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Curriculum Newsletter

Autumn Term 2025

Welcome



Dear Parents and Carers,

As we wrap up an incredible term, we are thrilled to share the amazing learning experiences and achievements that have taken place since our students returned in September. From creative projects to academic challenges, the enthusiasm and dedication shown by our students have been nothing short of inspiring. The work they have produced is truly fantastic, and we couldn't be prouder of their efforts.

This edition highlights the rich curriculum activities across all subjects, as well as some exciting whole-school events. Our Computing Christmas Challenge brought together 40 talented Year 8 and Year 9 students under the guidance of Mr Ward, showcasing innovation and teamwork. Meanwhile, the Poetry by Heart competition, coordinated by Mr Hallam, celebrated the power of words and performance, with outstanding entries from every house and some fiercely contested finals—congratulations to all participants and our overall winners, Araminta L-C (KS3) and Zara D (KS4)!

Year 11 students have also demonstrated incredible focus and resilience during their Revision Conference in October and the rigorous Mock Examinations in November and December. Their commitment was evident on Mock Results Day, where smiles and pride filled the room as hard work paid off.

Throughout the term, our Senior Leadership Team has continued daily lesson visits to celebrate students who embody our values of being Trustworthy, Brave, and Successful. Teachers have loved giving shout-outs, and students eagerly anticipate these moments of recognition. A special congratulations to Tayla H, Cooper M, Lilly-Mae P, and Bonnie T, who topped the shout-out leaderboard with an impressive 11 nominations each and enjoyed a celebratory breakfast with Miss Spence!

As we head into the festive season, we hope you enjoy reading about the incredible learning journeys across all subjects in this newsletter. Thank you for your continued support, and we look forward to welcoming students back for another exciting term on Monday 5th January 2026.

Wishing you all a joyful Christmas filled with fun and festivities!

Miss R Bennett
Deputy Headteacher

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 tested on the books that they have read; AR then tracks the word counts of our pupils as they successfully pass each test. When children read because they enjoy it, they build vocabulary, improve comprehension, and develop empathy and creativity. You can support this at home by encouraging your child to choose books they love, setting aside a few minutes each day for reading, and showing interest in what they're reading.

Since starting in September, our Year 7 pupils have read over 7 million words collectively, with Year 8 surpassing 10 million. Whilst these totals are slightly down from last year, we still have a collection of students who have had some real success. Not only have we had immense collective success, but individuals have already started reaching reading milestones. Badges have been awarded to 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. These passports are available on the school website under: Students > Curriculum > Reading.

We are hoping to celebrate as many of our pupils as possible over the year who take the journey to becoming word millionaires. We currently have five half-millionaires across both year groups. We're excited to see who will become our first millionaire. At the moment, it is a battle between Year 7's Charlotte S and Year 8's Willow W. I'm delighted with our pupils continuing to value reading at The Bolsover School.

Students are continuing with last year's lesson structure, in which they complete a class read for half of each lesson. Year 7 have started Refugee Boy and Year 8 are reading Boys Don't Cry. Some groups have started other novels, such as Lark and Pike.

In Year 9, students continue with their novel: In the Sea There Are Crocodiles. 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. 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. We had a Book Fair with Scholastic in October, which was a huge success. Many parents bought vouchers for their children to use at the travelling book store. We can't thank you enough for your support, as a number of students were excited to spend their vouchers and go home with a book of their choosing.

This year marks the start of The Bolsover Literary Society, a lunchtime reading group where some of our most avid readers in Year 7 join together to share their love of reading. Our new Librarian, Mrs Morris, has also started work with the book awards—a trust-wide scheme in which a small group of students are reading and reviewing six incredible books! This has already been very popular and successful, with some of our students having read three of the books and on track to complete this year's additional "6 in 6" challenge, celebrating the last six years of the book awards. We also have the Young Adult Book Awards available for students in Years 9–11 to take part in—if you are interested, please see Mrs Morris for more information.

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



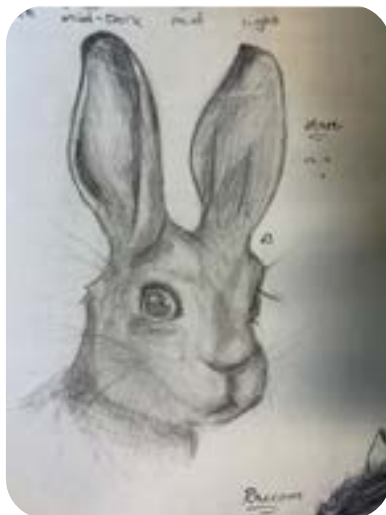
This term...

YEAR 7

This term, Year 7 students have undertaken an in-depth study of insects as part of their Art curriculum. They have been focusing on the formal elements of art, including line, shape, colour, and texture. Throughout the term, they have developed proficiency in four key techniques: collage, watercolour, oil pastels, and coloured pencil. Students are now applying these skills to produce a final piece based on an insect of their choice.

YEAR 8

This term, Year 8 students have been exploring the theme of animals within their Art studies. They have developed skills in tonal drawing, oil pastel and painting, while also examining the work of contemporary artist Charlotte Caron, whose unique approach combines human and animal imagery. Building on these techniques and ideas, students are now preparing their final piece: a creative composition featuring half a self-portrait and half an animal of their choice.

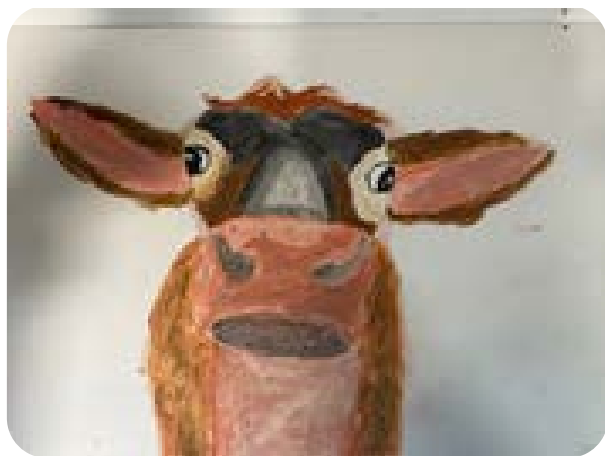


Tonal Animal Drawing by Sienna W

YEAR 9

This term, Year 9 students have been studying the vibrant and detailed work of contemporary artist Sarah Graham, known for her striking depictions of everyday objects. As part of this focus, students have refined their skills in tonal drawing, painting and oil pastel techniques, applying these to create realistic and expressive studies of marbles. They are now preparing to produce a final piece that showcases their understanding of Graham's style and their technical ability.

Animal Painting by Finnley B



Animal Oil Pastel Eye by Sienna W



Art, continued

Animal Biro Pen
Drawing by Noah S



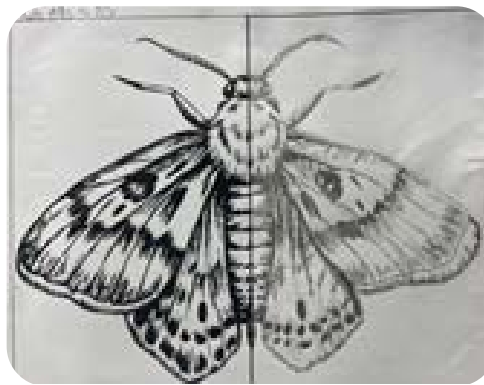
Animal Painting eye by Noah S



Animal Painting by Xander C



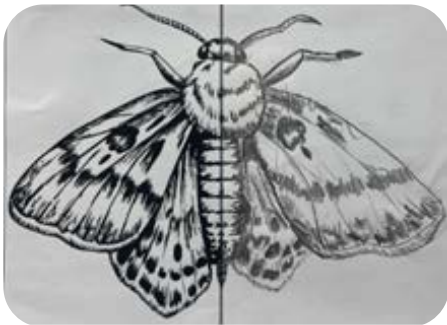
Formal Elements Title Page by
Eva T



Symmetry tonal drawing by Katie E



Half drawing
symmetry insect by
Callie M



Half symmetry tonal drawing by
Oscar A



Oil Pastel Marble by
Nikolaj T



Oil Pastel Marble by
Charlotte B



Tonal Drawing of Sweets by
Jack B



Year 7 final piece

Computing



September to December

YEAR 9

YEAR 7

Term 1

Students have explored the office 365 suite, learning how to effectively use key applications such as Word, Power point and Sway to produce high-quality digital work. They have also learnt how to create and send emails, using our school emails via outlook. Through hands on activities, they have developed skills in Microsoft Office, sending and receiving emails, as well as creating professional documents and presentations.

Term 2

This term, students will gain a foundational understanding of potential risks individuals may encounter online and learn essential strategies for staying safe in digital spaces. Building on the skills developed in Term 1, students will create information posters, write newspaper reports, and compose formal letters using Microsoft Office applications.

YEAR 8

Term 1

Students have been introduced to the exciting world of Artificial Intelligence and Machine Learning. They have explored how AI is used in everyday life – from voice assistants and recommendation systems to self driving cars and learnt the basic principles behind how machines are trained to make decisions and recognise patterns.

Term 2

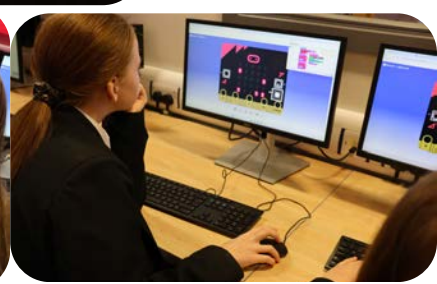
Term 2 continues the programming from Year 7 and introduces the students to the Micro-Bit. Using a similar programming language to Scratch, the students will build on their previous knowledge from term 4 and develop their knowledge to programme a small computer called a Micro-Bit.

Term 1

In Term 1, students have revisited the foundational concept of binary – the language computers use to process and store information. They have then been introduced to hexadecimal notation, gaining an understanding of it's relationship with binary. Building on this knowledge, students have explored how digital images and sound are represented and encoded using binary data.

Term 2

In Term 2, students will be introduced to Flowol, a visual programming tool designed to develop their computational thinking skills. Through creating flowcharts, they will learn the principles of sequencing and gain familiarity with standard flowchart symbols – essential components in the study of computer science.



Drama



YEAR 7

September to December

In Drama, students have studied 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 have developed their performance skills and ability to work as a team; taking on real life roles found within the theatre environment. We have looked at freeze frames, stock characters, script writing, script performance and elements of physical theatre, along with the slapstick comedy genre.

YEAR 8

September to December

In Drama, we began Year 8 with an exciting and creepy journey to Dark Wood Manor. Through this scheme of work students have learnt how to create tension through their use of physical and vocal skills. We have also explored 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.



Drama, continued

YEAR 9

September to December

In Drama, we began 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 skills which are required at Drama GCSE level.



English



YEAR 7

September to December

To introduce students to English at The Bolsover School, they have studied autobiographical writing in different forms, exploring who they are and what influences them as people. Students have explored elements such as gender, and social injustice to consider how people's identities are created and affected. Their next topic will be Greek mythology where they will encounter some of the most famous Greek myths and hone their descriptive skills. They will have the opportunity to explore stories and develop their comprehension and inference skills. Students will also have the opportunity to use language creatively to describe and narrate, developing skills from KS2.

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

YEAR 8

September to December

At the beginning of the year, we will read the popular modern novel *A Monster Calls*. The material in the novel can be challenging but will allow students to investigate ideas about grief, anger and healing – topics that we all have to encounter at some point. Students will be able to investigate the writer's use of language as well as develop their own narrative writing style. Their next topic will be Society and they have the opportunity to study different forms of poetry based around the concept of society. They will consider themes such as social injustices regarding race and wealth and considered how society links to identity.

Key vocabulary in these units include:

Ominous, Turbulent, Affliction, Despondent, Torment, Aghast, Relentless, Omnipotent, Critique, Catharsis, Inequality, Injustice, Deprivation, Animosity, Exploitation, Usurp, Reprehensible, Bias, Civilisation and Vilify.

YEAR 9

September to December

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

Key vocabulary in these units include:

Ostracise, Symbiotic, Pugnacious, Licentious, Authoritarian, Vehemence, Segregation, Barbarity, Naivety, Futility, Persuasion, Rhetoric, Profoundly, Exceed, Reform, Advocate, Injustice, Orator, Representation and Objectification.

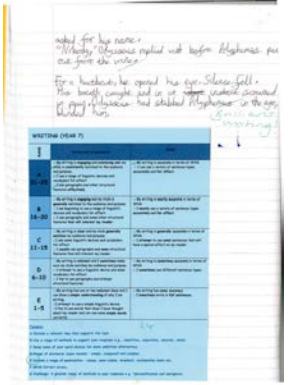
During the weekly Y9 Reading Curriculum lessons, students will be completing a whole-class read of the novel 'In the Sea there are Crocodiles'. This novel encourages students to reflect on the reality of life for refugees/ asylum seekers whilst developing a more empathetic view of them. It equally explores how a fiction novel that is based on fact is constructed, allowing students the opportunities to practice their oracy skills through questioning and debate.

English, continued

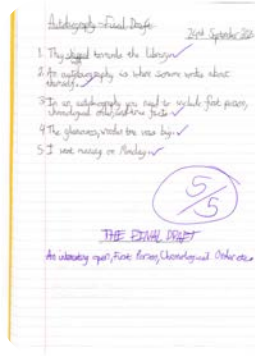


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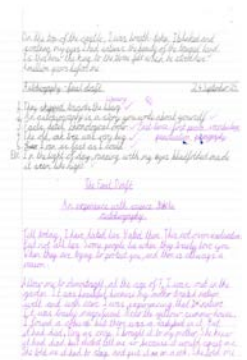
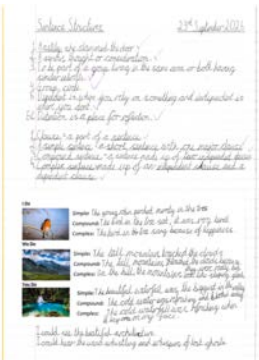
Charlie W (Y7)



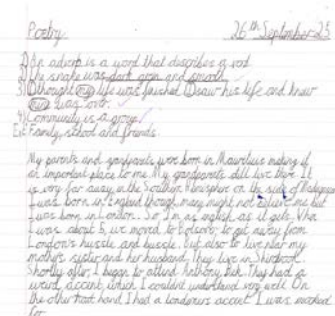
Charlie W (Y7)



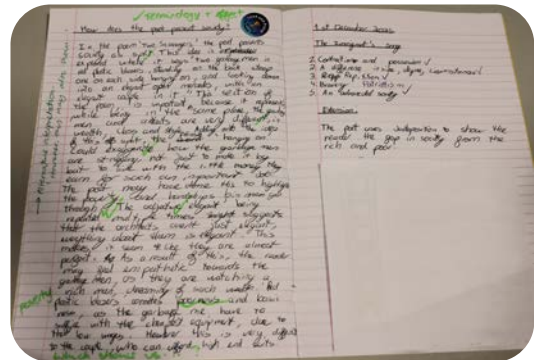
Dhruv K (Y7)



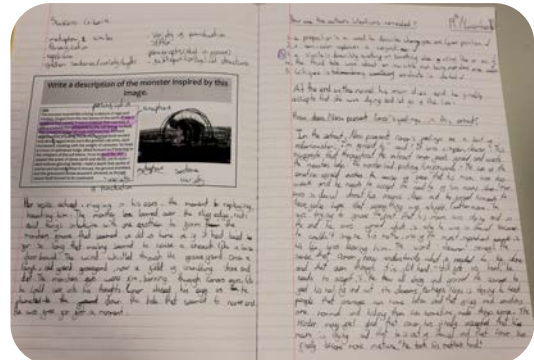
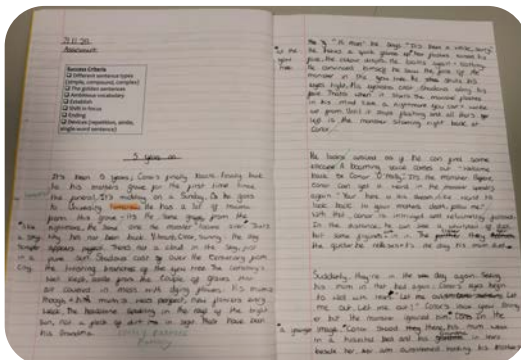
Dhruv K (Y7)



Sam K (8X4)

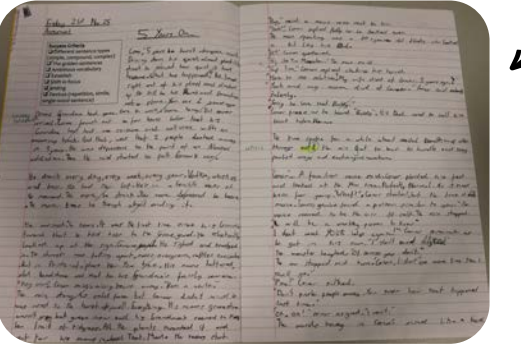


Abi C (8Y1)

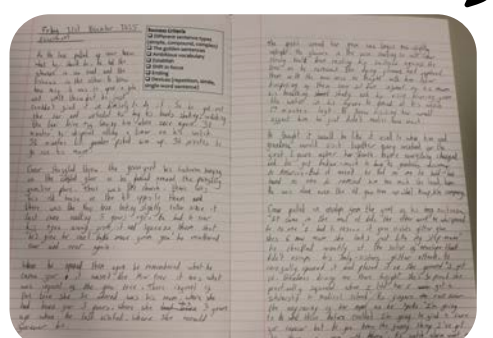


Temperance W (8Y1)

Daniel F (8Y1)



Willow W (8Y1)



Charlie W (Y7)



Geography



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YEAR 7

September to December

Year 7 students began their Geography journey by exploring the world's countries, continents, and oceans, while also learning how to use an atlas effectively. They have investigated different types and sizes of settlements, examining what features and services are typically found in each. Following this, students have taken an in-depth look at slums, focusing on Dharavi—India's largest slum—and consider the challenges and opportunities involved in slum regeneration. The unit has concluded with a study of urbanisation, looking at the positives and negatives of living in a megacity.

YEAR 8

September to December

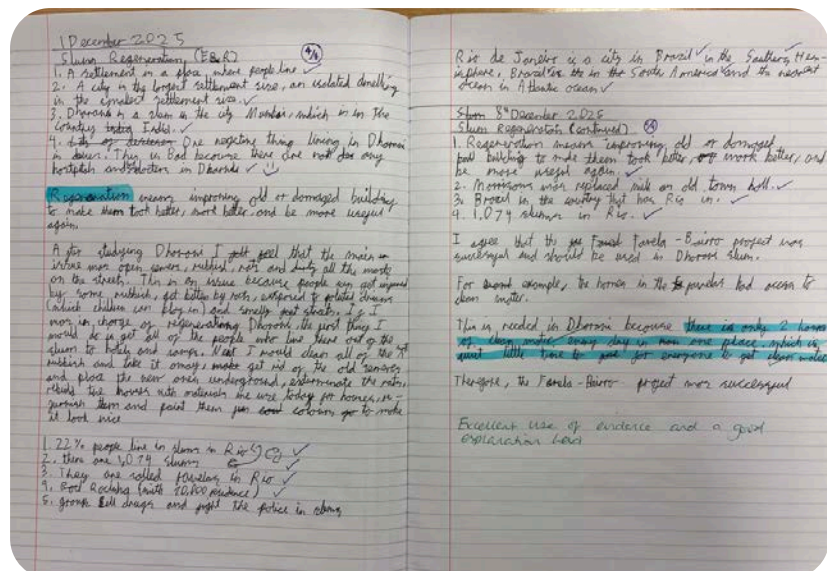
This term, Year 8 students have explored the fascinating topic of Population in Geography. Learning how to interpret choropleth maps to identify patterns of population density across the globe, and investigate the reasons why some areas are more densely or sparsely populated than others. Students have examined how populations evolve over time, from traditional tribal communities to modern, high-income nations such as Japan. They have also evaluated the effectiveness and impact of various population policies, including China's One Child Policy and Bangladesh's 'Contraception Queens' initiative. To conclude the unit, students have delved into the challenges posed by Japan's ageing population, considering the social, economic, and political implications of demographic change.

YEAR 9

September to December

Year 9 Geography has taken off this year, focusing on Tectonic hazards under the headings of Earth, Water and Fire. From structure of earth to theories that have developed this and the realisation that it's not earthquakes that harm people but buildings do. Taking a look at different scenarios where students have to interpret how they would manage the risks and whether 'Wealth' is the underlying factor to how successful countries are coping. Moving onto Tectonics - Water, where formation of Tsunamis' start in the second half of the term followed by an in depth study of the 2004 Boxing day Tsunami.

Students have heard from the victims themselves in an anniversary documentary to reinforce the impacts and show empathy for anyone facing the full force of Mother Nature. To conclude the unit we have delved into Tectonics - Fire, understanding the key parts of the Volcano and why humans despite the risk still choose to live next to these volatile yet wonderous hazards.



History



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YEAR 7

September to December

Year 7 have kickstarted the year by asking the big question: what is History? We have analysed key historical concepts such as chronology, sources, interpretations and significance, whilst also focusing on how to write effective answers. Moreover, students have studied how William the Conqueror strategically won the Battle of Hastings and then swiftly consolidated his power over England. This has included examining motte and bailey castles, the feudal system, the Domesday Book and the Harrying of the North.

YEAR 8

September to December

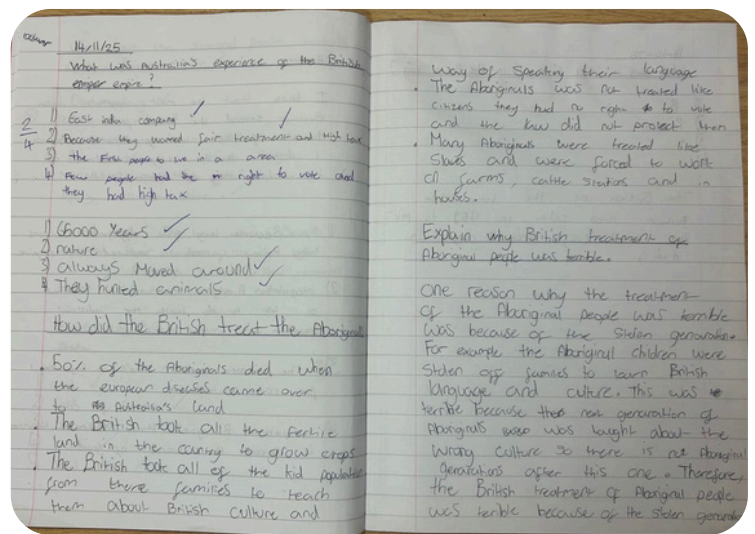
So far this year, Year 8 have been studying how power changed throughout the 1600s, examining the restoration of the monarchy, the unpopularity of James II and the Glorious Revolution. Next, students have looked at the rise and experience of the British Empire. Starting with the American Revolutionary War, we have studied how Britain lost the conflict and subsequently entered the Second Phase: a period of colonisation. This has included case studies on India, Jamaica and Australia, looking at the impact on native people.

YEAR 9

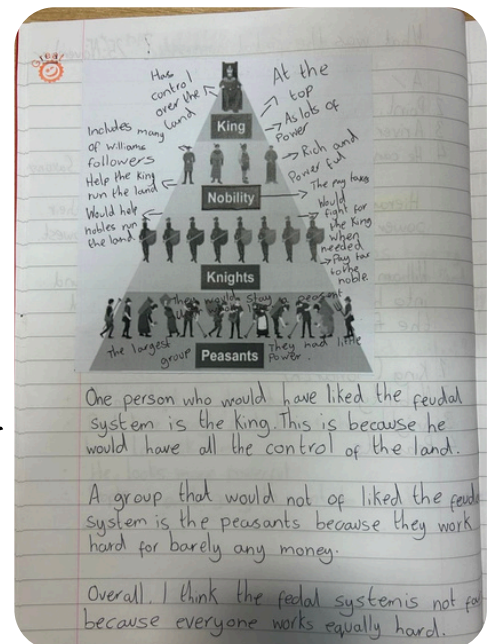
September to December

This year pupils have been studying the causes of WWI, with a case study focusing on the assassination of Franz Ferdinand. Subsequently, we have analysed the experiences of WWI including the barbaric nature of trench warfare, the deadly Battle of the Somme and how British soldiers were shot at dawn. Finally, we are analysing the consequences of this global conflict, including the Treaty of Versailles and the increasing rights for women.

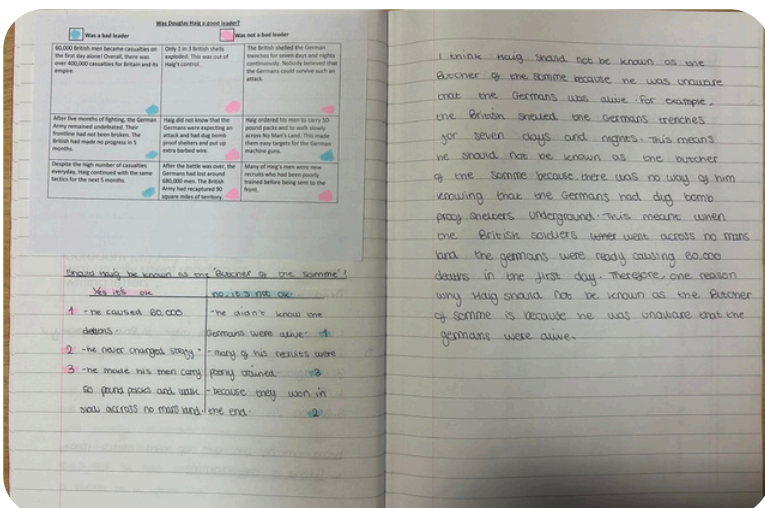
Y8 Oliver H



Y9 Chloe E



Y7 Ivy D



Maths



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YEAR 7

In Math's across Key Stage 3, students have completed four units of study in mathematics so far this academic year. We began with the Number 1 and Number 2 units, which covered factors, multiples, prime numbers, highest common factors and lowest common multiples, using a range of methods to develop fluency. Across Years 7 and 8, pupils have been developing their skills in simplifying expressions, expanding brackets, and factorising.

The final unit of this term has focused on Algebra, for many Year 7 students this was their first experience of algebraic concepts.

YEAR 8

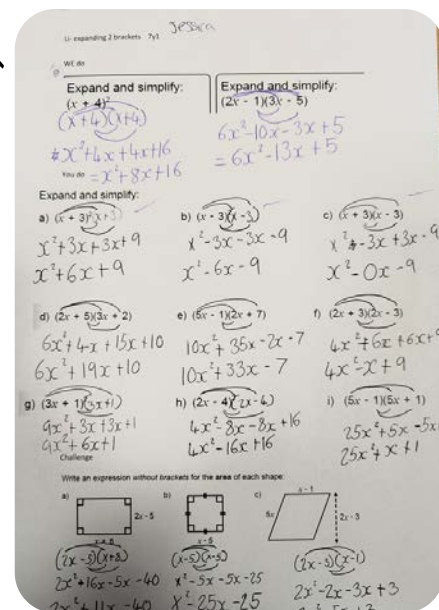
In Math's across Key Stage 3, students have completed four units of study in mathematics so far this academic year. We began with the Number 1 and Number 2 units, which covered factors, multiples, prime numbers, highest common factors and lowest common multiples, using a range of methods to develop fluency. This unit also introduced work with decimals and indices. Across Years 7 and 8, pupils have been developing their skills in simplifying expressions, expanding brackets, and factorising.

The final unit of this term has focused on Algebra.

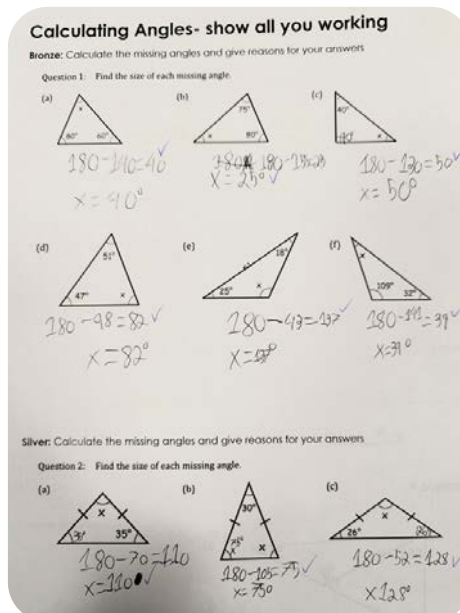
YEAR 9

In Math's, Year 9 pupils have moved on to the Geometry unit, focusing on angle reasoning—from calculating missing angles on a straight line and within polygons, through to Year 9 pupils being introduced to circle theorems for the first time. The final unit of this term has focused on Algebra. Some Year 9 students have progressed further to working with quadratic expressions.

Jessica S



Isaac B





YEAR 7

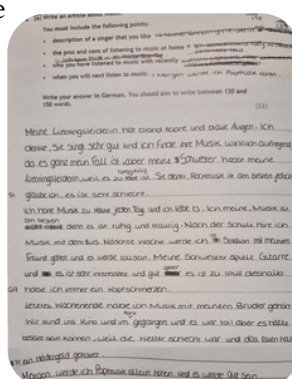
In Year 7, students have been continuing their studies of sound-symbol correspondences (the way sounds correspond to spellings in French/German), we have also been looking at how verbs change their endings based on pronouns, (this is called verb conjugation) and how adjectives can have a variety of endings based on the gender of the noun they describe, (we call this Gender/Case Agreement).

In learning about this, we have learned some vocabulary for colours, items of school equipment that we keep with us, pronouns and connectives. We have also continued to expose students to authentic texts via our DEAL (Drop Everything And Listen) activities, and heard some excellent reading out loud, which is an important exam skill for students once they get to GCSE level. Next term we will study the topic of **Family**.

Students have been introduced to www.sentencebuilders.com and www.edpuzzle.com, which are a couple of really important websites we use to develop vocabulary and listening skills and are both accessible to students outside of lessons via mobile phone or any web browser. Login details can be found on students' Knowledge Organisers inside their red books.

YEAR 8

Year 8 students have brought to a close their final term on the topic of Free Time Activities, which is probably the most frequently-used topic at GCSE level, as it can be used in conjunction with a variety of other topics. This term we have focused on learning about 3 tenses – past, present and future. We have learned about auxiliary verbs, past participles, infinitives and seen how these things look when referring to other people and learned a variety of time markers to clarify when we have done/will do things. These are some really important grammar points which will feature in every term until students leave school. Our next topic will be **Where You Live**.



Maisie W

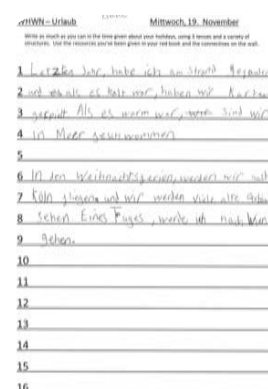
Students have been continuing their use of www.sentencebuilders.com and have joined their new class on www.edpuzzle.com, which we use to develop listening skills. Both websites are accessible to students outside of lessons via mobile phone or any web browser. Login details can be found on students' Knowledge Organisers inside their red books.

YEAR 9

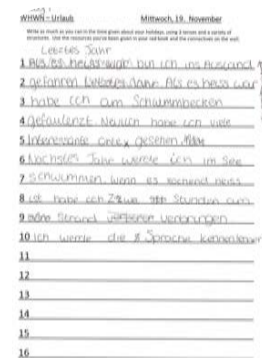
Our Year 9 groups have now completed their final term on the topic of Holidays and, like the Y8s, have been studying how we build sentences in the past/future tenses, and what this looks like when we refer to others. We have been studying comparative and superlative adjectives along with picking up more vocabulary on the topic of Holidays. Next term we will be moving to the topic of **Media & Technology**.

Following class changes over summer, students have joined their classes on www.sentencebuilders.com, <https://app.senecalearning.com> and www.edpuzzle.com, all of which we use to develop listening skills and vocabulary. Each of these websites is accessible to students outside of lessons via mobile phone or any web browser. Login details can be found on students' Knowledge Organisers inside their red books.

All KS3 students this term have been introduced to the **MFL Masters House** competition on www.sentencebuilders.com and have continued with the Big 180 House Competition, so there's anticipation building as the Houses attempt to catch Nightingale (last year's winners) when scores are announced in December.



Isaac U



Emily T

Music



YEAR 7

Musical elements

Year 7 have been working on a topic called 'Musical elements' this term. The musical elements are the key fundamentals of understanding music. They have been learning about how composers use the different musical elements to compose music. As well as listening tasks and describing the music they have been listening to, the students have been learning about the layout of the keyboard and keyboard skills, developing a performance piece for one of their key assessments this term. The musical elements feature in every single topic we study in key stage 3, so this is a brilliant way to start their musical journey at The Bolsover School.

YEAR 8

Blues

Year 8 have been developing their understanding of possibly the most important genre in popular music history. They have linked the cultural and musical aspects of Traditional African music and American folk music that brought us Blues music. The students have learned about how the African slave trade brought the music of Africa to America, Europe and influential Blues musicians such as Robert Johnson. Performance skills have been developed through the combination of learning and rehearsing the 12 bar blues chord sequence as well as the walking bass line. We will also be composing melodies using the pentatonic scale.

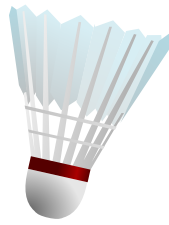
YEAR 9

Fusion music

Year 9 have been taken around the world this term. We have visited 3 different countries learning about the fingerprints of that country's dominant musical genre. We have learned how the music from each country has been created, taking features from different genres and these have been brought together to create something new...fusion! From Bossa nova to Reggae and even venturing into the genre of K pop, the students have learned the key features of each fusion genre and learned to play a piece of music from each genre.



PE



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September to December

KS3 PE Curriculum Newsletter (Autumn Term: September – December)

Core PE has continued to provide a rich and varied experience for all students. The PE Department remains committed to delivering a curriculum and enrichment programme that inspires, challenges, and celebrates every student. We are delighted to share the exciting progress your children have made in Physical Education this term. From September to December, KS3 pupils have explored a variety of sports and activities designed to develop their physical skills, teamwork and understanding of healthy lifestyles.

Sports Studied This Term

- Rugby – Focusing on passing, tackling and positioning, with an emphasis on safety and teamwork.
- Handball – Developing agility, coordination, and tactical awareness through fast-paced play.
- Fitness – Fitness challenges to improve cardiovascular health and learning about food intake and calories. Alongside learning about safety in a gym environment.
- Trampolining – Learning about safety in Trampolining. Developing basic jumps and landings, while building core strength.
- Football – Practicing control, passing, ball mastery and teamwork.
- Netball – Emphasis on footwork, passing accuracy and positional play.

Key Achievements

- Increased confidence and participation.
- Development of fundamental movement skills.
- Greater awareness of fitness and well-being.

Looking Ahead

Next term, pupils will continue to broaden their sporting experiences with new activities and opportunities to apply their skills in competitive situations.

Thank you for your continued support in encouraging your child to stay active and engaged in PE. Checking they have their full PE kit for each lesson ensures they are fully prepared and suitably dressed for the activity.

The Bolsover School PE Department

Inspiring Excellence Through Sport





YEAR 7

September to December

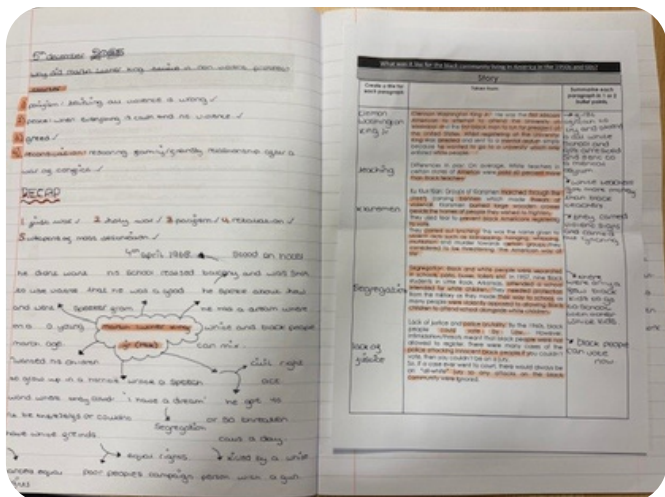
In Year 7, students began with an introduction to RE, as many of our students have never studied the subject before. We began by looking at the A-Z of religion, picking out some topics to cover in class, whilst the rest of the alphabet makes up the students homework for the year. Students have then moved 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

September to December

In Year 8, students started 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 have spent some time looking at Buddhism as a Dharmic tradition and world view. Students will discuss the difference between traditional Abrahamic religions, when we see God as a figure head and how this compares with a religion that does not have a traditional God figure.

Chelsee Mitchell - D

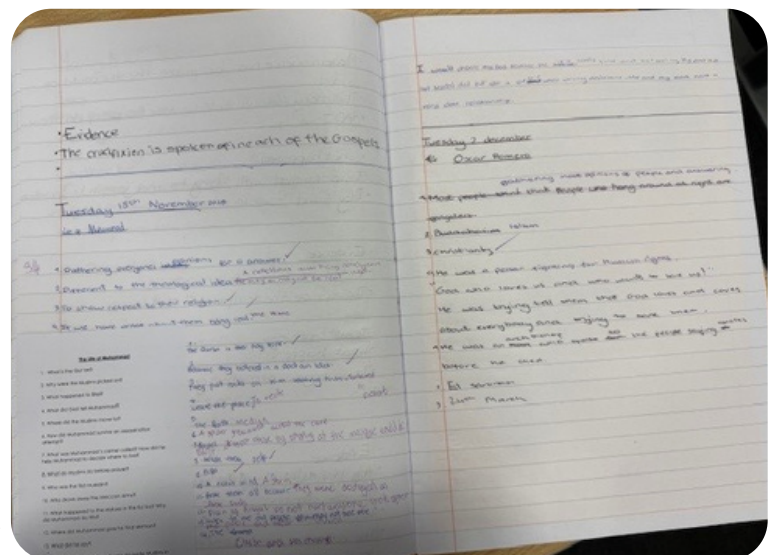
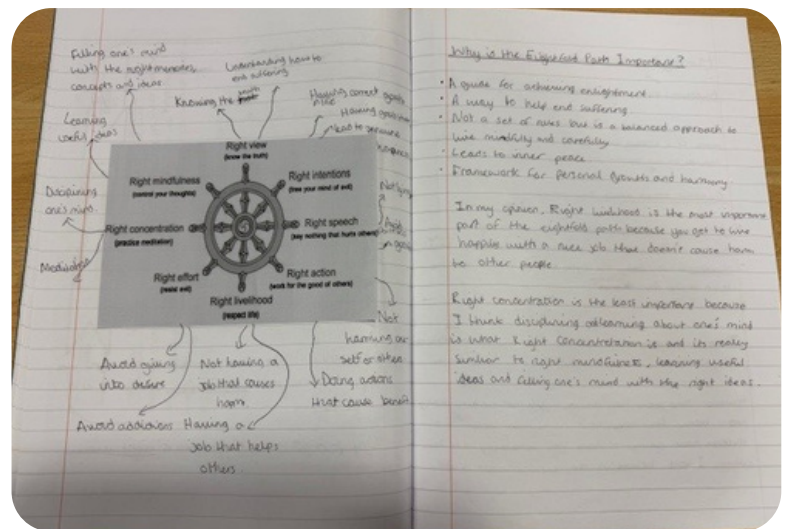


YEAR 9

September to December

Year 9 students have all begun studying for the AQA Short course GCSE – all students will be entered for the exam in the summer of Y10. They have started by looking at the module of Peace and Conflict, this has covered key religious and non-religious concepts such as pacifism and passive resistance. They have also looked at the idea of a Holy War and how non-religious people have dealt with the issue of peace-making. They have finished this module on the run up to Christmas looking at their first pure religion module; Christianity.

Bella Meades - C



Britney S

Science



YEAR 7

September to December

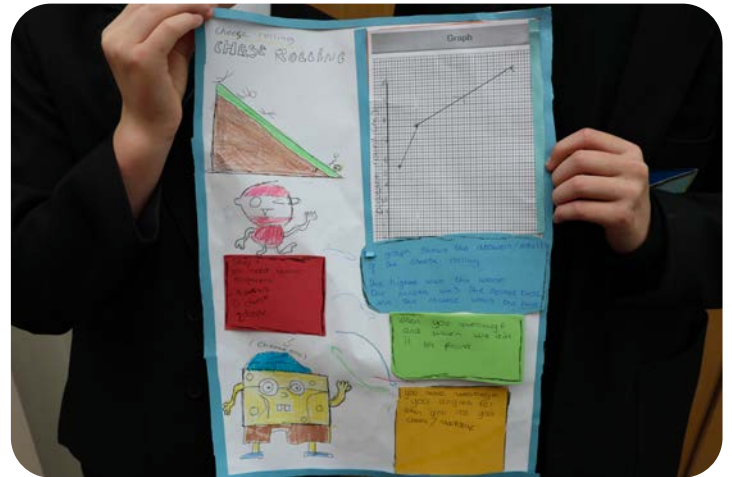
Students began the year by learning core scientific skills, such as planning investigations, choosing variables, collecting accurate data, and evaluating methods. In biology they explored how bodies work, from the skeleton and muscles to cells, tissues, organs and life cycles. In chemistry they learned about particles, states of matter, mixtures, solutions, solubility and techniques like filtration, crystallisation and chromatography. Physics lessons introduced them to forces, including gravity, friction, balanced and unbalanced forces, and how these affect motion. Altogether, Year 7 have built a strong foundation for confident science learning.



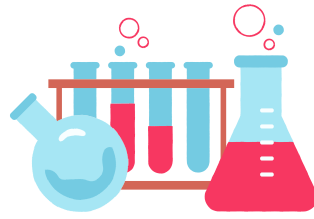
YEAR 8

September to December

Students started the year off and developed greater independence in practical science, designing and evaluating their own investigations. In biology they studied health, nutrition, lifestyle factors, and human and plant reproduction. Chemistry lessons focused on understanding chemical reactions, what causes them, and how to identify chemical change. In physics they explored energy stores and transfers, work done, power, efficiency, and the cost of running electrical appliances, as well as comparing renewable and non-renewable energy resources. Year 8 have grown into thoughtful young scientists with increasing confidence in explaining the world around them.



Science, continued



YEAR 9

September to December

In their final year of Key Stage 3, students' explored more complex scientific ideas as preparation for GCSE. In chemistry they learned how the periodic table is structured, why groups and periods matter, and what trends in reactivity tell us about elements. In biology they studied ecosystems, feeding relationships, competition, adaptations and the impact of human activity on biodiversity. Physics lessons covered heating and cooling, conduction and convection, insulation, and how materials respond to temperature change, before moving on to density, pressure, upthrust and buoyancy to explain why objects float or sink. Year 9 have developed deeper scientific reasoning and are well prepared for the transition into GCSE content.



Resistant Materials



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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YEAR 7

In Food, students have been learning about safe working practices involving food safety and hygiene. They have focused on wise food choices looking at the eatwell 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 the 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 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 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 on reasons why people choose to become vegetarians, types of vegetarians, alternative protein sources and the nutritional implications. 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 and puff pastry e.g. cinnamon swirls.



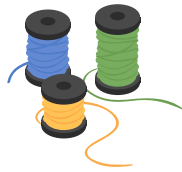
Food Technology, continued



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Textiles



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YEAR 7

In Textiles, students have been using a mixture of knowledge and practical skills to create a phone stand. Students have analysed a range of existing phone stands, created a mood board of ideas, experimented with block printing and tie dying and have learnt how to use a sewing machine.

YEAR 8

In Textiles, students have been using a mixture of knowledge and practical skills to create a character cushion. Students have studied different fibres and fabrics and developed skills in screen printing, pattern drafting, hand and machine sewing, applique and inserting a zip.

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.

