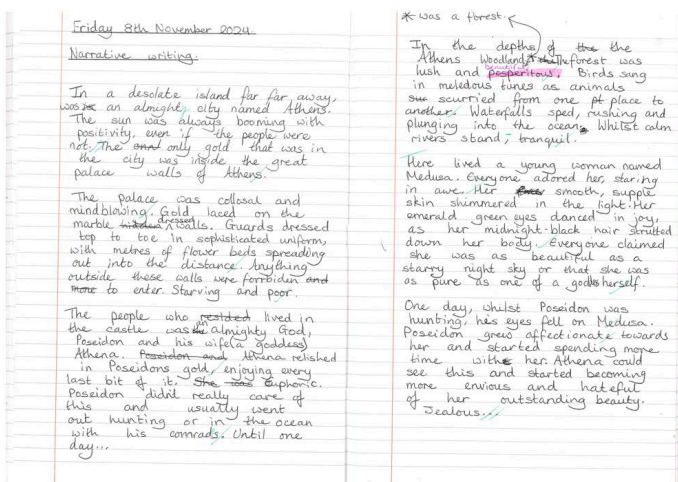
Dexter.S



Nikolaj.T

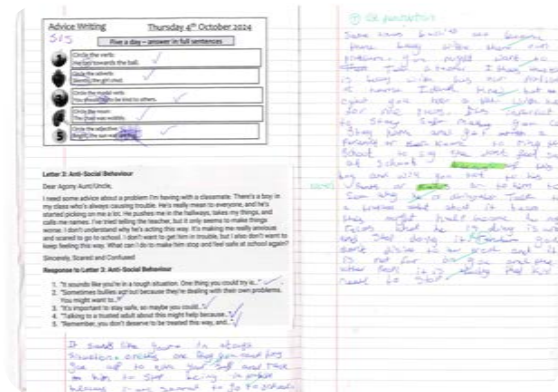


Elodie.A



Hope.O

Lavenia.K



# Geography



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September to December

## YEAR 7

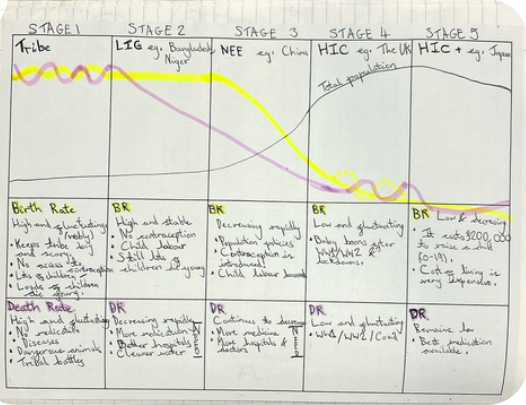
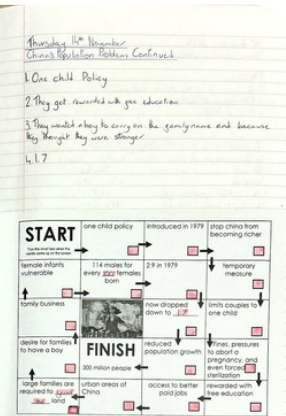
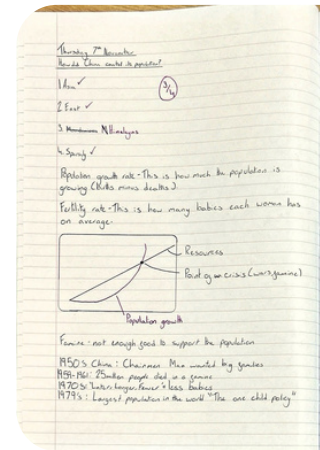
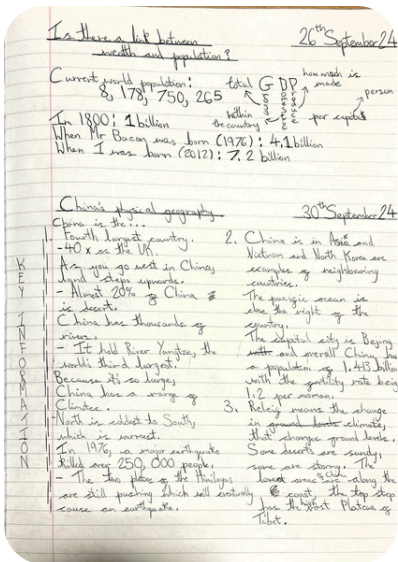
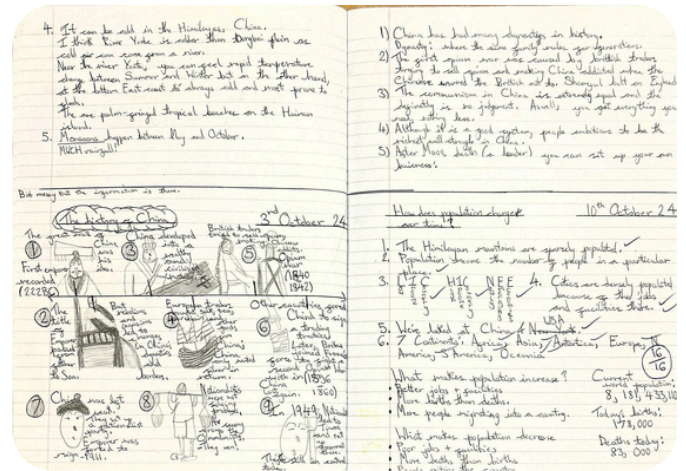
Year 7s will start their Geography journey off by looking at countries, continents and oceans. They will look at different sizes of settlements and what they would expect to find there. They will then study slums, taking an in-depth look at Dharavi, India's biggest slum, before looking at slum regeneration.

## YEAR 8

This term, Year 8s 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'.

## YEAR 9

Year 9 Geographers will be studying the Tectonic Hazards topic. They will study the structure of the Earth, and how the Earth's plates are moving. They will look at 3 of the plate boundaries and how these cause volcanoes and earthquakes. They will also look at the impact of earthquakes on different types of countries and how tsunamis affect people by watching the film 'The Impossible'. They will look at the different types of volcanoes that occur and the reasons for this.



# History



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September to December

## YEAR 7

The Year 7 students have started their study of History by looking at what History actually is, and why it is such an important subject to study in school. They spent a short time looking at events pre-1066, including the Roman invasion of England and the Sutton Hoo burial site by the Anglo Saxons. Students are now studying Norman England, particularly how William the Conqueror was able to clinch victory at the Battle of Hastings and how he established control over England, including the Domesday book, the creation of castles and the feudal system.

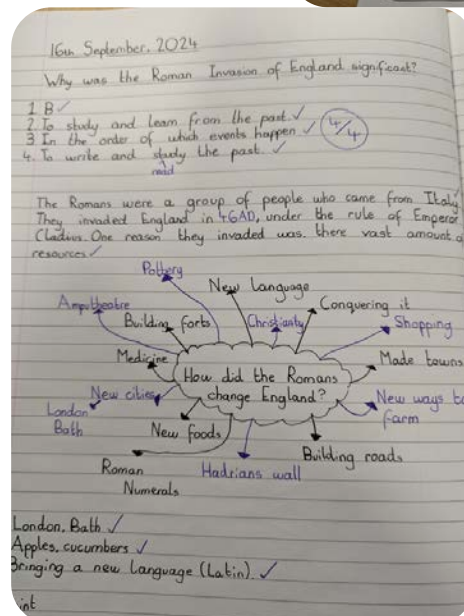
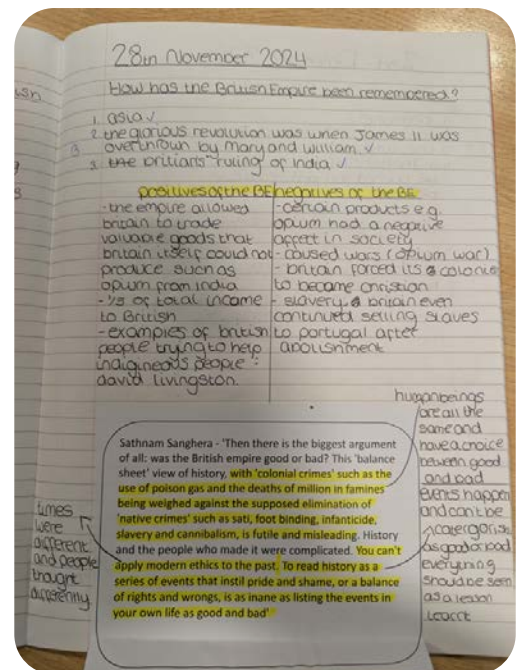
## YEAR 8

Year 8 have kickstarted the year by examining how power in Britain shifted throughout the 1600s, including focal points such as the Restoration of the Monarchy and the Glorious Revolution. Next, we have moved on to analyse the British Empire, focusing on how it was built and more recently the experiences of this, including in India, Jamaica and South Africa. Students have been challenged about the complexities posed by the British Empire and importantly its impact and implications for the modern day.

## YEAR 9

The Year 9 students have continued along the historical timeline and started the school year looking at the causes of World War One, including the infamous assassination of Franz Ferdinand. Subsequently, we have analysed the experiences of WWI both on the Western Front, but also locally in Bolsover too. We have now moved on to study the consequences of WWI: the Treaty of Versailles and increased rights for women.

Year 8 Charlotte.B



Year 7 Charlotte.S

# Maths



September to December

**YEAR 9**

**YEAR 7**

In Math's, students have been developing the knowledge they gained in KS2 starting the year with number work looking at indices, negative numbers factors and multiples. All students then have been 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 would have looked 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.

In Y9 depending on the pathway students are following, there have been new concepts introduced with index laws and working with quadratic expressions, formulae and sequences. These are the topics covered so far 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.

**YEAR 8**

In Year 8, students have continued to develop the knowledge and skills they gained in Year 7 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 have worked on developing their statistical and graphical skills with comparative bar charts and straight line graphs being a couple of the newer topics.

LO- Fractional and negative indices Grade 6

a	b	c	d
$25^{\frac{1}{2}}$	$16^{\frac{1}{2}}$	$49^{\frac{1}{2}}$	$169^{\frac{1}{2}}$
$(\sqrt{25})^1 = 5$	$(\sqrt{16})^1 = 4$	$(\sqrt{49})^1 = 7$	$(\sqrt{169})^1 = 13$
$64^{\frac{1}{3}}$	$27^{\frac{1}{3}}$	$125^{\frac{1}{3}}$	$1^{\frac{1}{3}}$
$(\sqrt[3]{64})^1 = 4$	$(\sqrt[3]{27})^1 = 3$	$(\sqrt[3]{125})^1 = 5$	$(\sqrt[3]{1})^1 = 1$
$4^{\frac{3}{2}}$	$8^{\frac{2}{3}}$	$64^{\frac{2}{3}}$	$16^{\frac{3}{2}}$
$(\sqrt{4})^3 = 2^3 = 8$	$(\sqrt[3]{8})^2 = 2^2 = 4$	$(\sqrt[3]{64})^2 = 4^2 = 16$	$(\sqrt{16})^3 = 4^3 = 64$
Write in ascending order:		Write in ascending order:	
$4^{\frac{3}{2}}$	$8^{\frac{2}{3}}$	$64^{\frac{2}{3}}$	$16^{\frac{3}{2}}$
$9^{\frac{1}{2}}$	$25^{\frac{1}{2}}$	$64^{\frac{2}{3}}$	

**Example 1**

You may like to show the amount of students going to After Hours on a trip. Fill in the missing part.

	Year 7	Year 8	Year 9	TOTAL
Boys	14	12	11	47
Girls	10	14	14	43
TOTAL	24	31	25	85

**Example 2**

Answer with a market stall. The table below shows information about what items she has in stock.

	T-shirts	Jumpers	Coats	Total
Small	2	36	28	66
Medium	9	0	1	10
Large	53	51	15	119
Total	64	87	44	200

Complete the two-way table.

One for you to do...

Two way table showing the amount of pupils on a trip to Thorpe park

	Year 7	Year 8	Year 9	TOTAL
Boys	9	8	12	29
Girls	4	10	7	21
TOTAL	13	18	19	50

1) Probability of picking a boy  $\frac{29}{50}$

2) Probability of picking a year 9 Boy  $\frac{12}{50}$

3) A girl has been picked what is the probability of picking a year 8?  $\frac{10}{46}$

Mean:  $\frac{27}{1}$

Mode: most common

Median: middle in size order

Range: biggest - small

**DIRT Work**

The table shows the number of sweets in 20 bags.

Number of sweets	Frequency
23	1
24	4
25	9
26	3
27	3

Work out the mode and the mean from the table.

503 = 20 = 24.15

Work out the median from this list of numbers

9 4 2 5 4 3 8 2 9 8

2 2 3 4 4 5 6 9 9



# Music



September to December

## YEAR 7

Year 7 have been working on the topic of Musical elements this term. We have explored the building blocks of music. The students have practiced and developed skills in all 3 aspects of Music - performance composition, listening and appraising. They have been learning key music terminology and applying this in their written work also. When we return after Christmas the students will be learning how the musical elements they have learnt about in term 1 can be manipulated by composers to create required emotions as we delve into the world of music for cartoons.

## YEAR 8

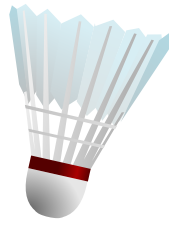
Year 8 The Blues is one of the most influential musical genres and this term the students been studying the history behind this style tracing its roots back to the rhythms and songs from Africa to the plantations of America. We have built on our understanding of chords and composed melodies using the Blues scale. In our listening work we have learnt about influential musicians of the genre analysing their music using the musical elements that feed through every topic we cover in key stage 3.

## YEAR 9

Year 9 Hip Hop has been one of the biggest and fastest growing musical genres of the 20th century. Year 9 have been understanding how this genre started and has developed into rap and its sub genres. We have identified key features such as strong repetitive bass lines, riffs, double time, chord sequences etc. All Y9 have analysed and learnt to perform an iconic rap song and have pieced together their own rap composition including drum beats, chord sequences and written their own lyrics. Next term the students will be exploring the use of DAWS (Digital Audio Workstations) and how compositions are now put together using these systems.



# PE



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## September to December

An overview of what Y7 have studied between September and Christmas

- Students began the term by completing four weeks of baseline assessments in a variety of activities. The sports covered were: Football, Fielding skills, Basketball, Benchball, Bleep Test and Handball. This allowed us to obtain an overall picture of the ability of each student and look at their fitness, co-ordination and fundamental movement skills.
- Following on from the baseline tests, students have had the opportunity to participate in the following sports: Trampolining, Badminton, Health Related Fitness, Handball, Benchball, Football, Table Tennis, Cross Country and House Competitions.



An overview of what Y8/9 have studied between September and Christmas

- Students have had the opportunity to participate in the following sports: Trampolining, Badminton, Health Related Fitness, Handball, Benchball, Football, Table Tennis, Cross Country and House Competitions.





## September to December

### YEAR 7

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 have then moved 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.

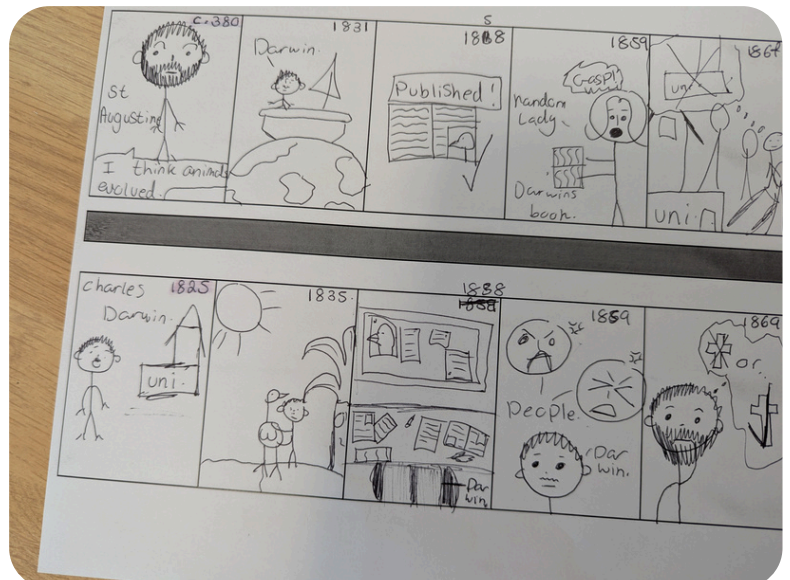
### YEAR 8

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 at the stories of Noah and Moses for example.

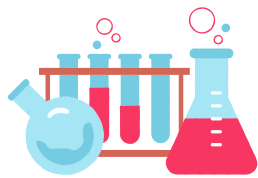
### YEAR 9

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 its 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.

### Year 7 Sapphire.F



# Science



September to December

## YEAR 7

### Skills

In the scientific method, we start by understanding hypotheses and predictions, suggesting ideas for investigations, and choosing the right scientific tools. When organising experiments, we learn about independent, dependent, and control variables, find these in investigations, and think about how to make experiments better. To carry out experiments, we follow safety rules, record results, and make simple conclusions. Analysing experiments involves choosing the best graphs, drawing them, and figuring out what they tell us.

### 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, crystallisation and chromatography. Learning all this helps us understand how materials around us behave!

### Physics – Forces (first half)

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.

## YEAR 8

### Skills

Building on the scientific method from Year 7, we carry out an investigation as if we were working for a scientific company. We consider the accuracy and validity of a method we design with less support than in Year 7. We consider the hazards and risks before completing a practical investigation independently.

# Science, continued



## **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 – 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.

## **YEAR 9**

### **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.

### **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



September to December

## YEAR 7

In Resistant materials, 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

In Resistant materials, students have been using a mixture of knowledge and practical skills to create a pewter keyring in a vacuum formed blister packaging. This includes building on knowledge about pewter, plastics, computer-aided design and computer-aided manufacture.

The aim of this project is to create a high-quality product that uses eye-catching packaging to encourage customers to purchase the item. Students will learn a variety of processes such as pewter-casting, vacuum-forming, sanding, filing, buffing and polishing. They will also understand how important the presentation and finish of a product is to consumers.

## YEAR 9

In Resistant materials, 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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*Nothing but the best.*

September to December

## YEAR 7

In Food Technology, 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

In Food, students have continued to build on their knowledge 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.

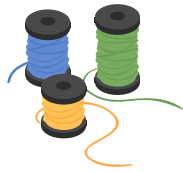
## YEAR 9

In Food, 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. Short crust pastry mini quiches, sauce making lasagne and finally finishing with a sweet treat: cheesecake.



# Textiles



September to December

**YEAR 9**

## YEAR 7

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!

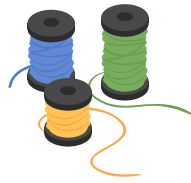
## YEAR 8

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

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.



# Textiles, continued



Year 9 'all about me' cushions  
produced by I Hancock & I  
Matthews.

