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# Curriculum Newsletter

Key Stage 3 - Easter 2025

# Welcome

Dear Parents and Carers,

As we approach the end of the second full term of the year, I am delighted to share some of the achievements of our wonderful KS3 students.

The accelerated reader numbers are amazing – a bold start from Y7 with 33 million words read across the year group – a feat surpassed by Y8, giving the Y7s something to aim for next term. We also had World Book Day on 6<sup>th</sup> March – an opportunity to celebrate all things reading, including competitions and free books for students.

Elsewhere in school, there's been evidence of some wonderful creativity: from melodrama to print-making to applique, there have been a lot of opportunities to flex creative muscles. Science week has also allowed students to take a literal look inside mammal biology, with a heart and rat dissection amongst the events they could sign up to participate in. Finally, a special shout out to Rex K, who has topped the KS3 'shout out' leaderboard with an amazing 14 shout outs from his teachers between January and March. The overall leader for KS3 is Sophia S, on a magnificent 19 shout outs from her teachers this academic year. I look forward to seeing whether Rex, or anyone else, can catch Sophia in the remainder of the academic year.

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 Easter break.

Kind regards

**Mrs Knowles – Deputy Head**

# Accelerated Reader



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In Accelerated Reader (AR), students in Years 7 and 8 have been making great progress. In lessons, our students have been testing on the books that they have read; AR then tracks the word counts of our pupils as they successfully pass each test. Since September, our Year 7 Pupils have read over 33 million words collectively, with Year 8 surpassing the same total! It really is heating up in this race. Students are continued to be awarded badges for those who are half-millionaires, millionaires and multi-millionaires.

Separate badges are also being awarded for students reading books on our Reading Passports, which include 12 challenging reads for both KS3 and KS4 pupils. We are hoping to celebrate as many of our pupils over the year that take the journey into becoming word millionaires. We currently have twenty-five half-millionaires across both year groups. We also have ten word-millionaires. I'm delighted with our pupils continuing to value reading at The Bolsover School.

Miss King's group of 12 students taking part in our annual Redhill Academy Trust Book Awards are continuing to read through the Trust recommended books and discuss what they liked and disliked about them. Every student has voted on their favourite blurb, opening line and front cover of the book award books in lesson. Rather than AR lessons being based on solely independent reading, students now complete a class read for half of each lesson.

Year 7 are continuing with 'Refugee Boy', a fantastic novel about a refugee's experience in England, written by Benjamin Zephaniah. Year 8 are also making progress with 'Boys Don't Cry', a Malorie Blackman novel about a teenager who unexpectedly finds out he is a father. It is lovely to have the opportunity to read with our students collectively each week in class.

In Year 9, students have a reading lesson each week that sees them engage with texts that link with what they are studying in the Curriculum. To coincide with our unit on Romeo and Juliet, students have been reading a mixture of fiction and non-fiction that relates to the themes of relationships and conflict. This includes articles about whether love at first sight could ever be possible. 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.

World Book Day was a fantastic occasion for Staff to dress-up, students to read different texts relating to each subject and engage in scavenger title quests around school. We also had doors decorated around the school with book related art. Currently, the annual Readathon is taking place in AR. This involves students being sponsored for reading and raising money for local hospitals. Thanks to everyone's efforts we have raised nearly £11,000 as a Trust since 2019 and we can't thank you enough for supporting this cause each year.

# Art



This term...

## YEAR 7

### Project 2 – Insects- Printmaking

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

## YEAR 8

### Project 2 – Illustration

This term, students have researched and studied the artists Tim Burton, Matteo Pericoli and Fergal O'Connor. Students have developed imaginative house designs and character drawings inspired by these illustrators and turned them into designs for a layered scene inspired by fairytales and childhood book illustrations. Students have also looked at the work of illustrators such as Sir John Tenniel, Arthur Rackham and Jim Kay in homework research projects as inspiration for their outcomes.

## YEAR 9

### Project 2 – Photography

This term, students have studied the artists Karl Blossfeldt, Anna Atkins, and Damien Hirst. Students have learnt about macro settings on the digital cameras, composition, framing and how to present and annotate contact sheets using the language of photography. Students have also learnt digital editing skills on software such as PIXLR and Photoshop to create digital edits inspired by the artists studied to create a series of final outcomes.



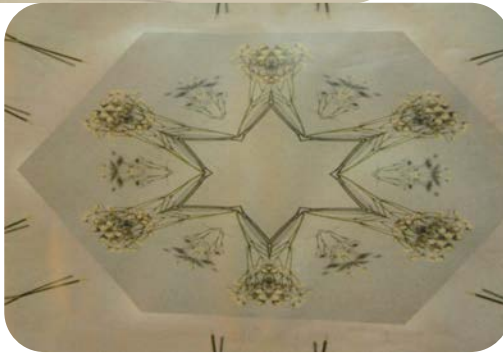
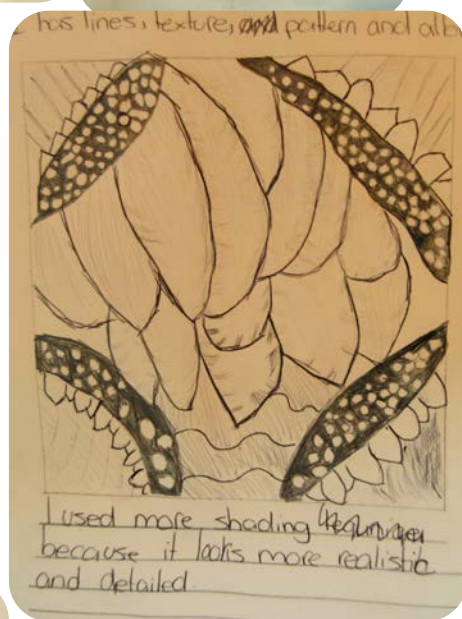
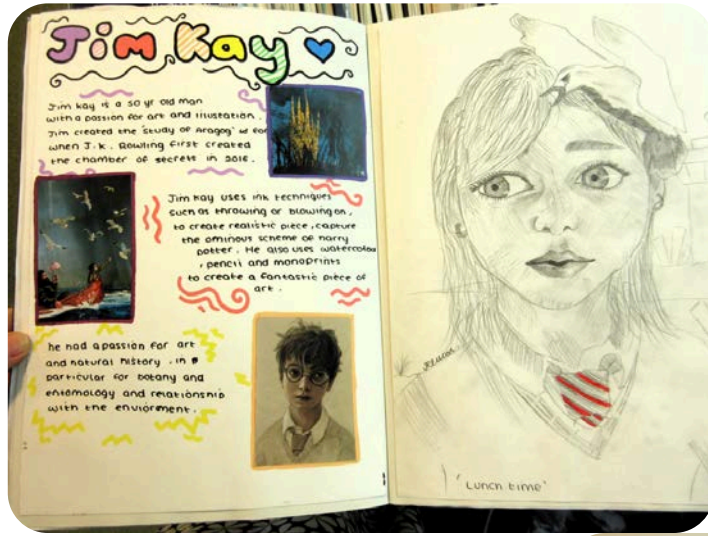
# Art, continued

## Year 8 Illustration Project



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## Year 7 Insects Printmaking



# Computing



January to Easter

## YEAR 7

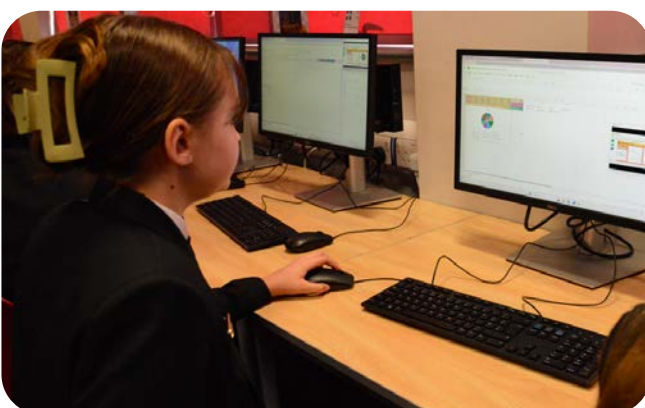
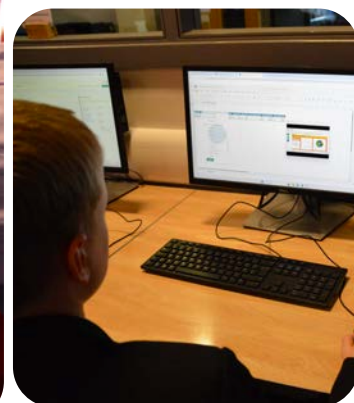
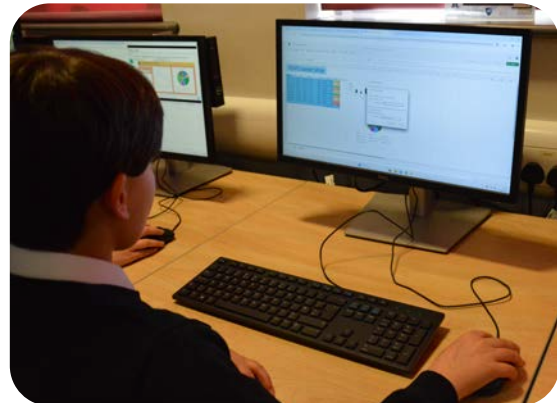
Year 7 have completed the topic, 'Under the Hood' where they looked at how computers work. This included looking inside a computer at the components and how they communicate through Binary. Year 7 are currently working on editing images. They are using the program Paint. Net to alter images by changing colours, removing items and adding items, creating a spot the difference challenge. They will finish the topic by showcasing their skills and creating a high quality desktop wallpaper image.

## YEAR 8

Year 8 started this term with a Business topic BITE. This is starting to introduce the students to our GCSE Business course. The students have looked at Branding, Market Segmentation, Advertising and Aims and Objectives. Year 8 have now progressed on to Microsoft Office and are building on their Excel skills. Students will be looking at various skills such as importing data, manipulating data and presenting data. Students will be finishing this topic by creating an Excel document that hides the data from the user and presents them with only the information that they require.

## YEAR 9

Year 9 have started the term with BITE (Business IT & Enterprise), which is a business topic. This will allow our students to build skills around the world of business. We will be looking at revenue, costs and market segregation amongst other related skills. This unit has also given the Y9 students a chance to experience what Business Studies is about before they start to choose their options We have now moved to PRIMM. This is a topic that introduces the students to the world of coding. We will code using Python and will develop our skills from practical programming in the classroom and de-bugging code that is already created.



# Drama



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## YEAR 7

### January to Easter

In Drama, students have been using their knowledge of theatre history from their exploration of Pantomime to explore Commedia del' Arte (Commedia dell'Arte is a type of drama. The words are Italian and mean 'comedy (or play) of the profession') Through this historic art form students have continued to develop their team work skills and build upon their confidence within the subject. Focusing on script work, slapstick comedy, coup de masque, lazzi, characterization and word play.

## YEAR 8

### January to Easter

In Drama, Year 8 students have continued to build upon their dramatic skills through the genre of Melodrama and Silent Movies. Through this scheme of work they have aimed to develop students' ability to use Vocal and Physical skills in a variety of different contexts allowing students to understand that audiences can be communicated to in different ways to achieve different effects. Through Melodrama we have studied and rehearsed the following: Physical Skills, Chases, Stock Characters, Plots, Comedy Rule of Three, Entrances and Exits.

## YEAR 9

### January to Easter

We have continued to explore the play script Noughts and Crosses by Malorie Blackman with a focus on Act 2 . This has helped to develop their 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 has helped to build upon skills which are required at Drama GCSE level.

We have then used our exploration of the script Noughts and Crosses by Malorie Blackman to create a stimulus for exploring the art of devising theatre. This has built upon team work skills, creativity and performance skills.



# Drama, continued



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# English



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YEAR 7

## January to Easter

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

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

YEAR 8

## January to Easter

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

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

YEAR 9

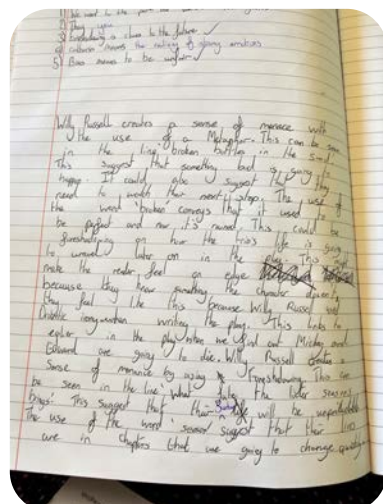
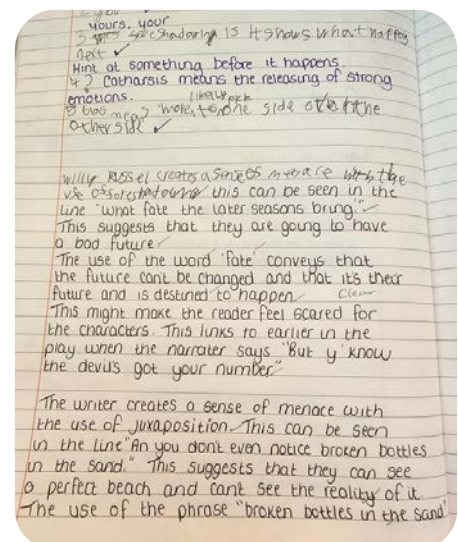
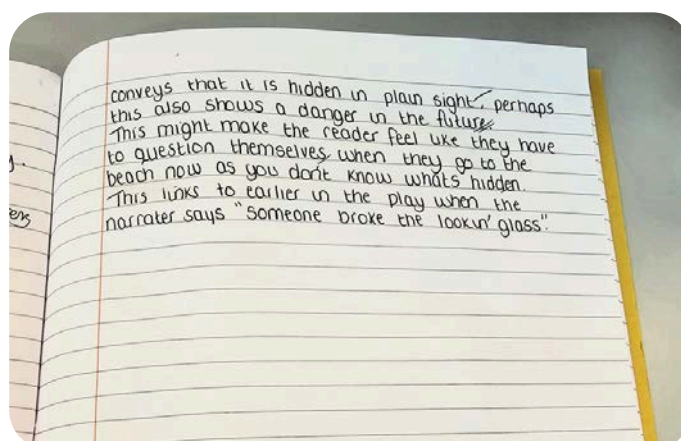
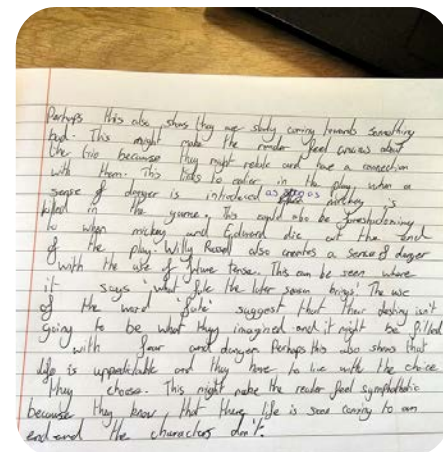
## January to Easter

From November to January, students looked at Language and Power, allowing students to reflect on the representation of women in poetry and explore different perspectives on women. They were able to evaluate how texts use language to manipulate or persuade. Following this unit, students studied Shakespeare's Romeo and Juliet. Students were given the opportunity to undertake close analysis of key scenes and consider wider contextual issues.

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

During the weekly Y9 Reading Curriculum lessons, students encounter a wide range of fiction and non-fiction texts relating to the main unit of work they are studying.

### Examples of Y8 work



# Geography



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## YEAR 7

### January to Easter

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

## YEAR 8

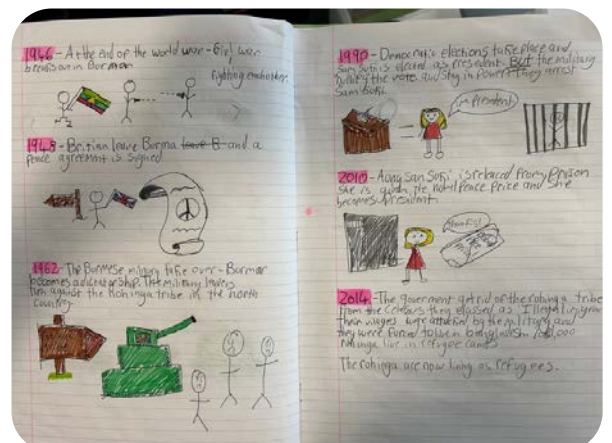
### January to Easter

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

### Examples of Y8 work 'Global Superpowers'



### Example of a cartoon strip about Myanmar



# History



## YEAR 7

### January to Easter

This term Y7 Historians have been looking at what challenges Medieval monarchs faced, including case studies of Matilda, Henry II and John. More recently, we have continued the historical journey to analyse how the Tudor Dynasty was established and the impact of religion in this new era.

## YEAR 8

### January to Easter

Y8 Historians have been analysing the events of the Transatlantic Slave Trade, looking at the journey and experiences of enslaved people including Olaudah Equiano and Harriet Tubman. Moreover, we have studied the responsibilities of Britain and the impact this event had on Africa. In recent lessons, we have now started to look at the Industrial Revolution.

## YEAR 9

### January to Easter

Y9 started the spring term by looking at major events from WWII, including the Dunkirk Evacuation, Blitz Spirit, D-Day, the bombing of Dresden and the dropping of the atomic bomb. Subsequently, we are now studying the unfortunate events of the Holocaust, tracking the increased persecution of minority groups throughout the 1930s and 1940s.

### Examples of Y7 doom paintings



# Maths



## YEAR 7

### January to Easter

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

**Foundation-** Solving problems with factors multiples and decimals. Using angle facts to solve problems.

**Intermediate-** Calculation with decimals, add, subtract, multiply and divide fractions, solve problems using fractions, dealing with probability.

**Higher-** Add, subtract, multiply and divide fractions, solve problems using fractions, solving decimal problems using angle facts to solve problems.

## YEAR 8

### January to Easter

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

**Foundation-** Working with decimals, using angle facts to solve problems, sequences, using prime factor decomposition to find the highest common factors and lowest common multiples.

**Intermediate-** Real life graphs, problems with decimals, ratio, using angles.

## YEAR 9

### January to Easter

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

**Foundation-** Properties of 2D shapes, using angles, Pythagoras, Ratios and real-life graphs.

**Intermediate-** Equations, inequalities and proportion, problems with circles, Pythagoras and volume and surface area of prisms.

**Higher-** Working with Fractions, decimals. problem solving with angles.

8. Complete the table of equivalent fractions, decimals and percentages. Give your fractions in their simplest form. Cross your answers off from the list below.

| F                   | D        | P       |
|---------------------|----------|---------|
| $\frac{1}{2}$       | 0.5      | 50%     |
| $\frac{2}{5}$       | 0.2      | 20%     |
| $\frac{9}{10}$      | 0.9      | 90%     |
| $\frac{4}{100}$     | 0.04     | 4%      |
| $\frac{1}{10}$      | 0.1      | 10%     |
| $\frac{1}{5}$       | 0.2      | 20%     |
| $\frac{1}{100}$     | 0.01     | 1%      |
| $\frac{1}{20}$      | 0.05     | 5%      |
| $\frac{1}{50}$      | 0.02     | 2%      |
| $\frac{1}{25}$      | 0.04     | 4%      |
| $\frac{1}{1000}$    | 0.001    | 0.1%    |
| $\frac{1}{10000}$   | 0.0001   | 0.01%   |
| $\frac{1}{100000}$  | 0.00001  | 0.001%  |
| $\frac{1}{1000000}$ | 0.000001 | 0.0001% |

0.45   60%   0.2   0.12  
90%    $\frac{3}{25}$     $\frac{2}{100}$    40%  
0.15   45%    $\frac{1}{5}$    80%  
0.06    $\frac{1}{2}$    20%  
200%   0.6    $\frac{4}{5}$     $\frac{1}{50}$   
0.08    $\frac{3}{50}$   
0.02  
0.08    $\frac{1}{5}$    0.25  
 $\frac{1}{10}$    12%   9%  
15%   0.5   50%

adding & subtracting fractions

**examples:**

| Type 1: Same denominators                 | Type 2: Related denominators                         | Type 3: Different denominators                 |
|---|--|--|
| $\frac{2}{5} + \frac{1}{5}$               | $\frac{3}{8} + \frac{1}{4}$                          | $\frac{2}{3} + \frac{1}{5}$                    |
| Add numerators                            | Convert one fraction to the denominator of the other | Convert both fractions to the same denominator |
| $\frac{2}{5} + \frac{1}{5} = \frac{3}{5}$ | $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$            | $\frac{20}{30} + \frac{6}{30} = \frac{26}{30}$ |

**EXERCISE 4b**

- True or false?
  - a)  $\frac{1}{2} + \frac{1}{3} = \frac{2}{5}$  false
  - b)  $\frac{3}{8} + \frac{1}{2} = \frac{5}{8}$  false
  - c)  $\frac{2}{5} + \frac{7}{9} = \frac{19}{18}$  true
  - d)  $\frac{2}{3} + \frac{1}{5} = \frac{13}{15}$  true
  - e)  $\frac{1}{2} + \frac{1}{2} = \frac{1}{1}$  true
  - f)  $\frac{3}{10} + \frac{1}{10} = \frac{4}{10}$  true
- Work out, giving your answer in the simplest form.
  - a)  $\frac{1}{2} + \frac{1}{3} = \frac{5}{6}$
  - b)  $\frac{3}{8} + \frac{1}{2} = \frac{5}{8}$
  - c)  $\frac{1}{3} + \frac{1}{4} = \frac{7}{12}$
  - d)  $\frac{1}{2} - \frac{1}{3} = \frac{1}{6}$
  - e)  $\frac{3}{15} + \frac{2}{15} = \frac{5}{15} = \frac{1}{3}$
  - f)  $\frac{2}{3} - \frac{1}{4} = \frac{5}{12}$
  - g)  $\frac{3}{4} + \frac{1}{4} = \frac{4}{4} = 1$
  - h)  $\frac{6}{10} - \frac{3}{10} = \frac{3}{10}$
  - i)  $\frac{7}{8} - \frac{1}{8} = \frac{6}{8} = \frac{3}{4}$
  - j)  $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$
  - k)  $\frac{2}{3} - \frac{12}{10} = \frac{20}{30} - \frac{36}{30} = -\frac{16}{30} = -\frac{8}{15}$
  - l)  $\frac{7}{8} - \frac{1}{8} = \frac{6}{8} = \frac{3}{4}$
- What is the sum of the first 3 unit fractions?
 

1)  $\frac{1}{2} + \frac{1}{3} + \frac{1}{6} = 1$
- Complete the following:
  - a)  $\frac{1}{2} + \square = 1$
  - b)  $1 - \square = \frac{1}{3}$
  - c)  $\frac{1}{3} + \square = \frac{1}{2}$
- Which of the following are equal to  $\frac{1}{2} + \frac{1}{3}$ ? Circle three answers.
  - a)  $\frac{5}{6}$
  - b)  $\frac{11}{6}$
  - c)  $\frac{1}{2}$
  - d)  $\frac{1}{3}$

Independent work

1. James goes to an arcade. He has one coin on the Teddy Grabber. He has one coin on the Penny Drop.

This probability that he wins on the Teddy Grabber is 0.2. The probability that he wins on the Penny Drop is 0.3.

1a) Complete the tree diagram.

```

    Teddy Grabber
    /      \
    Win      Loss
  0.2      0.8
  /        \
  Win      Loss
0.04      0.16

    Penny Drop
    /      \
    Win      Loss
  0.3      0.7
  /        \
  Win      Loss
0.09      0.21
    
```

1b) What is the probability that James wins on the Teddy Grabber and the penny wins on the Penny Drop?

0.06

2. Nathan has 6 socks in a drawer. 3 of the socks are black. 3 of the socks are white.

Nathan takes out a sock at random, writes down its colour and puts it back into the drawer. Then Nathan takes out a second sock at random, and writes down its colour.

1a) Complete the probability tree diagram.

```

    First sock
    /      \
    Black   White
  0.5      0.5

    Second sock
    /      \
    Black   White
  0.5      0.5

  /      \
  BB      BW
0.25     0.25

  /      \
  WB      WW
0.25     0.25
    
```

1b) What is the probability that the two socks are the same colour?

0.5

1. find probabilities

3y3

Questions

- Ron Weasley throws a sickle (coin for you muggles). What is the probability it lands tails up?
 

1/2
- A new pupil arrives at Hogwarts. There are 4 houses, Gryffindor, Ravenclaw, Slytherin, and Hufflepuff. What is the probability that the child is placed in Gryffindor?
 

1/4
- Harry has a packet of Bertie Botts Every Flavour Beans. He has 1 chilli sweet, 2 strawberry sweets, 5 chocolate, 4 cherry, and a vomit flavour. What is the probability when he takes one at random he gets:
  - a) A chilli sweet:  $\frac{1}{15}$
  - b) A nice flavour:  $\frac{11}{15}$
  - c) A bogey flavour:  $\frac{1}{15}$
  - d) Not a chocolate flavour:  $\frac{14}{15}$
  - e) Either cherry or chilli flavour:  $\frac{2}{15}$
- HERMIONIE puts all the letters of her name into a bag and takes one at random. What is the probability that she takes:
  - a) The letter A:  $\frac{1}{7}$
  - b) A vowel:  $\frac{4}{7}$
  - c) The letter E:  $\frac{1}{7}$
  - d) Not a H:  $\frac{6}{7}$
- Ron has a different packet of sweets. He has 4 dog food flavour, 2 bogey flavour, 3 coffee apple flavour, 1 rotten egg flavour and 6 lemon flavour. If he chooses a sweet at random, what is the probability he chooses:
  - a) A bogey flavour:  $\frac{2}{16}$
  - b) A vomit flavour:  $\frac{1}{16}$
  - c) A nice flavour:  $\frac{1}{16}$
  - d) Not a nice flavour:  $\frac{15}{16}$
- PROFESSOR DUMBLEDORE puts the letters of his name in a bag and takes one at random. What is the probability that he gets:
  - a) The letter O:  $\frac{2}{9}$
  - b) The letter E:  $\frac{1}{9}$
  - c) A vowel:  $\frac{2}{9}$
  - d) Not an O or an E:  $\frac{6}{9}$
- Harry has a fair ten sided spinner with the numbers 1,2,3,4,5,6,7,8,9 and 10 on the edges. He spins it. What is the probability he gets:
  - a) A 6:  $\frac{1}{10}$
  - b) A multiple of 3:  $\frac{3}{10}$
  - c) Not a 5:  $\frac{9}{10}$
  - d) A factor of 24:  $\frac{2}{10}$
  - e) A number greater than 7:  $\frac{3}{10}$
  - f) A number less than 7:  $\frac{6}{10}$
  - g) A square number:  $\frac{3}{10}$



## January to Easter

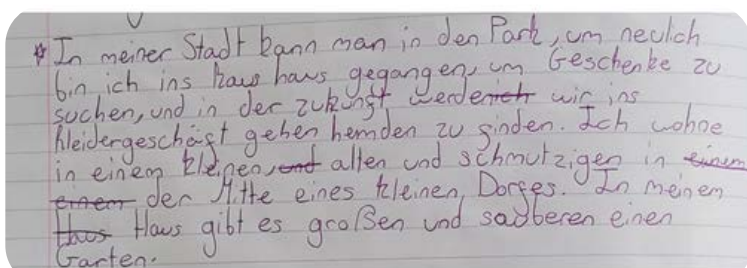
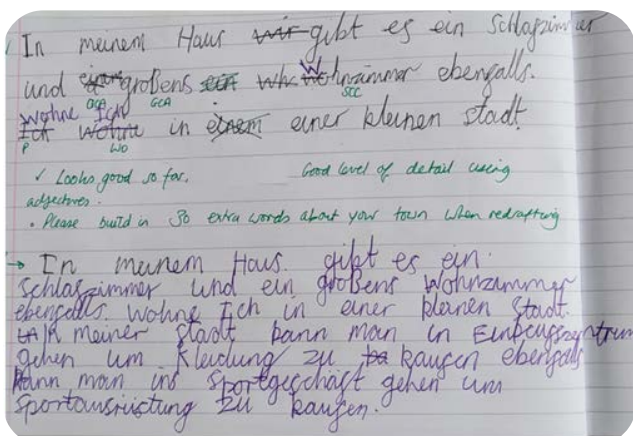
### YEAR 7

Our Y7 classes have been learning how to describe their families and pets to justify their opinions. After Easter we move on to the topic of School, describing lessons and teachers, discussing our uniform and our daily routines.

## January to Easter

### YEAR 8

In Y8, students have been working on describing their home and town, as well as describing what they do to help at home, how they earn money and what they spend it on. When we return we will be working on the topic of Health, describing what we like to eat and drink and the things we do to stay healthy. This will bring with it a greater understanding of different tenses and we will increase the number of opportunities for students to speak and write creatively.

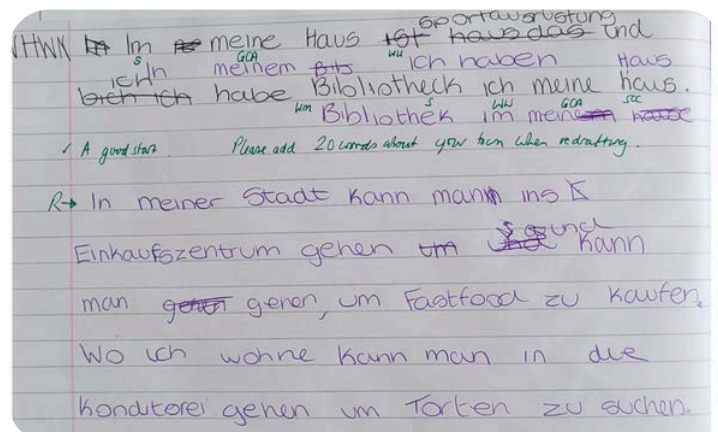


## January to Easter

### YEAR 9

Y9 classes have been taught to speak and write about the topic of Environment and we have increased our focus on some elements of the GCSE exam, that we feel should be straightforward for our students to ensure that they are ready to hit the ground running next year. Next term we will be looking at these exam skills in more detail, returning to the several big themes we have looked at so far such as Health, School, Family, Free Time Activities and Where You Live.

The end of this term for KS3 sees the closure of the Listen, Ear and Big 180 competitions, which are open to all students and designed to encourage engagement with the subject out of class whilst helping retention of important vocabulary and developing students' ear for the language. It remains to be seen whether Hardwick will respond to their big defeat in Term 3 and whether the newly-resurgent Nightingale will manage to overturn Peveril at the top of the league. Details are on Classcharts if students wish to get involved. Keep an eye out for Term 5's competition on Classcharts over the coming days!



# Music



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## YEAR 7

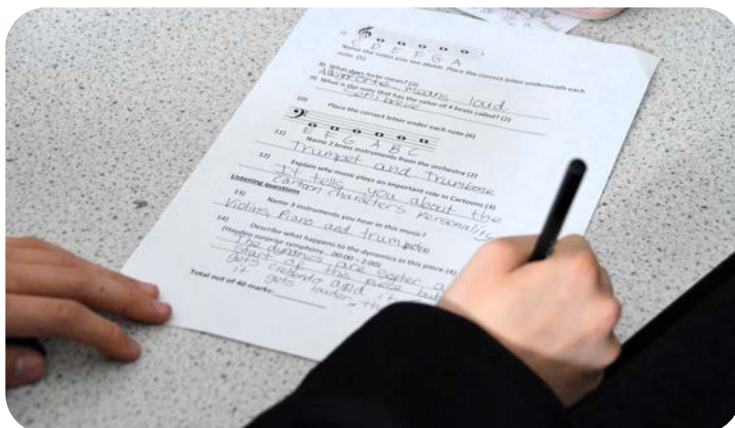
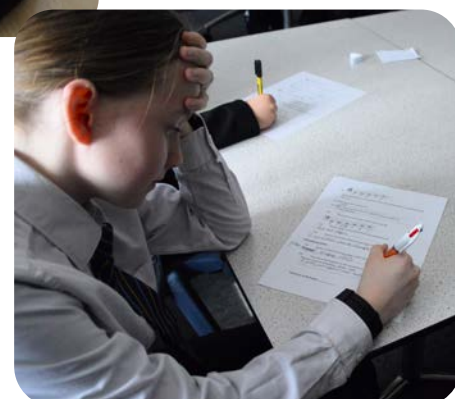
Year 7 have been working on the topic of Cartoon Music this term. We have explored the way music is used in cartoons and how composers use the musical elements to create the required emotions for the audience. The students have been composing their own music to accompany a cartoon clip, analysed music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

## YEAR 8

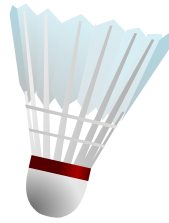
Year 8 have delved into the world of film music this term. We have looked at key influential composers and studied some of their most famous scores. In lessons we have learnt about key musical techniques in film music and learnt to play some of the most iconic film themes of all time. Students were also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

## YEAR 9

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



# PE



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## January to Easter

- An overview of what Y7, Y8 and Y9 have studied between Christmas and Easter.

Students have covered a variety of activities including the following:

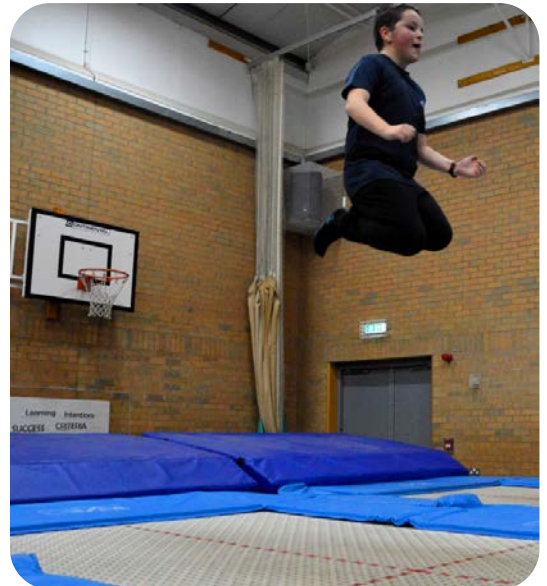
*Trampolining, Netball, Badminton, Pickleball and Health Related Fitness.*

*All students have also competed in two House Based Competitions.*

- An overview of what Y7, Y8 and Y9 will study between Easter and July.

Students will cover a variety of Summer activities including the following:

*Athletics, Tennis, Rounders and Cricket.*





## YEAR 7

## YEAR 9

### January to Easter

### January to Easter

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

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

## YEAR 8

### January to Easter

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

Wednesday 28th February  
The Guru Granth Sahib  
Guru Gobind Singh

image 1: rich, owns lots of gold that proves he's rich & wealthy.

image 2: has his own bird, holding his sword, arrows layed next to him.

image 3: seems like he's pointing to god, all the people are wearing turbans (shows respect).

image 4: on a horse in water, holding his sword seems like he wants to fight.

Friday 21st March  
Rama and Sita

1. He was the eldest son
2. He was a monkey king who helped save Rama
3. good deasaying evil
4. keeping promises trying to be good being happy with the life you have

1. Rama & his four sons of king Dashrath is Rama, Lakshmana, Bharata and Bharat.
2. As he makes a promise towards his mother that he would be a saviour
3. He ordered Rama and Sita to the forest and Lakshmana to stay with her.
4. She left a trail by using her bow that she had to go.
5. Hanuman helped look for Sita and built a bridge to save her.
6. Built a bridge to save Sita.
7. being able to fly and locate Sita.
8. Rama won the siege.
9. He fights up to take her home.
10. The lamps placed in the windows of the houses in Ayodhya symbolize the celebration of Rama and Sita's return and the end of their exile.

26.03.24  
I think that Dillibh was more at fault because she forced her husband to eat her and then made him lose his power and get the palatines to put him in prison.

1. Fight them
2. Samson
3. Rubber bath fore and tie her
- 4.

| TITLE QUESTION   |  |  |
|--|--|--|
| Story  |  |  |
| Create a title for each paragraph  | Taken from: The story of Rama and Sita - BBC Teach | Summarise each paragraph in 1 or 2 bullet points.  |
| Long ago in a kingdom called Ayodhya there lived a king called Dashrath, who had four sons by three different wives: Rama (who was the eldest), Lakshman and Satguro (who were twins), and Bharat (the youngest).  |  | 4 sons<br>3 different wives  |
| It was a time for rejoicing in Ayodhya. Rama had married a beautiful princess called Sita and now, at last, King Dashrath could hand over the throne to his son.   |  | Rama gave many Sita. Bharat's mom was jealous king made a promise to the children banished Rama to forest. nice Sita and set a trap. |
| But the mother of Dashrath's youngest son, Bharat, was jealous she wanted the throne for her own son. The king had once promised to grant her a wish, and now she saw her chance. She told the king that she wanted Rama to be sent away for fourteen years and her own son, Bharat, to be placed on the throne.       |  | She wanted the throne. She left a trail.   |
| What was the king to do? He had made a promise, so reluctantly he banished Rama to the forest, with his new wife, Sita and his brother Lakshman.   |  | Sita was gone.   |
| For some while they lived a simple, peaceful life in the forest. But one day, everything changed...  |  | Sita was so clever.  |
| Ravana - the demon king. He had twenty arms and ten ferocious heads. He spotted Sita and was so enthralled by her that he decided she should belong to him. And using his magic, he created a beautiful golden deer as a trap.   |  |  |
| When Sita saw the deer, she begged Rama to catch it for her, but first he placed Sita in a magic circle, to keep her safe from any danger.   |  |  |
| As soon as Sita was alone, Ravana put the rest of his plan into action. He turned himself into an old man and tickled Sita into sleeping out of the magic circle. Then Ravana grabbed her and swept her into his chariot, pulled by winged demons. They flew high into the sky, towards Ravana's island home of Lanka. |  |  |
| Despite her fear Sita thought quickly and she dropped her jewellery, piece by piece, over the side of the chariot to leave a trail on the ground below.  |  |  |
| Back in the forest, Rama soon realised he'd been tricked and furiously he ran back to where he had left Sita, but it was too late.   |  |  |
| Then he spotted the jewellery on the ground - and thought how clever his wife was - and he followed it until the trail ended. Now what should he do?   |  |  |

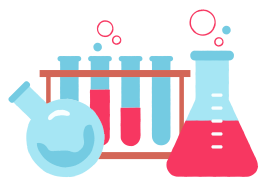
21st March

1. He was the eldest son of Dashrath.
2. He was a monkey king who saved Sita.
3. peace / good deasaying evil.
4. Don't trust anyone. Devot.

Rama and Sita

1. The four sons of Dashrath was Rama, Lakshman, Sita and Bharat.
2. King Dashrath recently crowned Rama to the throne because, the mother of his youngest son Bharat, wanted the throne for herself.
3. He turned himself into a golden deer and trapped Sita.
4. Sita made a trail by leaving her jewellery on the floor.
5. Hanuman helped Rama to get Sita.
6. They built a bridge to get across the sea.

# Science



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## YEAR 7

### Autumn

Students begin with an introduction to the key words and concepts of scientific investigation. Then classes cover introductory topics in Biology, Chemistry and Physics. Concepts include organs of the body, cell division and Leonardo da Vinci; states of matter, solutions, separating mixtures and Robert Brown; forces, acceleration and Isaac Newton.

### Spring

Students build on their knowledge in the next topics in Biology and Chemistry, including: cells as building blocks, microscopes, diffusion and the Janssens; elements, compounds, chemical formulae and John Dalton. Students also experience Science Week with a theme this year of "Change and Adapt".

### Summer

The final term of the year sees students discuss: Earth in space, gravity, seasons; DNA, natural selection, extinction and Charles Darwin; types of rock, fossils, ceramics and the atmosphere; sound, light, reflection, colours, cameras and Willebrand Snell.

## YEAR 8

### Autumn

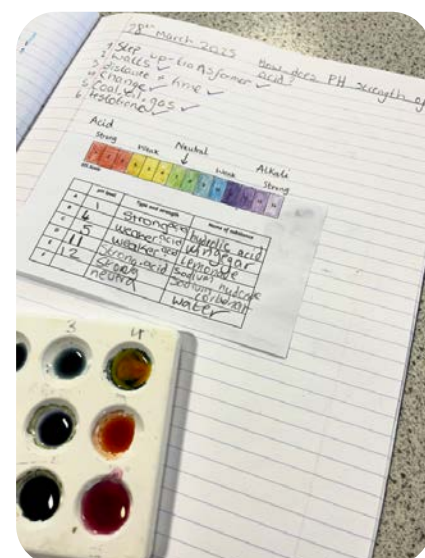
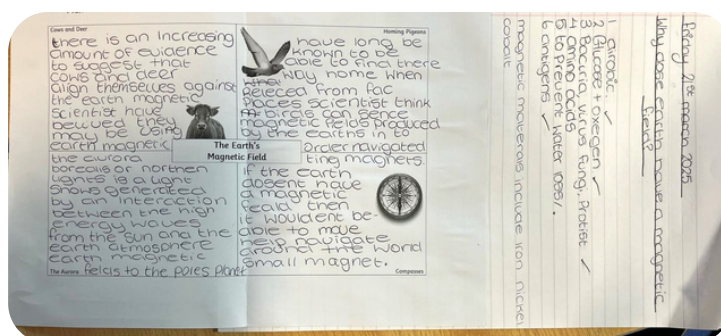
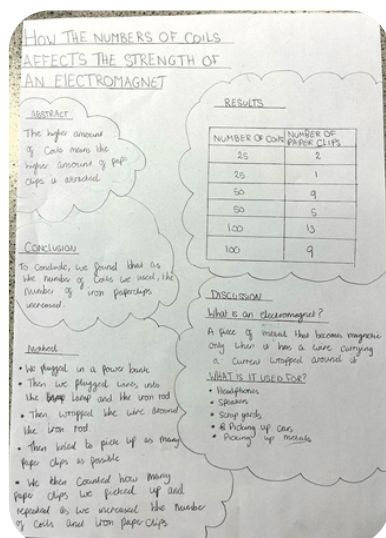
Students start the year off with a refresher on the concepts of scientific investigative skills, with a focus on recapping key vocabulary and planning investigations independently. Education in Biology, Chemistry and Physics continues, including: menstruation, pregnancy and plant reproduction; electricity, the National Grid and energy resources; types of rock, fossils, ceramics and the atmosphere.

### Spring

Students deepen their knowledge on Physics to encompass graphs of motion; resultant forces, moments and pressure. Conservation of mass, thermal decomposition and catalysts extend the students' understanding of Chemistry, whilst the next Biology topic contains information on photosynthesis, leaf structure, metabolism and health. Students also experience Science Week with a theme this year of "Change and Adapt".

### Summer

Finally, Year 8 students study the Physics of refraction of light, loudspeakers and how the ear works. Chemistry knowledge is deepened on the subject of acids, alkalis, indicators, neutralisation and acid rain, followed by the water cycle, the carbon cycle and Mary Anning.



# Science, continued



## YEAR 9

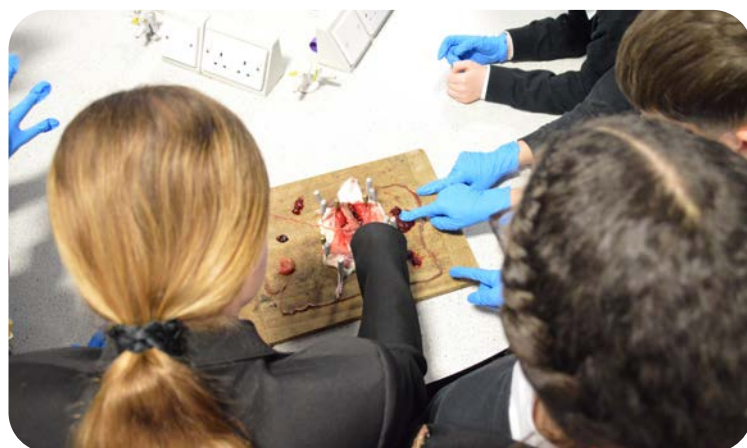
### Autumn

In their final year of Key Stage 3, students' Chemistry knowledge is deepened on the subject of the water cycle, the carbon cycle and Mary Anning. Heating and cooling, a Physics topic, is taught, with concepts like the expansion of solids, floating, buoyancy and the contributions to Science of the Montgolfier brothers featuring. Finally, this term, students study photosynthesis, metabolism, enzymes, vaccines and the work of Edward Jenner in Biology.



### Spring

This term students experience Science Week with a theme this year of "Change and Adapt". To prepare to begin GCSE content, previous knowledge of elements and atoms is reviewed, with introductory details about the Periodic Table, model of the atom and Dmitri Mendeleev. Information about ecosystems, food webs, interdependence and sampling is delivered in the final Biology topic 3. Finally, the Physics of electromagnets, magnetism and electricity is taught to complete the Key Stage 3 curriculum.



### Summer

The AQA Trilogy Science GCSE content begins here for all students. The topics covered are: B1 (Cell Biology) - Structure and function of cells, transport, and microscopes; C1 (Atomic Structure and the Periodic Table) - Atoms, elements, periodic table, atomic models, and reactions.



# 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

December to Easter

## 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 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.

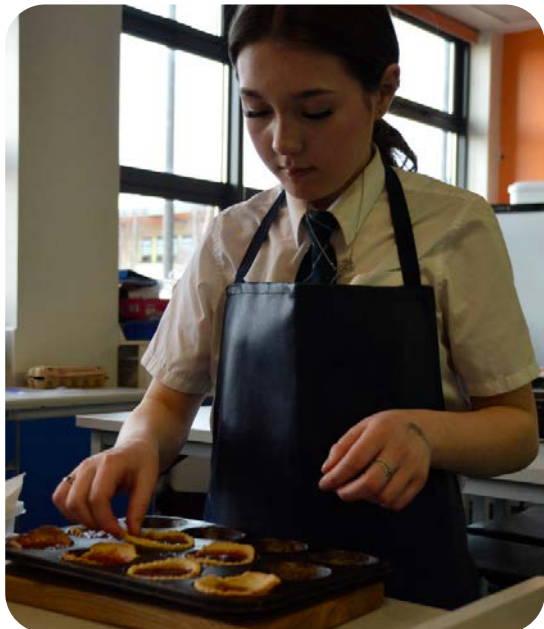
As part of their assessment, they have completed a time plan which they have used to work independently in an assessed practical lesson. They have developed the following practical skills: chopping using bridge and claw, safe handling of meat e.g. Spaghetti Bolognese, Chicken tikka masala, Fajitas, mixing /combining and shaping and forming e.g. Short crust pastry mini quiches, sauce making lasagne and finally finishing with a sweet treat: cheesecake.



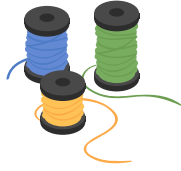
# Food Technology continued,



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# Textiles



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December to Easter

YEAR 9

## 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!

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 dyeing, pattern drafting and sewing components into fabric.

