



Curriculum Newsletter

Easter Term 2026

Welcome

Dear Parents and Carers,

This term has been filled with exceptional achievements across The Bolsover School, with many students earning awards, recognitions and special commendations for their hard work.

One of our standout successes has been in Accelerated Reader, where Years 7 and 8 have collectively read over 50 million words. We are delighted to celebrate our growing group of reading millionaires, including eight half-millionaires, nine millionaires, and our first two multi-millionaires, Willow W and Umar A, who have set an incredible example for their peers.

We also congratulate the students who took part in the Redhill Academy Trust Book Awards, particularly Lavenia, Dhruv, Eden, Lacey and Emily, who all won awards for their creative responses to this year's shortlisted books.

Across the curriculum, students have continued to impress. In Art, outstanding work has been produced across all year groups, with students experimenting confidently with photography, tonal drawing, illustration and printmaking. In Drama, students demonstrated creativity and collaboration as they explored Commedia dell'Arte, Melodrama, Silent Film techniques and Noughts and Crosses.

Our Humanities students have shown curiosity and maturity—whether analysing migration in Geography, tackling medieval monarchs and the Industrial Revolution in History, or exploring major events of WWII.

In MFL, pupils have displayed strong commitment through the MFL Masters and Big 180 competitions, which celebrate vocabulary recall and language engagement beyond the classroom. A range of creative and practical awards also shines through in Technology, with students developing impressive products in Resistant Materials, Textiles and Food. Their assessed practical work—from rock cakes to pastry dishes, eco-speakers to character plush toys—demonstrates a high level of skill and independence.

Science Week brought further excitement as students across all year groups took part in hands-on forensic investigations, applying their knowledge with real focus and enthusiasm.

Finally, despite challenging weather, our PE students have shown resilience and commitment, developing skills across rugby, netball, trampolining and handball, with many demonstrating increased confidence, teamwork and leadership.

This term has shown just how much our students can achieve—whether through academic progress, creative expression or personal accomplishment. We are immensely proud of every one of them and look forward to celebrating even more success in the summer term.

Have an enjoyable and restful Easter break.

Miss R Bennett
Deputy Headteacher

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 Pupils have read over 24 million words collectively, with Year 8 surpassing 26 million. We continue to be rewarding 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 eight half-millionaires across both year groups. We also have nine-word millionaires. Willow W and Umar A are topping the charts by becoming our first multi-millionaires.

Mrs Morris' group of 12 students have just gone to the annual Redhill Academy Trust Book Awards. A selection of students have been reading from a shortlist of 6 books since October, which they have been discussing each week in their Book Award sessions. They then submitted their votes across a variety of categories, the winners of which were announced at the wonderful event at The Carlton Academy. During this event, students got to attend a session by the incredible Ben Davis (author of the Soup Movement), as well as to meet like-minded students from across the trust. The winners were announced, with *My Dog* by Olivia Wakeford taking the big prize – a wonderful book about a boy's unique bond with a dog called Worthington, which our group loved! Students also had the opportunity to create something based on one of the books, and a massive congratulations to Lavenia, Dhruv, and Eden, as well as Lacey and Emily, who all took away awards for their incredible creative tasks!

This has been such a wonderful experience, and we are all so proud of these students – some of whom are already excited for next year!

We celebrated World Book Day in March with a variety of events occurring in the Library! Students took part in a collaborative story-writing workshop, competed in a book-themed version of the quiz show Jeopardy!, and even took on Mr Hallam as the Chaser in a nail-biting edition of *The Chase*! It was a wonderful celebration of all things books, with staff going all-out with their costumes to inspire our students to get reading.

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.

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, to 19th century short stories like 'The Story of an Hour' that looks at themes of oppression and the history of women's rights. 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.

"The more that you read, the more things you will know. The more that you learn, the more places you'll go." - Dr. Seuss

Art



This term...

YEAR 7

Poly Printing: Zoomed-In Butterflies.

Year 7 have been developing their printmaking skills through a poly printing project inspired by the work of contemporary artist Damien Hirst. Students examined butterfly shapes and patterns under extreme zoom, exploring symmetry, colour, and texture. They started looking at the skills of tonal drawing using pencil by observing, shading and highlighting within the zoomed in wings- they then moved onto looking at monoprinting insects which was a huge success! Furthermore, they then transformed their designs into poly prints, learning key techniques such as: transferring designs into printing foam, layering colour and experimenting with repetition and composition. This project helped students build confidence in mark-making and print processes whilst learning about an influential British artist.

YEAR 8

Illustration Project Inspired by Tim Burton & Fergal O'Connor.

Year 8 have been working on a character-based illustration project, studying the distinct visual styles of Tim Burton, known for his expressive, gothic-inspired character art, and Fergal O'Connor, celebrated for his energetic use of colour and whimsical storytelling through everyday household objects converting them into a house. The aim of the project was to allow students to create their own front cover for their own fairy-tale. Students explored: self-portrait inspired character drawings, exaggeration and proportion for expressive effects, colour choices to convey mood and mixed-media approaches for their final outcomes. They concluded the project by creating their own illustrated scenes, combining narrative, atmosphere, and imaginative character design which they completed on a page with 3D aspects to make their fairy-tale come to life!

YEAR 9

Photography & Tonal Drawing Project Inspired by Karl Blossfeldt.

Year 9 have undertaken a photography and drawing project inspired by the renowned German photographer Karl Blossfeldt, celebrated for his highly detailed, magnified images of plants and natural forms. Students began by studying Blossfeldt's striking botanical photographs, producing tonal drawings that focused on: precision and detail, tonal range and shading, texture and natural form.

They then moved onto capturing their own photographs of nature, using close-up and macro-style approaches to mirror Blossfeldt's distinctive viewpoint. From these images, students developed: a refined observational drawing, physical edits and experimental manipulations of their photograph which led to their final piece based on their edited imagery. This project strengthened students' observational drawing techniques, photography skills, and their ability to explore nature through both traditional and experimental processes.

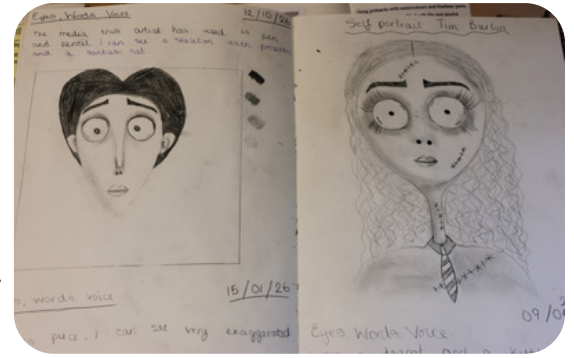
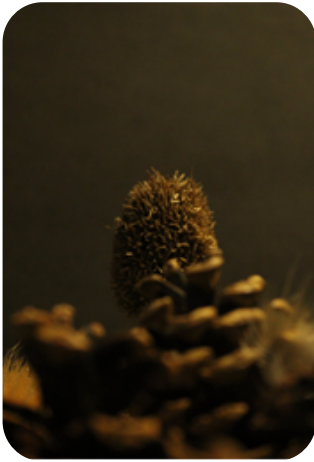


Art, continued

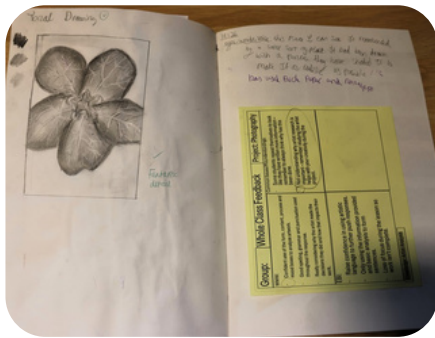


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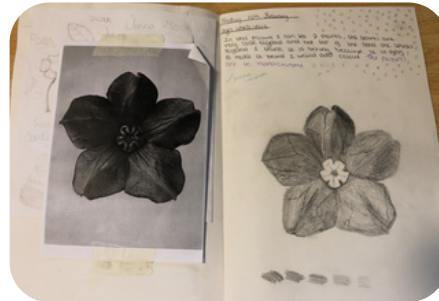
Year 9s natural forms lesson



Emily W



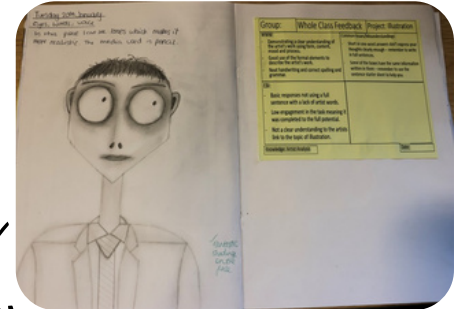
Lexi C 9X4



Anna M 9X2



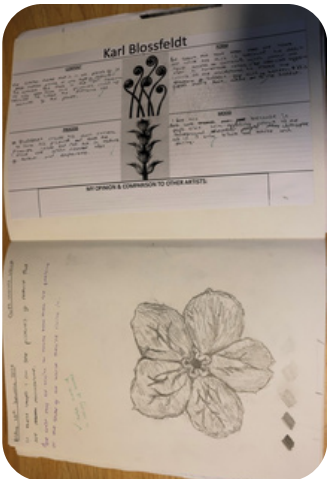
Harry B



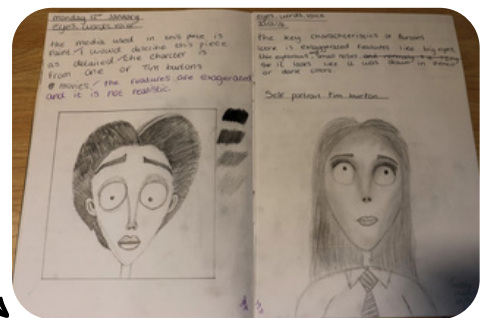
Noah S



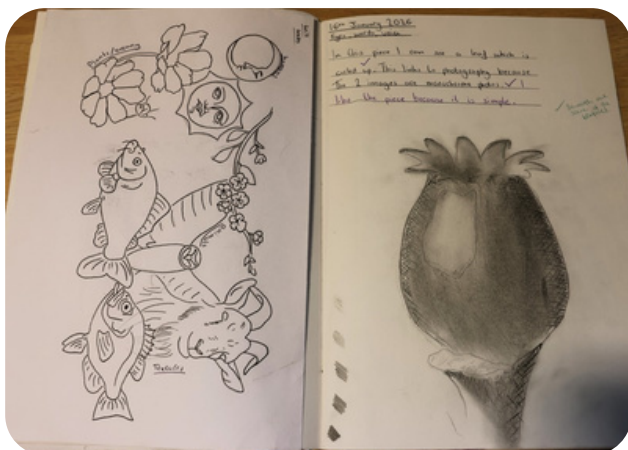
Sienna W



Tommy T



Ryleigh P



Will W



Computing



January to Easter

YEAR 7

Term 3

In the third term, students have been introduced to the internal and external components that make up a computer. They have explored how these parts function and discovered which elements influence a computer's speed and performance. To conclude the unit, students have been introduced to binary numbers - the fundamental language of computers - and have learnt why binary is the only system computers can interpret and process.

Term 4

In Term 4, students will explore the world of image editing using professional-grade software. They'll learn a variety of techniques to enhance images, including removing unwanted elements and adding layered details to create visually impacting results.

YEAR 8

Term 3

In Term 3, Year 8 students have begun their BITE (Business, IT and Enterprise) unit, gaining a foundational insight into GCSE-level business studies. They have explored core concepts such as branding, pricing strategies, and advertising techniques, developing an understanding of how businesses attract and retain customers.

Term 4

In Term 4, Year 8 students will build practical skills in Microsoft Excel, learning how spreadsheets are used to organise, analyse and present data. They will explore essential functions such as formulas, cell formatting, charts and data sorting, with a focus on real-world applications in business and everyday problem-solving.

YEAR 9

Term 3

In Term 3, Year 9 students have had their second BITE (Business, IT, and Enterprise) unit, building a foundational understanding of key concepts in GCSE-level business studies. Among the topics explored, students have examined revenue and cost calculations, as well as delved into the principles of market segmentation to understand how businesses identify and target different customer groups.

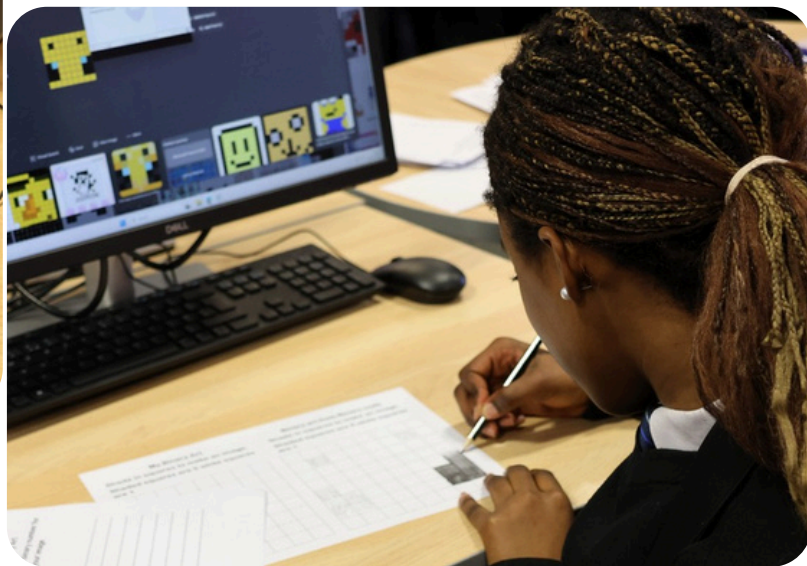
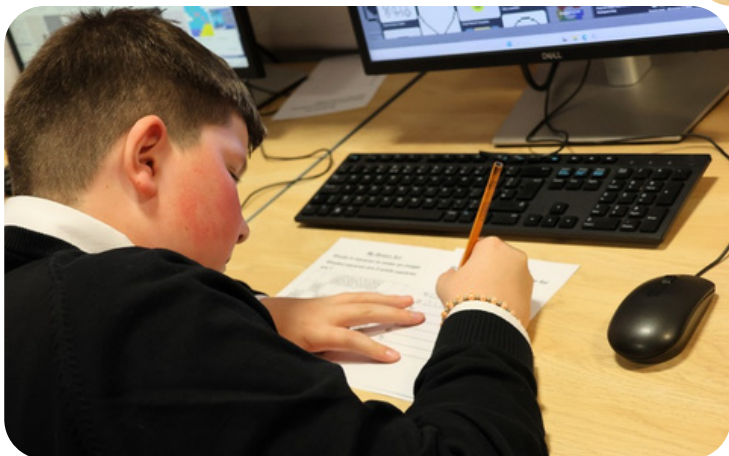
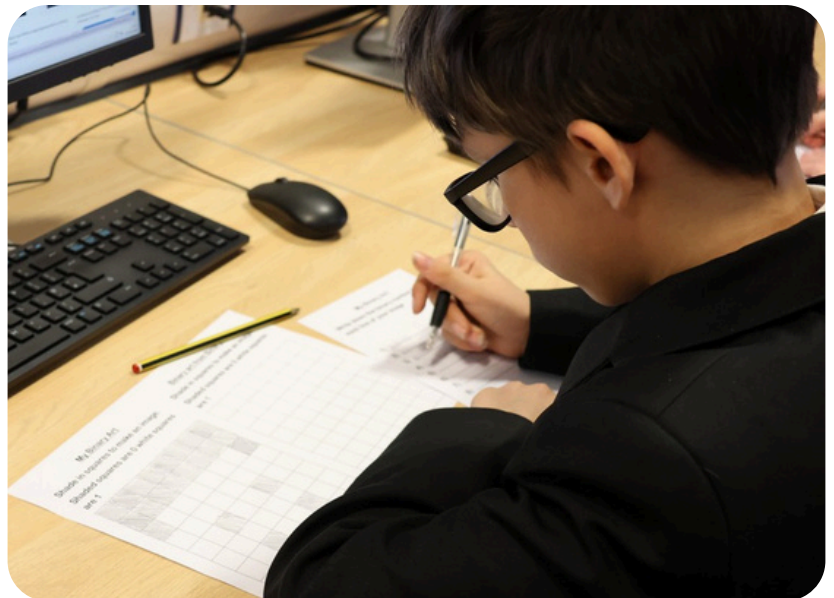
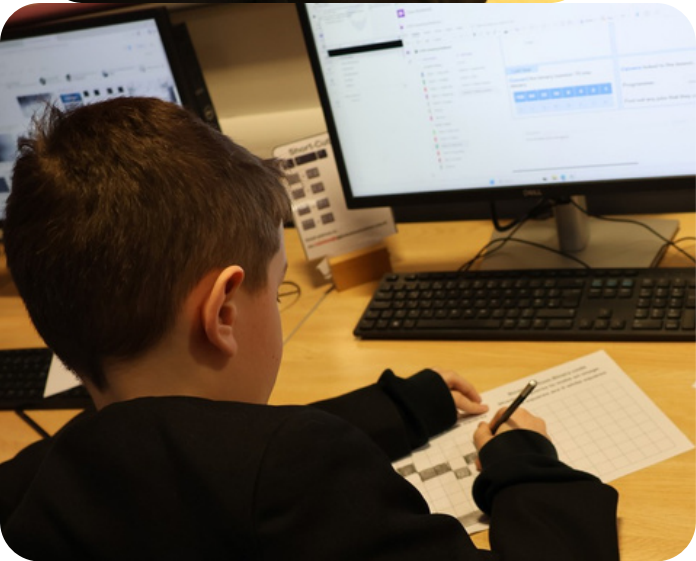
Term 4

In Term 4, students will begin learning the python programming language, using the PRIMM methodology (Predict, Run, Investigate, Modify, Make). This structured approach will guide them through the core principles of programming whilst covering all the basics of python - such as variables, data types, loops, conditionals and functions. Students will develop their coding confidence through hands-on tasks that build logical thinking and problem-solving skills.

Computing, continued




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Code your image 5 Minutes

You now need to code your image by writing down the binary number e.g. for the image here my code will be

1. 00111100
2. 01000010
3. 10100101
4. 10000001
5. 10100101
6. 10011001
7. 01000010
8. 00111100



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Drama



YEAR 7

January to Easter

In Year 7 Drama, students have developed their knowledge of theatre history from Pantomime and comedy, through to 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 developed their team work skills and built upon their confidence within the subject. We also focused on script work, slapstick comedy, coup de masque, lazzi, characterisation and word play.

YEAR 8

In Year 8 Drama, students have continued to build upon their dramatic skills through the genre of Melodrama and the study of Silent Movies. Through this scheme of work we 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.

YEAR 9

In Year 9 Drama, we have continued exploring the play Noughts and Crosses by Malorie Blackman. Through practical exploration of this play, we have worked on bringing this play to life in order 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.



Drama, continued



English



YEAR 7

January to Easter

Students have continued with their study of Henry V. This has been the students' first experience of studying Shakespeare at a secondary school level. The unit began with an overview into Shakespearian theatre, and then a focused look at some key scenes from Henry V. Students have had the opportunity to analyse the language of Shakespeare, as well as writing creatively.

Students will then move to Romanticism, where they start to develop their understanding of what motivates a writer/ poet and inspires them to publish material. Many links can be made to poems later in the curriculum. Key themes can be explored and revisited – nature, power of man etc. Students continue to develop inference skills and ability to write longer analysis answers, building on what students have done in primary. This will be continued after Easter.

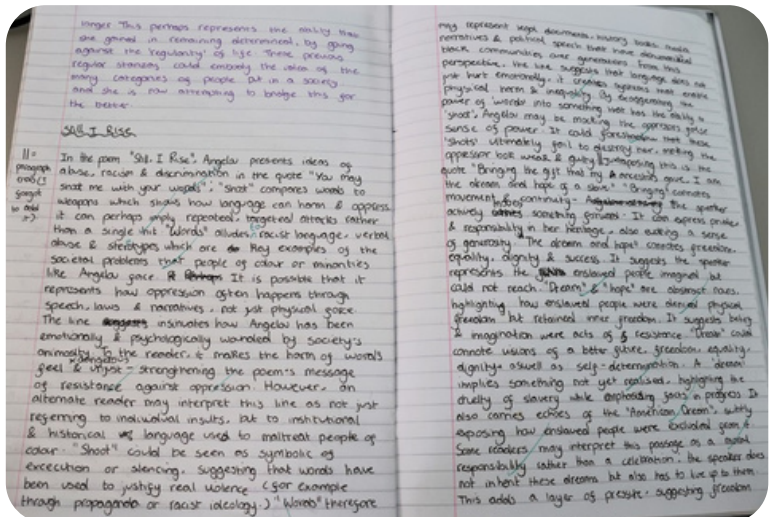
YEAR 8

Students began learning the text Blood Brothers. The text offers the first opportunity for students to study a play script other than Shakespeare, and so allows students to widen their understanding of how texts operate. The study of play scripts is also important for later on in students' journeys as they will study two plays at GCSE. The choice of Blood Brothers allows students to fully access the storyline so that they can engage in deciphering the conventions of script writing.

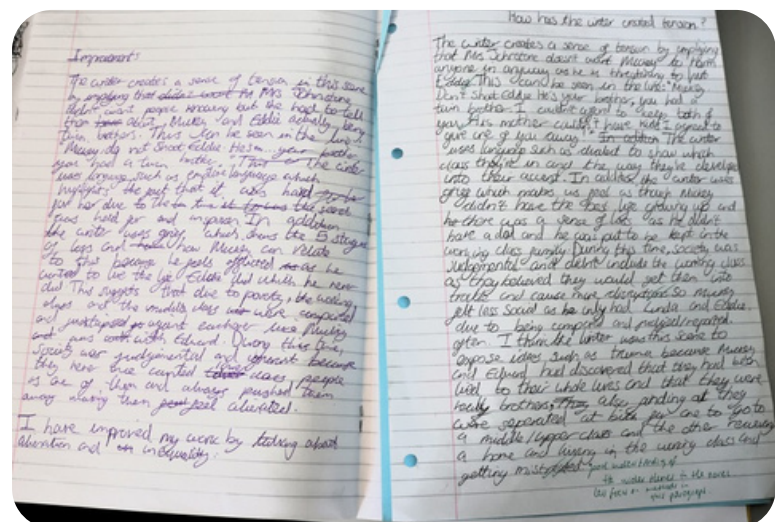
Isabelle A

YEAR 9

Year 9 students have been studying Romeo and Juliet, one of Shakespeare's most famous tragedies. The unit aims to build students' confidence with Shakespearean language while deepening their understanding of character, theme, and dramatic structure. They have also explored how Shakespeare presents different relationships, making comparisons with modern society and exploring his influences in modern writing. This also increases students' exposure to a classic work of literature, focusing on the analysis of language.



Sienna W



Isabelle A

Geography



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YEAR 7

January to Easter

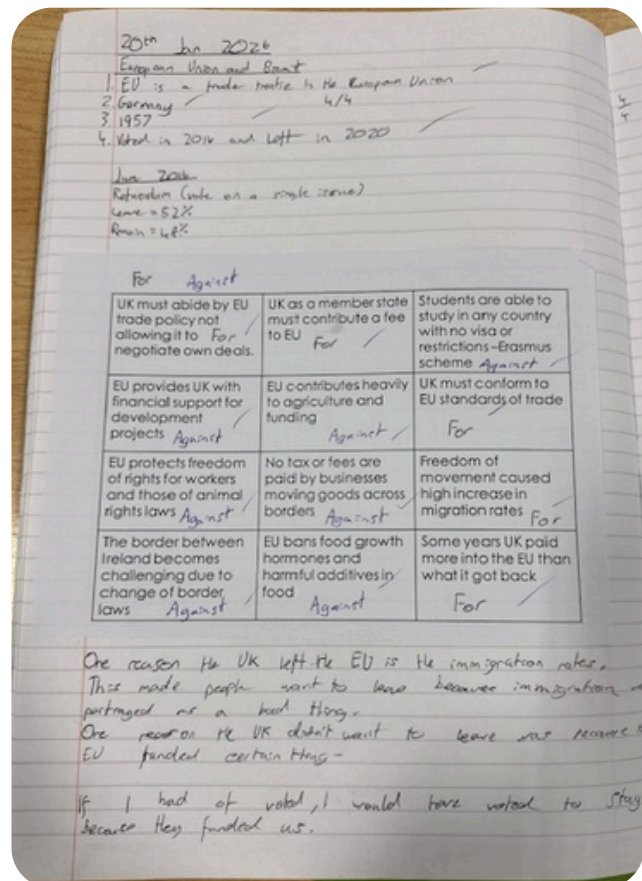
Year 7 Geographers started off looking at the local area and understanding why the population of Bolsover has grown since the 1800s. They looked at the mining heritage of the town and the new developments like the new housing in the area and facilities such as Morrisons and McDonalds. They then had to 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

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 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.

YEAR 9

Year 9 Geographers have been studying the topic Hazardous Weather. They have looked at the 'global atmospheric circulation system' which causes weather patterns and influences the formation tropical storms. They then looked at Typhoon Haiyan which caused the death of 8,000 people in the Philippines and how monitoring led to the evacuation of thousands more, saving their lives. They then moved on to look at the weather in the UK and what causes the variations we get. We have had to evacuate the school twice this academic year due to extreme weather.



Daniel F Y8

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.

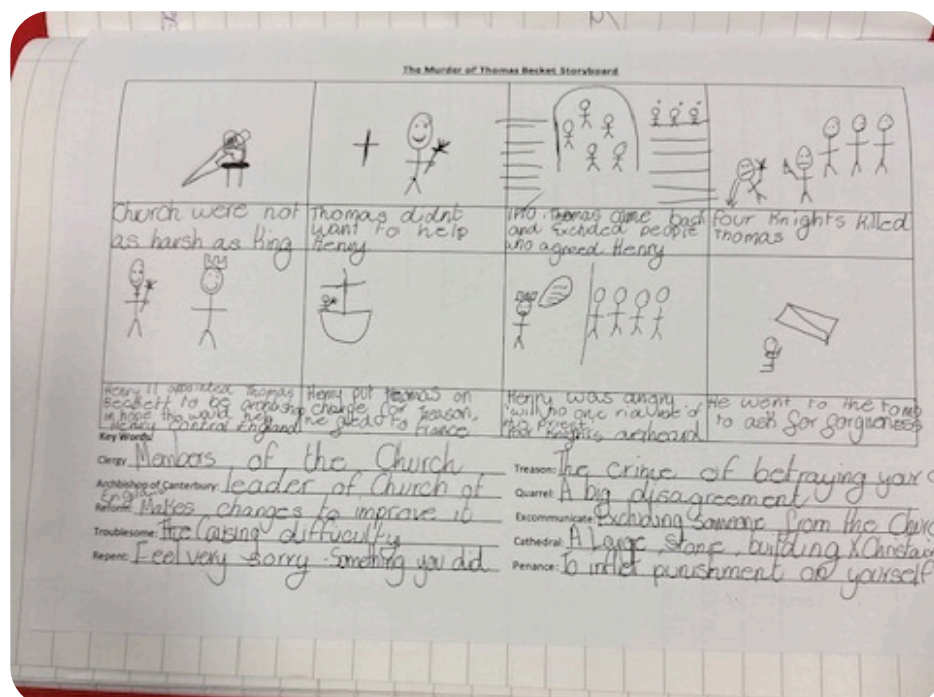
YEAR 8

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

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.

Esmee R Y7



Maths



YEAR 7

January to Easter

Over the spring term, KS3 pupils have been developing their confidence with a range of number and algebra skills. In Number, students have revisited and strengthened their understanding of fractions — looking carefully at how to add, subtract, times and divide them, as well as exploring equivalent fractions and making links between fractions, decimals and percentages.



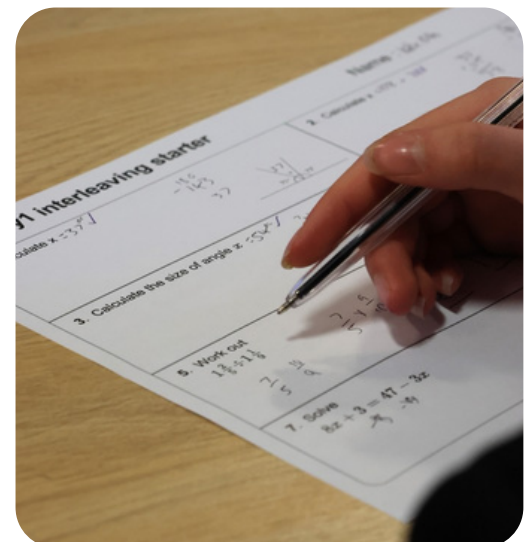
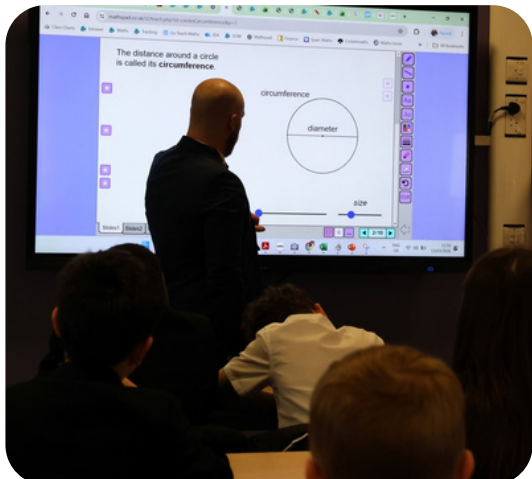
YEAR 8

In Algebra, classes have been working on solving equations and exploring how to compare and order numbers using inequality symbols. They have learned how to solve and represent simple inequalities, with some groups extending their work into more challenging problems. A number of students have also taken their first steps into solving simultaneous equations, using both substitution and elimination strategies.

YEAR 9

More recently, pupils have been applying their number skills in real-life contexts by working with percentages, ratio and proportion. They have practised finding percentages of amounts, sharing quantities in a given ratio, and using proportional reasoning to tackle problems such as scaling recipes or working out value-for-money comparisons.

Some Year 9 students have begun to explore direct and inverse proportion in more depth, preparing them well for the demands of GCSE Maths next year.





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.

YEAR 8

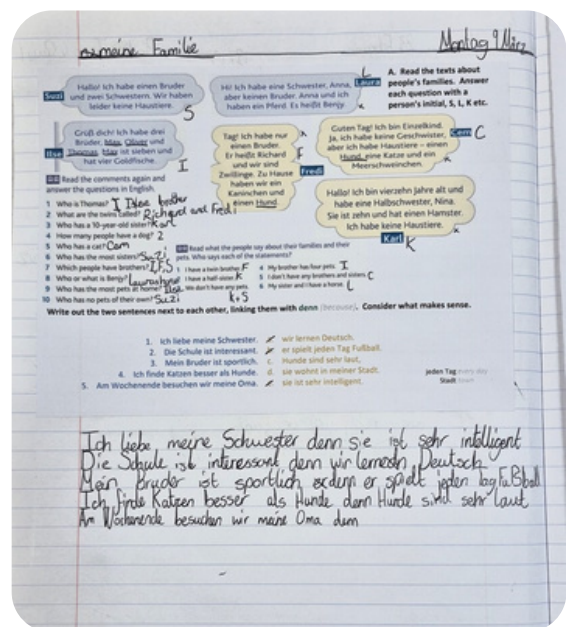
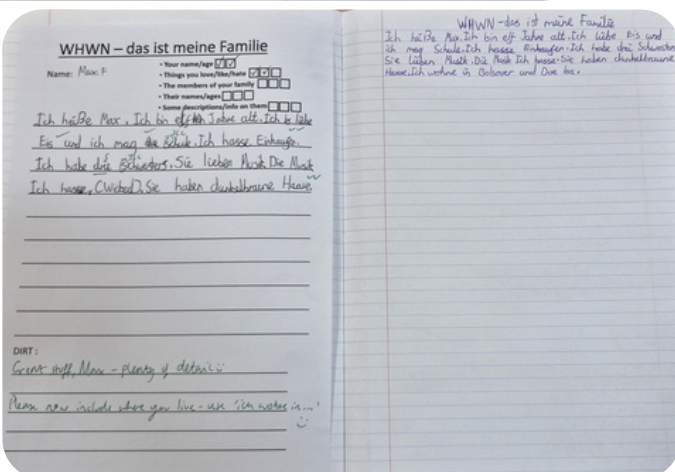
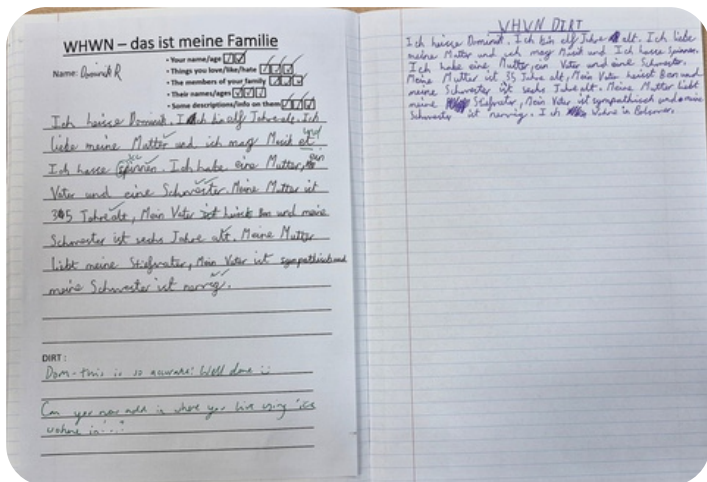
In Y8, students have been working on describing their home and town, as well as describing what they do to help at home, how they earn money and what they spend it on. When we return we will be working on the topic of Health, describing what we like to eat and drink and the things we do to stay healthy. 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.

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 delivering a new topic called "Celebrity Culture", which is designed to reinforce what we know about describing people and free time activities, whilst giving us the chance to learn a bit about French/German-speaking culture and some new tenses.

The end of this term for KS3 sees the closure of the MFL Masters 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 which Houses will respond to their big defeat in Term 3 and whether Peveril will continue their dominance so far!

Details are on Class charts if students wish to get involved. Keep an eye out for Term 5's competition on Class charts over the coming days!



Music



YEAR 7

Understanding the Orchestra

Our Y7 students this term have been learning about the development of the orchestra. We have learnt about how the orchestra has grown through the Musical timeline and studied its current form, learning about some of the most important composers along the way.

YEAR 8

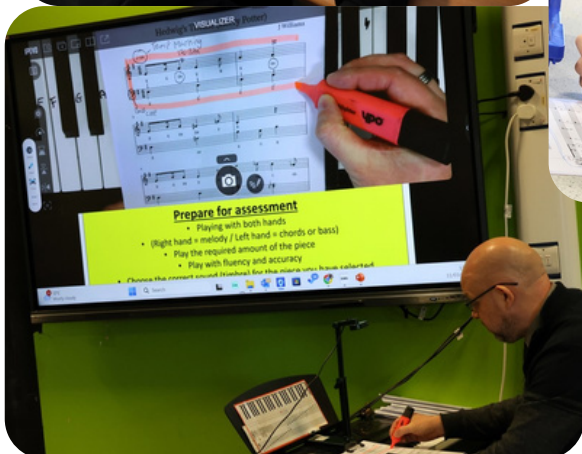
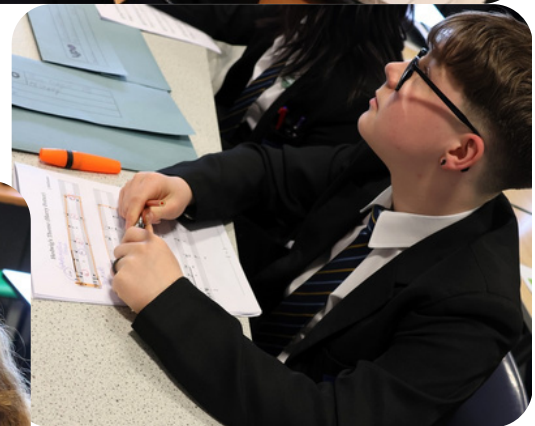
Film music

From Hans Zimmer to John Williams, Jaws to Harry Potter. Year 8 have been immersed into the world of film music from its early days of silent movies and live music, to orchestral scoring and now through to the use of music technology. This scheme of work has a big focus on understanding the theory of the music of each film and also looking at film music techniques such as Mickey mousing and leitmotifs.

YEAR 9

Music technology

Year 9 have been composing music using a very different method this term. We have been learning how to use the Digital Audio Workstation (DAW); Ableton. The students have been composing using MIDI and audio, learning the techniques of operating the software. We have also been learning how sound recording has developed from the late 1800's.



PE



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January to Easter

Core PE has been incredibly challenging this term due to the wettest Winter we have had for a long time. However, we have remained committed to delivering a curriculum and enrichment programme that inspires, challenges, and celebrates every student. Between January and March, 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.
- **Trampolining** – Learning about safety in Trampolining. Developing basic jumps and landings, whilst building core strength. Some students have progressed on to more advanced skills, such as somersaults.
- **Netball** – Emphasis on footwork, passing accuracy and positional play.

Key Achievements

- Increased confidence and participation.
- Development of fundamental movement skills.

Greater awareness of warm-ups/cool downs and well-being.

Looking Ahead

Next term, pupils will continue to broaden their sporting experiences with new challenges in Summer activities.

We would really appreciate your continued support in encouraging your child to stay active and engaged in PE. Checking they have their full PE kit (Including trainers) for each lesson ensures they are fully prepared and suitably dressed for the activity.

The PE Department





YEAR 7

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.

YEAR 8

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.

YEAR 9

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 started 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 looked at the key philosophical concepts in Islam such as the prophets and the angels and culminating in looking at belief in life after death.

Emily T Y9 GCSE work

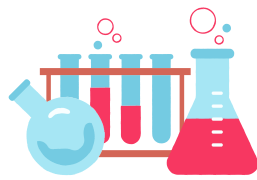
GCSE Practice – Sample Answer
Explain two reasons why religious believers should help victims of war.
Refer to scripture or sacred writings in your answer. [6]

One reason why Christians should help victims of war is to show love and compassion to those in need. This is because war can leave victims without homes, jobs or they may have lost loved ones and so need emotional support. Some Christians may feel that helping victims of war will help them get into heaven.

Another reason why Christians should help victims of war is because they want to follow the example of Jesus. This is because in the Bible it states that Christians should, "Love thy neighbour". This is reflected in the work of organisations such as Christian Aid who fundraise during Christian Aid week, sending out envelopes and collecting donations from people within the UK to support those in need.

FIRST REASON GIVEN (ONE MARK)	Show love and compassion to those in need.
EXPLANATION OF REASON (ONE MARK)	war can leave victims without jobs, homes, lost loved ones needing emotional support
SECOND REASON GIVEN (ONE MARK)	they want to follow the example of Jesus
TEACHING USED (ONE MARK)	love thy neighbour.
EXPLANATION OF REASON/TEACHING (ONE MARK)	Reflects in my love everyone around you.
LOCATION OF THE TEACHING (ONE MARK)	Reflects in the work of organisations. Bible

Science



YEAR 7

Spring

This term, Year 7 have continued building their scientific knowledge across biology, chemistry and physics. In biology, they explored cells in more detail, learning about their structure and the differences between plant and animal cells. In chemistry they investigated solutions and dissolving, including what affects how substances dissolve and how solutions can be separated. In physics they studied forces and motion, and later explored space, learning about the Earth, Moon, planets and the wider solar system.

During Science Week, students also took part in a fun forensic “whodunnit” investigation. They used scientific techniques such as measuring stride length and examining fibres under microscopes, to analyse evidence and identify the culprit, putting their observation and investigation skills into practice.

YEAR 8

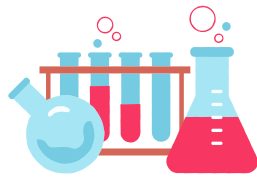
Spring

Year 8 students have explored a range of topics across biology, chemistry and physics this term. In physics, they investigated energy and movement caused by forces, looking at how energy is transferred and how forces affect motion. In chemistry, they studied acids and alkalis, learning about the pH scale and how indicators can be used to identify different substances. In biology they began learning about plants and key biochemical processes, including photosynthesis and respiration.

During Science Week, students also took part in a forensic-style “whodunnit” investigation. They used techniques such as chromatography to separate inks and pH testing to analyse evidence, helping them apply their scientific knowledge to solve the mystery.



Science, continued



YEAR 9

Spring

Year 9 students have been developing key physics knowledge this term, studying heating and cooling and exploring electricity and circuits, including how current flows and how components behave in a circuit. Alongside this, they have been building important academic skills by practicing scientific reading and completing research-style projects linked to GCSE required practical's, helping prepare them for the transition to GCSE science.

During Science Week, students also took part in a forensic-style "whodunnit" investigation. They carried out mystery powder tests to identify unknown substances and investigated Hooke's Law using strawberry laces, exploring how materials stretch under force while gathering evidence to help solve the case.



Resistant Materials

January to Easter

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

January to Easter

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 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 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, type 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.



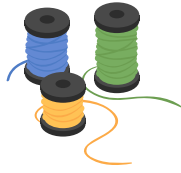
Food Technology continued,



THE BOLSOVER SCHOOL
Nothing but the best.



Textiles



January 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 dying, pattern drafting and sewing components into fabric.

