



THE  
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*Nothing but the best.*



# Curriculum Newsletter

Key Stage 3 – Summer 2025



# Welcome

Dear Parents and Carers,

It's hard to believe we're at this point again already, but it is the end of another academic year, marking another journey around the sun. I am really pleased to be able to show you what our KS3 students have been up to since Easter.

The accelerated reader numbers continue to impress – six word multi-millionaires, and a Bolsover School record breaking 300 million words read in Y7 and Y8. Our students also did the school proud in The Big Reading Quiz, coming a very respectable fourth out of ten secondary schools. As a school that prides itself on the promotion and importance of reading, all these statistics show how fundamental and embedded the reading curriculum is at The Bolsover School.

Elsewhere in school, there's evidence of some very impressive creativity in art, drama, music and textiles, whilst, in English, students have delved into the gothic genre, something that prepares them for their GCSE studies in the years to come. The chronological structuring of our history curriculum is clear to see, with the Y9s now within touching distance of this century. There have also been a plethora of sporting opportunities for our students to get involved in, both out of school and also during sports day – which was a close-run thing, but ultimately, congratulations have to go to Nightingale for their victory.

Finally, a 'shout out' summary for this term: well done to J Shawcroft, who has topped the leaderboard this term with an impressive 15 shout outs between Easter and July. I can also reveal that the overall joint third place position for the year 24-25 is shared by D Highley and D Savage, with second place occupied by S Sisson, and the first place position held by a Y10 student L-M Pryce. I'm not making any assumptions here about student quality, but all four students are from the same house, and, in my very biased opinion, the best house. In the words of Mr Pemberton, up the Peverill!

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.

This is my last curriculum newsletter; in September, I am off to pastures new. It has been an absolute pleasure to serve the community of The Bolsover School for the past 15 years, and to work with such incredible students, year after year. I would like to take this opportunity to thank you for your support over the years, and to wish you and your families all the best for the future.

Have a wonderful summer break.

Kind regards

**Mrs Knowles – Deputy Head**

# Accelerated Reader

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

Since September, our Year 7 and 8 Pupils have now read over 100 million words collectively. That is 30 million more than last year's total at this stage. Students have been rewarded with 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.

Those who have made the most progress this year have been selected to take part in interactive workshops with performance poet Dreadlock Alien. Our students are excited to continue to explore the wonder of words in other means simply reading a novel.

We are continuing to celebrate as many of our pupils that take on the journey to becoming word millionaires. Evie-Taylor H, Willow W, Bella M-C, Sienna W, Lilly Mae L-M and Charlotte V are now multi-millionaires, surpassing 2 million words. There is close competition between Year 7 and 8 this year, so it will be interesting to see which year group takes the lead in the end.

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 have finished 'Refugee Boy', a fantastic novel about a refugee's experience in England, written by Benjamin Zephaniah. Year 8 classes have finished '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', 'Bridge to Terabithia' and 'War Horse'.

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. It was ridiculously close again with our students in touching distance of the top 3 schools.

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. We have looked at various short stories and extracts from incredible novels. 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.



# Art



This term...

## YEAR 7

### Project 3 – Ceramics

For the third project of year 7, students have been studying the ceramic textural work of Chris Gryder, and the natural forms photography of Karl Blossfeldt. 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 close observational studies of natural forms and the artists studied.

## YEAR 8

### Project 3 – Metamorphosis

For the third project of Year 8, students have learnt how to draw facial features and have been introduced to the concept of metamorphosis within art. Students have developed their use of oil pastels and will apply this to a final piece where they transform their own eyes into a fish in a process of metamorphosis. This is inspired by surrealist artists studied both in lessons and for homework projects.

## YEAR 9

### Project 3 – Sweet Treats

For the final project of Year 9, students have been studying the work of photorealist painter Sarah Graham, an artist inspired by childhood memories and sweets. Students have developed their observational drawing skills through closely studying sweets and learning the grid method to enlarge drawings to scale. They have also developed their application of coloured pencil and paint through a series of observational studies. Final pieces for this project are enlarged scale drawings based on their own photographs of sweets with a range of paint techniques applied, inspired by Sarah Graham.



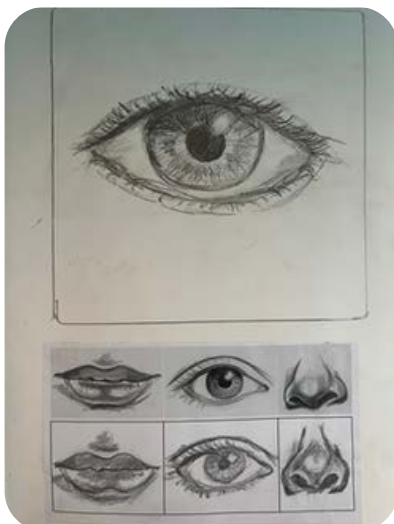
# Art, continued



Can see that the Crayons are shiny, so there's also from adding more than three layers on to the texture



Ava T - Illustration layered watercolour piece



# Computing



## Easter to Summer

### YEAR 7

**Term 5** – We introduced the students to programming. Using the block-based programming language Scratch, students were taught the importance of variables, inputs and loops, as well as becoming familiar with the computer science terminology of sequencing. By the end of the term, using their own knowledge students created a game that used all their learnt skills.

**Term 6** – Students are using PowerPoint and are going to develop a Choose Your Own Adventure story. Students will learn how to create pleasing PowerPoint slides, as well as developing more advanced techniques such as hyperlinks and formatting. By the end of the term students should have a book with variable endings based on the choices of the reader.

### YEAR 8

**Term 5** – This term we introduced students to networks and how computers communicate with each other around the world. They have been looking at advantages and disadvantages to networks and discussing WAN's and LAN's. They have started to understand what hardware is needed to create a network and how networks can be configured in different ways to suit the client (topology).

**Term 6** – Students are advancing their programming skills using Python. Moving on from the block based programming of Micro: Bit and Scratch, students have been writing lines of code to control a Turtle that will draw on their screen. Refining how they code throughout the topic students will be able to draw more advanced shapes, with the final lesson being an opportunity for them to showcase their skills with a freestyle drawing.

### YEAR 9

**Term 5** – Students were introduced to databases this term. By using the topic of Top Trumps students populated a database with the relevant information to allow a game of Top Trumps. Students learnt about datatypes, records and fields, as well as how to run and design a report. The final lesson allowed students to create a print report, that allowed them to print off physical copies of their game.

**Term 6** – Students will be finishing the year by revisiting programming. Using the block based model, students will design, develop, and program a game that by the end of the term should be able to be played on a hand held console. Students will be re-introduced to the variables, loops, and selection statement. Students will create a world map, a main character, enemies, and treasure to create a full working game.



# Drama



## YEAR 7

### Easter to Summer

#### HT5

#### Commedia dell' arte

We continued to explore the key components of Commedia dell' Arte in order to enrich their skills as a performer. Through research and exploration Y7 developed 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 continued to refine the use of mime, performance of stock characters and develop script writing and Coup de Masque skills. Y7 also worked on their final piece of drama based on Commedia dell' Arte which encapsulated all of their prior learning within Drama this academic year.

#### HT6

#### Sports Dance

Through this scheme of work students have learnt how to choreograph a routine, exploring the key conventions of both dance and physical theatre through sport. Students have been inspired by a whole range of sport and sporting heroes to explore how to choreograph movement in order to create a creative and engaging routine. This scheme of work builds upon communication skills and the ability to work creatively as a team, linking to all previous schemes of work throughout Year 7. Their final performance will be assessed using the Drama marking policy. There may also be the chance for some students to be selected to perform during the Y6 transition – giving students the chance to perform to a live audience.

## YEAR 8

### Easter to Summer

#### HT5

#### Melodrama and Silent Movies

Through Melodrama they continued to study and rehearse the following: Physical Skills, Chases, Stock Characters, Plots, Comedy Rule of Three, Entrances and Exits. We ended the unit with a devising Task named: Hotel Splendide which formed an end of unit assessment- combining Melodrama and Commedia dramatic techniques building upon their 'Commedia' skills from Year 7.

#### HT6

#### Introduction to Shakespeare/ Macbeth

We then move on to working on an introductory scheme of work based on William Shakespeare looking at many dramatic skills through script extracts from the play Macbeth. Through this scheme of work students have become confident in performing using Shakespearean language, collaborating as a team, responding to stimuli and creating a final performance. All lessons will build upon prior learning ensuring Year 8 are prepared for their Drama journey in Year 9.



# Drama, continued

## YEAR 9

### Easter to Summer

#### HT5

#### Devising based on Noughts and Crosses

During this term students worked on a unit of Devising Theatre. This included an exploration of Stimuli based on previous learning through the study of the play *Noughts and Crosses* by Malorie Blackman. Students went through the process of development and refining of material followed by performance and evaluation. All the skills covered in this topic also helped to prepare Year 9 for GCSE Drama should they pick this subject as an option.

#### HT6

#### Shrek The Musical – experience of live theatre

Our scheme of work this term is based upon live theatre with the chosen performance being: *Shrek the Musical* performed on Broadway. This unit has technical exploration at its core, allowing students the freedom to be creative and independent. Through their chosen specialism students will improve through informed critical self and peer analysis along with teacher assessment. The content covered endeavours to lay the foundation for the later more in-depth study that is required for GCSE Drama, it aims to also promote the spiritual, moral, cultural, mental and physical development of students at The Bolsover School.



# English



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## YEAR 7

### Easter to Summer

Following on from the Romanticism unit, students in Y7 have had the opportunity to read the novel *The Weight of Water* by Sarah Crossan. This has run from the middle of May until the end of Y7. Whole class reading has taken priority in the lessons, with a focus on oracy skills and developing a sense of voice; building confidence with speaking and listening skills. The big ideas explored have been: Identity, loss, friendship and bullying.

Key vocabulary in these units include: adversity, independence, multiculturalism, immigration, victim, alienation, inclusion, insecure, deception, aggrieved.

## YEAR 8

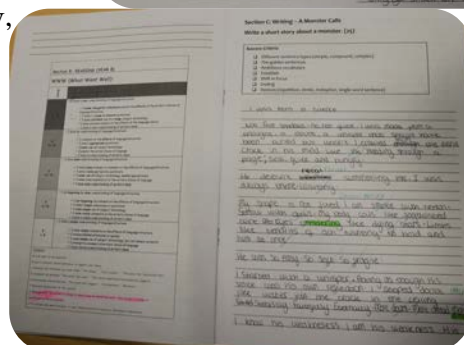
### Easter to Summer

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 Y7 and will allow for connections in future units.

Towards the end of Y8, 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 has developed knowledge and understanding of the features of Gothic literature that will prepare students for their ongoing study of 19<sup>th</sup> century texts. Students have seen 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.

Chloe E



## YEAR 9

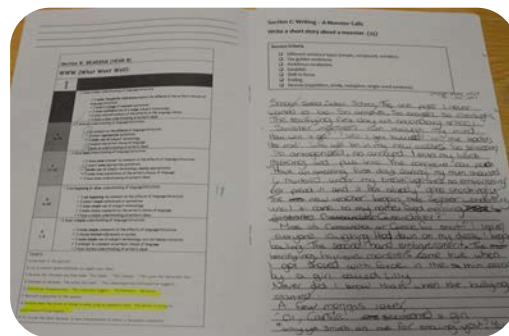
### Easter to Summer

From April to the end of May, Y9 students have been completing a unit of study on writing short stories. Students have read an engaging short story and use this as a stimulus for crafting and improving their own piece of work. Students have used techniques and vocabulary to suit the audience and purpose. Students have developed 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 have moved on to study the 19<sup>th</sup> century Gothic text, *Frankenstein*. This builds on previous units in Y7 and Y8 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.

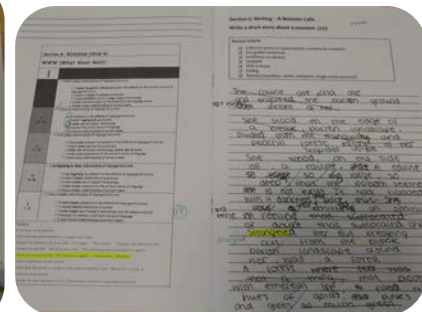
Key vocabulary in these units include: ritual, beguile, malevolent, jovial, profusely, intemperate, merciless, inscrutable, buoyant, tenacious, abhorrent, justice, unhallowed, quandary, repudiate, avidity, loutish, irrational, indignant and morose.

### Year 8 - (Section C writing) A monster calls



Cassie E

Sienna W



# Geography



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## YEAR 7

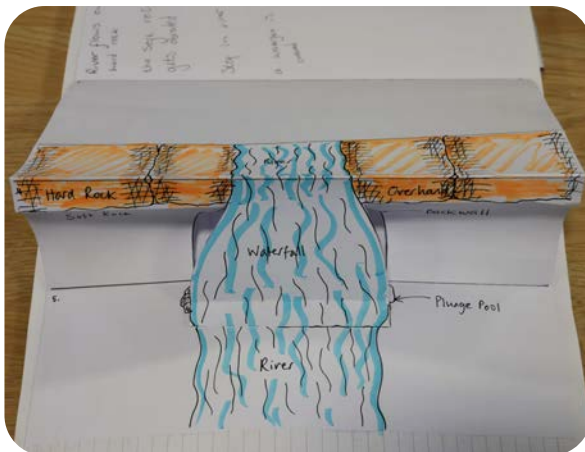
### Easter to Summer

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 have been looking at climate change and the greenhouse effect before looking at how they might be able to solve the problems in the future.

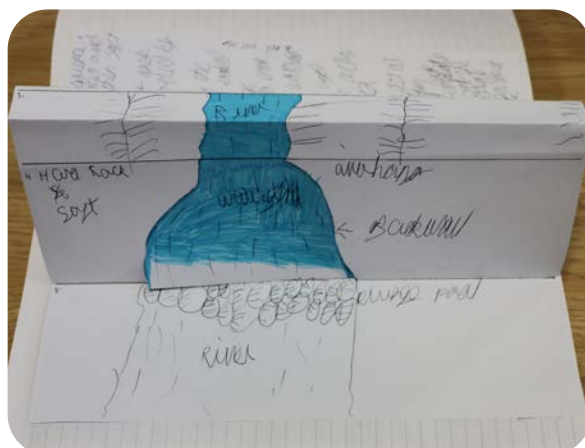
## YEAR 8

### Easter to Summer

Year 8 have moved on to the topic 'Water' after Easter. They have followed 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 have looked at the issue of plastic in the oceans and how we need to be more sustainable.



Anabella S



Cooper H

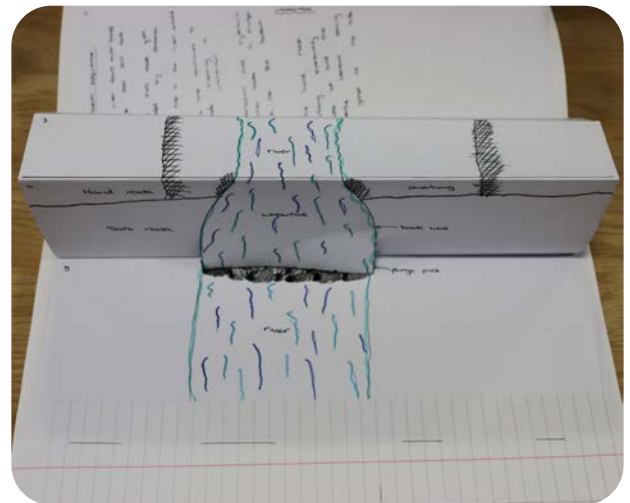


## YEAR 9

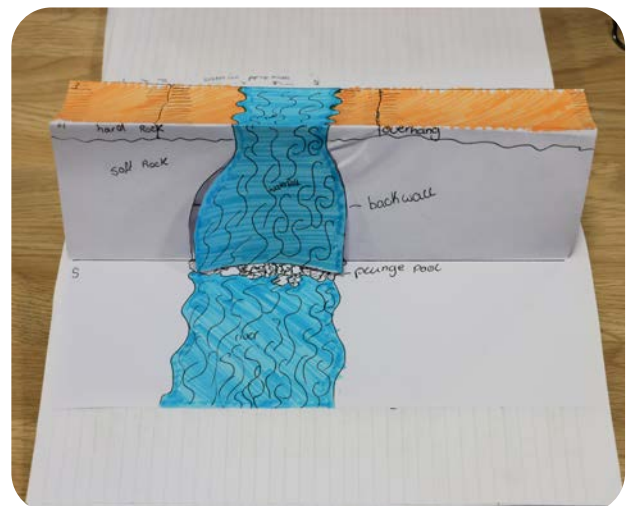
### Easter to Summer

The topic of 'Climate Change' has almost been completed and Year 9 have been linking this to an in-depth study into tropical rainforests and other ecosystems. The big issue of deforestation and how to manage this will give students a good grasp of environmental stewardship and this will help prepare them for next year's Living World topic if they are taking GCSE Geography.

Miley-Rose B



Sophia D



# History



## YEAR 7

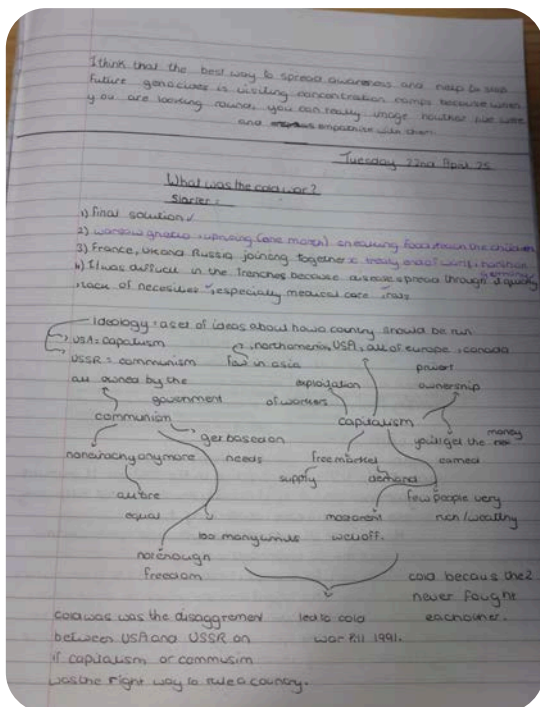
### Easter to Summer

Y7 have continued their chronological study of British history by focusing on Elizabethan England, particularly the early construction of the British Empire. Following this, pupils have studied the transition of power to James I and the establishment of the Stuart era, before finishing on the origins, events and consequences of the English Civil War.

## YEAR 8

### Easter to Summer

During this term, Y8 have examined the development of Britain's politics rights between 1700-1900, considering the effectiveness of the Great Reform Act of 1832, the importance of secret balloting and the fight for women's suffrage. Subsequently, Y8 finished their year by studying key events under the reign of Queen Victoria, including Jack the Ripper.



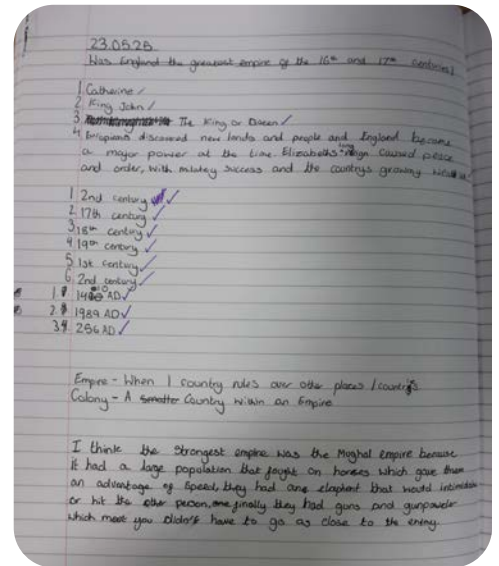
## Isabella R

## YEAR 9

### Easter to Summer

This last term, students have studied the geopolitical tension following WWII between the USA and the USSR, focusing on key events of the Cold War. Examples include, the Berlin Wall, Space Race and Vietnam War. Additionally, pupils finished by analysing how key groups have fought for their rights in the second half of the 20th century, including women's strikes, the Race Relations Act and the Montagu Case.

## Abi C



Global Power	Location of empire (at its greatest extent)	Area of empire (in terms of population)	Main methods of warfare used	Notable features (on following list)	Power ranking out of 10
British Empire	Britain	1 billion (in 1930)	Naval, sea, land and air power (guns, tanks, planes, ships) and carriers	One of the largest empires (Empire of the Sun)	4
Hapsburg (Spanish) empire	Spain	7 million in Spain alone	Naval and land power (guns, ships, muskets, etc.)	The first worldwide colonial empire.	3
Ottoman empire	Turkey	11 million	Naval and land power (guns, ships, muskets, etc.)	An enormous collection of lands, universities and libraries	5
Ming empire	China	12.5 million	Naval and land power (guns, ships, muskets, etc.)	Fabulous boats	2
Mughal empire	Asia (around modern day India)	100 million	Naval and land power (guns, ships, muskets, etc.)	Includes many palaces	1
Spanish empire	Western Africa	No records have kept	Naval and land power (guns, ships, muskets, etc.)	The empire grew rich by selling gold and salt	8 & 9
Inca empire	Peru (South America)	20 million	Naval and land power (guns, ships, muskets, etc.)	High Golden Stone Complex	6
Aztec empire	Mexico	5 million	Naval and land power (guns, ships, muskets, etc.)	During this they would capture prisoners and take them as human sacrifice	7

# Maths



## YEAR 7

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

## YEAR 8

In Year 8, students have developed 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 have worked on developing their statistical and graphical skills with comparative bar charts and linear graphs being a couple of the newer topics.

U1- Solve problem involving force pressure and area

Questions

- A force of **500N** acts over an area of **10m<sup>2</sup>**. Calculate the **pressure**.  

$$500 \div 10 = 50 \text{m}$$
- A hammer hits a nail with a force of **50N** into some wood. The area of the point of the nail is **0.02cm<sup>2</sup>**. What is the **pressure** the nail puts on the wood?  

$$50 \times 0.02 = 1 \quad 50 \times 0.02 = 2.500$$
- A girl has a weight of **450N** and her feet have a total area of **300cm<sup>2</sup>**. Calculate the **pressure** her feet put on the ground.  

$$450 \div 300 = 1.5$$
- A student uses a glue stick with an area of **4cm<sup>2</sup>** putting a pressure of **0.5N/cm<sup>2</sup>** on her book. Calculate the **force** she puts on the glue stick.  

$$4 \times 0.5 = 2 \text{N}$$
- A box puts a pressure of **50N/m<sup>2</sup>** on an area of **2.5m<sup>2</sup>**. Find the **force** of the box on the floor.  

$$50 \times 2.5 = 125$$
- Calculate the area of a dart which hits the dartboard with a force of **10N** and pressure of **2000N/cm<sup>2</sup>**.  

$$2000 \div 10 = 200$$
- A box has a base area of **150m<sup>2</sup>** the force acting on the box **200N**. Find the **pressure** in **N/m<sup>2</sup>**.  

$$200 \div 150 = 1.3$$

Independent work

1. James goes to an arcade. He has one go on the Teddy Grabber. He has one go on the Penny Drop. The probability that he wins on the Teddy Grabber is 0.2. The probability that he wins on the Penny Drop is 0.3.

(a) Complete the tree diagram.

Teddy Grabber: Win 0.2, Lose 0.8  
 Penny Drop: Win 0.3, Lose 0.7  
 Joint probabilities: Win-Win 0.06, Win-Lose 0.14, Lose-Win 0.24, Lose-Lose 0.56

2. Natalie has 8 socks in a drawer. 5 of the socks are black. 3 of the socks are white. Natalie takes out a sock at random, writes down its colour and puts it back into the drawer. Then Natalie takes out a second sock, at random, and writes down its colour.

(a) Complete the probability tree diagram.

First sock: Black 5/8, White 3/8  
 Second sock: Black 8/8, White 8/8  
 Joint probabilities: Black-Black 15/64, Black-White 15/64, White-Black 15/64, White-White 9/64

(b) Work out the probability that the two socks are the same colour.  

$$\frac{15}{64} + \frac{9}{64} = \frac{24}{64} = \frac{3}{8}$$

## YEAR 9

In Year 9 depending on the pathway students are following, they have been 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 and percentage.

IO to be able to draw pie charts from group data

Example 1

Pets	Frequency	working	Angle
Dog	3	1/40	90°
Cat	2	1/20	90°
Rabbit	3	1/10	36°
Bird	1	1/40	9°
Total	9		

$360 \div 9 = 40$

Example 2

Films	Fees	Angle
Lion King	120	60
Toy story 4	170	85
Avengers	230	115
Joker	200	100
Total	720	

$360 \div 720 = 0.5$



## 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.

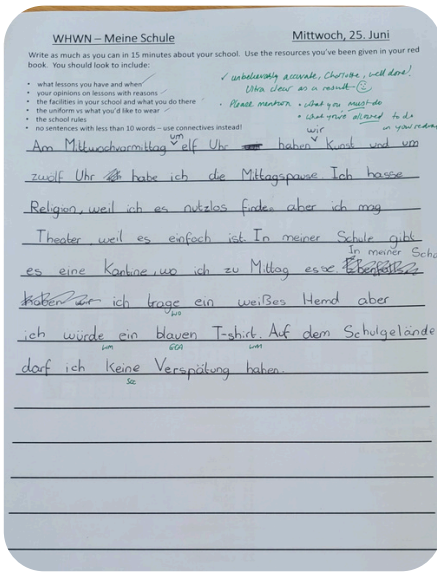
## YEAR 8

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.

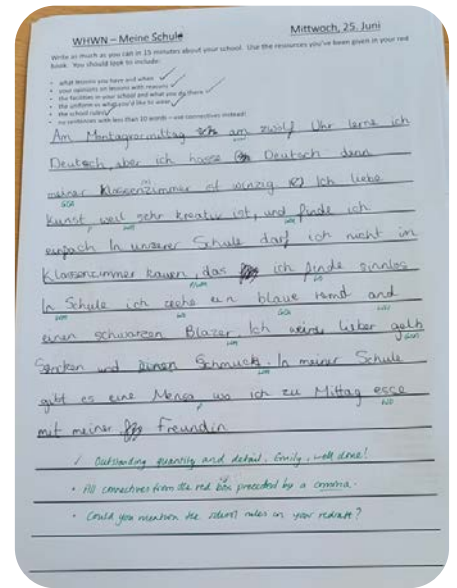
## YEAR 9

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.”

## Y7 German writing examples:

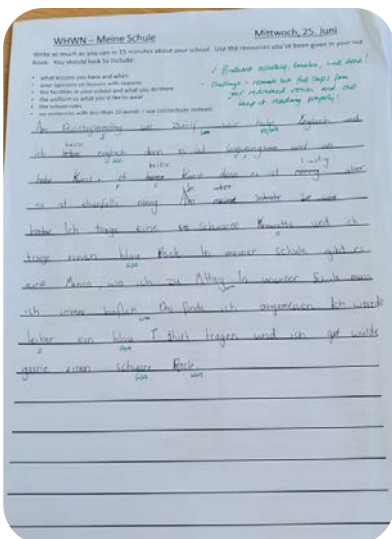


Charlotte

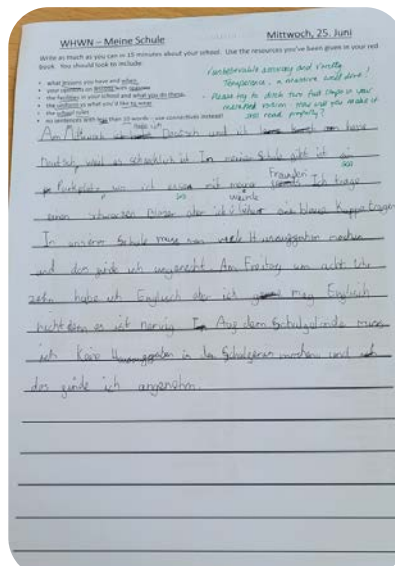


Emily

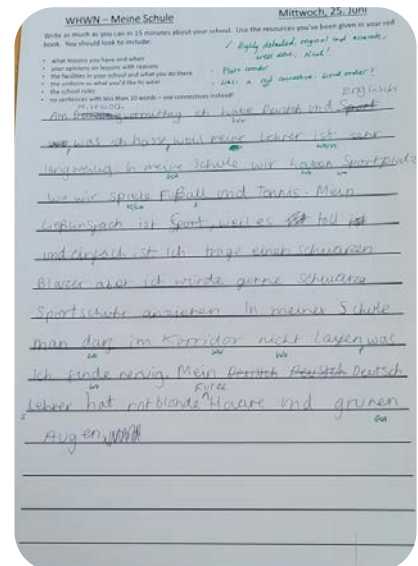
## Temperance W



Emelia P



Noah S



# Music



## YEAR 7

This term Year 7 have been taken back through musical history. We have tracked the development of the orchestra through the different musical time periods. We have learnt about composers through the time line, instruments within the orchestra and developed our listening skills throughout the project.

## YEAR 8

Year 8 have been taken back to an age of no social media and no Youtube. A time that brought us the fantastic music genre of Britpop. We have learnt about what Britpop music was all about and how the songs and lyrical content reflected Britain at the time. Focusing on the battle of Britpop between Oasis and Blur in 1995. The students have reinforced their understanding of chords and riffs and have been learning to play the opening sequence of an iconic Britpop song.

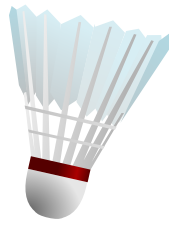


## YEAR 9

Year 9 have taken a tour around the world. We have stopped in 4 different countries and looked in detail at the music from these countries. The topic is based on musical fusions and how features from different genres of music come together to create a totally new one. It has been enriching for the students to learn about different cultures and experience the music from around the world.



# PE



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## Easter to July

As we approach the end of another action-packed academic year, the Bolsover PE Department is bursting with pride at the incredible achievements, dedication, and enthusiasm shown by our students across all years. From exam success, sporting excellence and amazing sports leadership, this term has been nothing short of outstanding!

### Core PE – A Summer of Sport






Core PE has continued to provide a rich and varied experience for all students. This term, we delivered a **comprehensive Athletics programme**, with students participating in a wide range of track and field events. From sprinting and long-distance running, to javelin, discus, and high jump. Students have developed their individual skills in each discipline and demonstrated excellent sportsmanship.

As the sun has started to shine, we have transitioned into our **summer sports programme**, which includes **Rounders, Tennis, and Cricket**. Engagement has been fantastic, and it's been wonderful to see students enjoying physical activity in the great outdoors.

### Curriculum Plus – Sporting Enrichment at Its Best

Beyond the classroom, the PE Department has been buzzing with a host of **Curriculum Plus** events, offering students the opportunity to compete, collaborate and celebrate sport.

Highlights for KS3 this term have included:

-  U13 Girls Cricket
-  U13 Boys Cricket
-  Y7 Quad Kids
-  Redhill Trust Summer Games
-  District and County Track and Field Championships

### A Final Word

We wish all our students a restful and active summer break and look forward to another year of sporting success in September!

**The Bolsover School PE Department**  
Inspiring Excellence Through Sport





## YEAR 7

### Easter to Summer

This term saw students move on to looking at what it is like to be religious in the society today. Students have seen religions from a young person's perspective, including the customs and practices that occur in their everyday lives as well as special occasions. They will finish off the year by looking at Dharmic traditions and get to experience yoga and meditation as well as creating some Mandala's used by Tibetan monks and more recently becoming popular with people who practice mindfulness.

## YEAR 8

### Easter to Summer

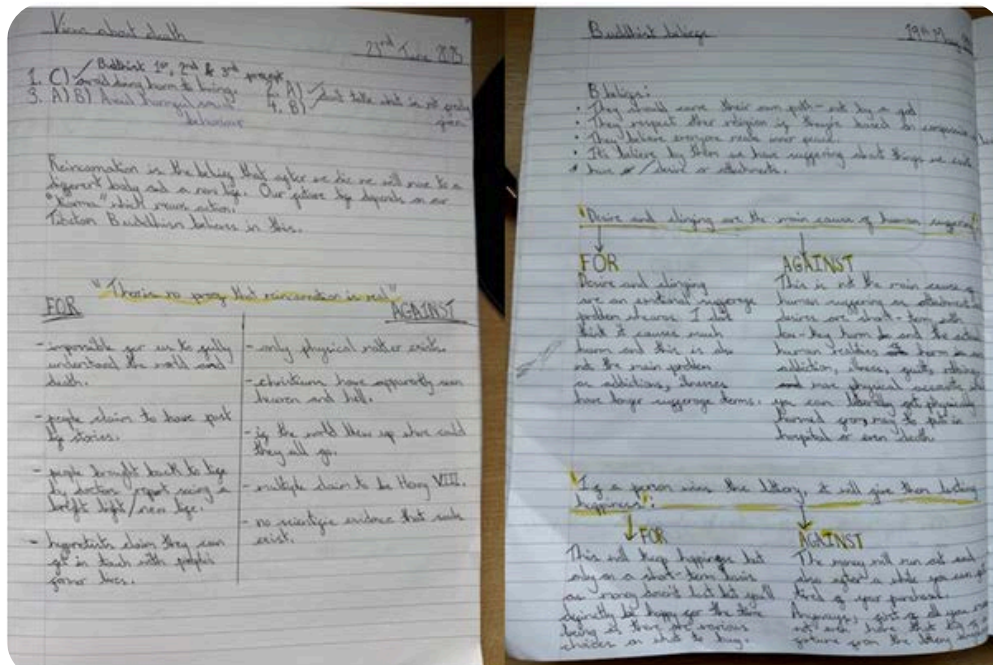
This term Y8 have focused on their second Dharmic religion; Buddhism. This is the only World Religion that does not have a tradition deity and therefore is important for students understanding about how not all religions believe the same thing. They have looked at the life of the Buddha as well as traditional Buddhist beliefs such as Karma, reincarnation and other beliefs about life after death. Students have finished the year by looking at War and Peace, introducing them to the topic they will be continuing to learn about in Y9.

## YEAR 9

### Easter to Summer

This term Y9 have finished looking at persecution and moved 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 have had 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.

### Shanaye G 8y1



# Science



## YEAR 7

### Easter to Summer

#### Physics Sound and Light

They have explored how sound travels and is heard, how light behaves and reflects, and how we see colours, as well as key wave properties like frequency and amplitude.

#### Chemistry Earth and Atmosphere

They have learnt how the Earth is made, how different types of rocks form, and how materials like metals, ceramics, and polymers are used and recycled. They have studied the atmosphere, its changes over time, and the effects of pollution on the environment.



## YEAR 8

### Easter to Summer

#### Biology Biochemistry and disease

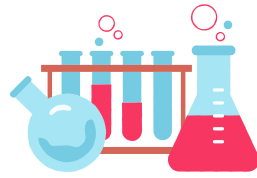
Students have discovered plant nutrition, photosynthesis, respiration, and how leaves are adapted for their functions. They have also studied how the body uses energy during exercise, how enzymes support chemical reactions, and how the immune system defends against pathogens.

#### Chemistry Earth cycles

Year 8 pupils have learnt about Earth's natural cycles and processes. Explored the water cycle, carbon cycle, weathering, and the rock cycle, including how rocks and fossil fuels form.



# Science, continued



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## YEAR 9

### Easter to Summer

Year 9 students have been studying key modules from the AQA Trilogy GCSE Science course, including B1 (Cell Biology), C1 (Atomic Structure and the Periodic Table), and P3 (Particle model of matter).

These modules form the foundation of Biology, Chemistry, and Physics at GCSE level, helping students develop a strong understanding of fundamental scientific concepts such as the structure and function of cells, the properties of atoms and elements, and why it is difficult to make a good cup of tea high up a mountain! This knowledge will support their progress as they continue through the GCSE Science curriculum in Years 10 and 11.



# 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 on 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.

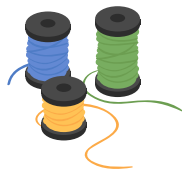
They have developed the following practical skills: chopping using bridge and claw, safe handling of meat e.g. spaghetti Bolognese, chicken tikka masala, fajitas, mixing /combining and shaping and forming e.g. puff pastry products, sauce making lasagne and finally finishing with a sweet treat: cheesecake.



# Food Technology, continued



# Textiles



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## YEAR 7

In Textiles, Students have been learning all about the basics of textiles, why we learn it in school and why it is an important life skill, we have also been learning about how to design and make a product from textiles, in the form of a 3d Fabric phone stand. Hand painted and decorated with a block print made by each student before constructed using the sewing machine, stuffed with rice and finished with hand sewing.

## YEAR 8

In Textiles, students have been advancing their skills, they have begun by learning how to screen print and design a drawstring bag, using these skills to then screen print onto fabric, applique their design onto their fabric bag and sew it together on the sewing machine, before finishing with more advanced embroidery stitches and safely using an iron.

## YEAR 9

In Textiles, students have been using a mixture of knowledge and practical skills to design and make a cushion inspired by a character emoji of their choice. They began by learning more about the technical side of textiles and understanding how fabrics and fibres are made and the properties different fabrics have. They then completed a design process of their cushion, learning how to tie-dye fabric and draft a pattern for their cushion. The cushions were then made independently using all the skills they have learnt over KS3 together.

### Y7 Phone Stand



### Y9 cushions



### Y8 Bags

