



Curriculum Newsletter

Summer Term 2026

Welcome



Dear Parents and Carers,

As we reach the end of another successful academic year, I am delighted to share with you some of the many achievements, experiences and opportunities that have enriched learning across The Bolsover School this summer term.

This newsletter celebrates the impressive progress our students have made across the curriculum. From Year 7 and 8 students reading an incredible 77 million words through Accelerated Reader, to creative achievements in Art, Drama, Music and Design Technology, our young people have continued to demonstrate enthusiasm, resilience and a commitment to excellence in all aspects of school life.

Across every subject area, students have embraced new challenges and developed valuable knowledge and skills. Whether exploring climate change in Geography, investigating scientific concepts in Biology, Chemistry and Physics, developing programming and game design skills in Computing, or studying significant historical events that have shaped the modern world, our pupils have shown curiosity, determination and a desire to learn.

We are equally proud of the many opportunities that have extended learning beyond the classroom. Highlights this term have included creative writing workshops with published authors, participation in the Redhill Trust Big Quiz, practical work across Food Technology, Textiles and Resistant Materials, live theatre studies in Drama, and opportunities for students to showcase their talents through sport, performance and independent project work.

Most importantly, this newsletter reflects the values that make our school community so special. Throughout the year, students have demonstrated creativity, ambition, kindness and perseverance, supported by dedicated staff and families who work together to ensure every young person can achieve their very best.

I hope you enjoy reading about the fantastic work taking place across our curriculum and join us in celebrating the achievements of our students. Thank you for your continued support throughout the year. We look forward to building on these successes and creating even more opportunities for our students in the year ahead.

I wish all our students, families and staff a safe, restful and enjoyable summer break.

Kind regards,

Miss R Bennett
Deputy Headteacher

Accelerated Reader

In Accelerated Reader (AR), students in Years 7 and 8 have continued to make excellent progress. In lessons, students have been testing on the books they have read, with AR tracking the number of words read as they successfully pass each quiz.

Since September, our Year 7 and 8 pupils have collectively read over 77 million words. This impressive achievement reflects the enthusiasm and commitment our students have shown towards reading throughout the year. Students have been rewarded with badges for becoming Half-Millionaires, Millionaires and Multi-Millionaires. Separate badges have also been awarded to pupils completing books from our Reading Passports, which feature a range of challenging and engaging reads for both KS3 and KS4 students.

We are continuing to celebrate the many pupils who have embraced reading and achieved impressive milestones on their journey to becoming Word Millionaires.

In Year 7, congratulations go to Dhruv K, Lesley L and Charlotte S, who have all reached Word Millionaire status this year. An even greater achievement has been reached by our Multi-Millionaires: Willow J, Emylia S and Umar A, who have each surpassed two million words read.

In Year 8, congratulations go to our Word Millionaires: Beth M, Lavenia K, Emelia P and Daniel F. Special recognition also goes to our Multi-Millionaires, Hope F and Willow W, who have demonstrated an exceptional commitment to reading throughout the year.

A group of Year 8 students also had the opportunity to take part in a creative writing workshop with Lisa Williamson, author of *The Art of Being Normal*. Students thoroughly enjoyed the experience and embraced the chance to develop their creative writing skills, working with a published author to explore ideas, character development and storytelling techniques.

We also hosted the Redhill Trust Big Quiz once again this year. Although we did not come away as winners, our team represented the school brilliantly, showing excellent teamwork, determination and literary knowledge throughout the competition. They should be extremely proud of their efforts.

In Year 9, students continue to have a weekly reading lesson that allows them to engage with texts linked to their curriculum studies. These lessons focus not only on developing reading skills but also on improving students' oracy, encouraging them to discuss texts thoughtfully and articulate their ideas with confidence.

As another successful year of reading comes to a close, we look forward to seeing even more students challenge themselves, discover new authors and continue their journey as enthusiastic readers next year.



Art

This term...



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YEAR 7

This term, Year 7 students have been exploring the theme of emotions through the exciting concept of “Emotion Monsters.” Inspired by the work of contemporary artist James DeRosso, pupils have investigated how colour, shape and texture can be used to express different feelings in creative and imaginative ways. Students began by studying DeRosso’s vibrant and expressive monster illustrations, discussing how artists communicate mood and personality through exaggerated features and bold design choices. They then developed their own unique “emotion monsters,” experimenting with drawing techniques and refining their ideas in preparation for a 3D outcome. To conclude the project, students will be creating clay pinch pots inspired by their original emotion monster designs. This will give them the opportunity to build on their practical skills, learning key ceramic techniques such as shaping, joining, and adding surface detail.

YEAR 8

This term, Year 8 students have been working on an imaginative Metamorphosis project, exploring the transformation of one object into another. Drawing inspiration from the surreal and thought-provoking work of artist M.C. Escher, pupils have examined how imagery can shift and evolve in unexpected and creative ways. Students have focused on transforming an eye into a fish, carefully studying how to blend forms seamlessly while maintaining realism. Through this process, they have developed their understanding of tonal drawing, learning how to use shading to create depth, shape and a strong sense of form. In addition, pupils have refined their use of oil pastels, experimenting with colour blending and texture to produce vibrant and detailed fish designs. This combination of tonal work and colour application has enabled students to create striking final pieces that demonstrate both technical skill and imaginative thinking.

YEAR 9

This term, Year 9 students have been exploring the theme of identity, considering the question: What makes us who we are? As part of this project, pupils have taken inspiration from the work of artist Martin O’Neill, whose artwork often reflects personal experiences and individual stories. Students have created thoughtful and personal pieces that reflect their own identities, incorporating elements such as childhood toys, memories, and meaningful objects. This has encouraged them to think deeply about their own experiences and how these can be represented visually. A key focus of the project has been developing collage techniques, with students layering images, textures and materials to build rich, expressive compositions. Alongside this, they have refined their use of pencil crayons, focusing on blending, detail and colour control to enhance their work. They will be looking at completing a final piece based on their identity that will include a mixed media approach.



Art, continued



Year 8 fish



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Year 9



Year 7 emotion monsters



Fear



Computing

Easter to Summer



YEAR 7

Term 4

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

Term 5

In Term 5, students will be introduced to the fundamentals of programming through the block-based language Scratch. They'll explore key concepts such as variables, inputs and loops, gaining hands-on experience through guided activities. By the end of the term, students will apply their knowledge independently to design and develop their own interactive game, showcasing the full range of programming skills they've acquired.

YEAR 8

Term 5

In Term 5, we have investigated how networks connect people and devices across the world. The students have examined different network topologies, including Mesh and Star structures, and explored common networked devices such as routers, switches and servers. Students have also been introduced to the concept of packet switching – learning how data is broken into packets and routed across the internet to its destination.

Term 6

In Term 6, Year 8 students will explore creative programming using Python Turtle. They'll learn to write and execute code that directs a virtual 'turtle' to move across the screen, drawing shapes and patterns with precision. This hands on unit helps reinforce key programming concepts such as sequencing, loops and coordinates, while encouraging experimentation and design thinking through artistic coding challenges.

YEAR 9

Term 5

In Term 5, students have been introduced to databases through the use of Microsoft Access. They have learnt the fundamental components of database systems, including fields, records, reports and forms. To apply their understanding, students have designed and created their own Top Trumps-style-database, organising information and presenting it effectively through customised forms and reports.

Term 6

In Term 6, students will dive into game development using MakeCodeArcade, applying their creativity and problem-solving skills to design their own top-down maze game. Through this hands-on project, they will deepen their understanding of core computing principles including event-driven programming, inputs and outputs, coordinates and positioning, loops and conditionals and algorithmic thinking.

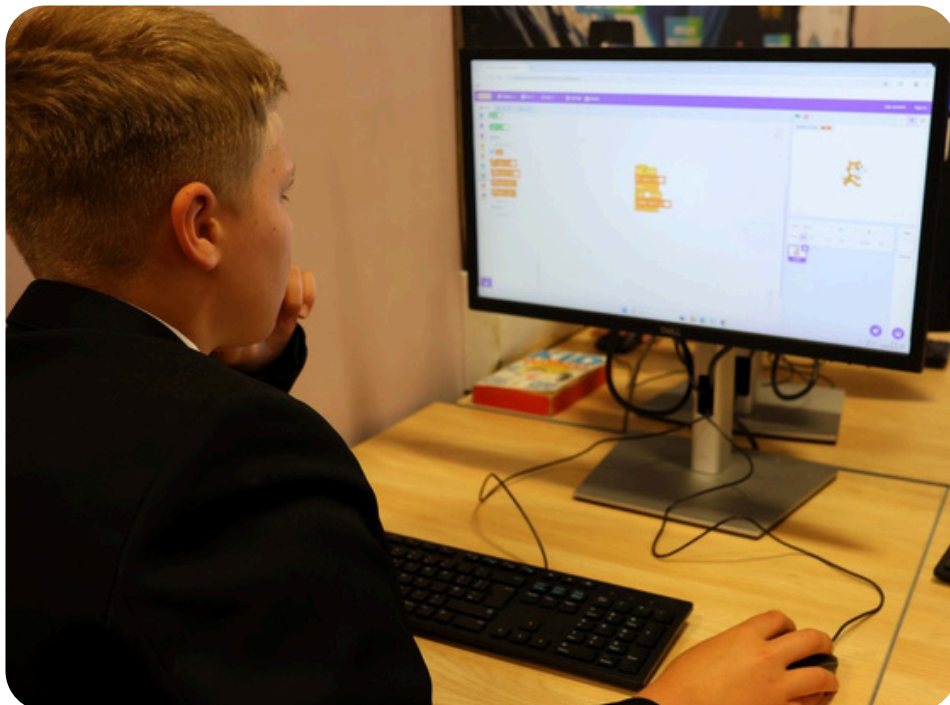
Students will also strengthen their debugging skills as they test and refine their games. Once complete, they'll have the exciting opportunity to play their creations on handheld gaming consoles – bringing their ideas to life through code.



Computing, continued



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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 will learn how to choreograph a routine, exploring the key conventions of both dance and physical theatre through sport. Students will be 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 a continued study of Melodrama, students 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 will 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 also endeavours to lay the foundation for the later more in-depth study that is required for GCSE Drama and it aims to also promote the spiritual, moral, cultural, mental and physical development of students at The Bolsover School.



English



YEAR 7

Easter to Summer

Students continue to finish the Romanticism unit, showing an understanding of what motivates a writer/ poet and inspires them to publish material. Key themes such as power of nature and power of man are explored and students continue to develop inference skills and ability to write longer analysis answers, building on what students have done in primary.

Students will finish the year studying *The Weight of Water*. This scheme of work will be an immersive reading scheme. The English and Media centre conducted research into immersive reading in 20 different schools and immersive reading schemes have been proven to increase progress and reading ages. Whole class reading will take priority in the lessons and students will explore big ideas such as identity, loss, friendship and bullying.

Key vocabulary includes: aggrieved, alienated, adversity, immigration, insecure, deceived, multiculturalism, inclusion, independence and victim.

YEAR 8

Easter to Summer

In April, students began studying *Richard III*, focusing on key extracts from the play which allows for detailed investigation of key themes such as power, lies, deceit, family and gender. Studying extracts rather than whole texts means that we have supported students in their understanding of Shakespeare. A strong understanding of the entire plot has been built in.

Key vocabulary includes: Machiavellian, conniving, fiendish, sadistic, duplicitous, primogeniture, derogatory, deceitful, unscrupulous and legitimacy.

Students end the year on *The Gothic*. This unit will build on the context of Victorian England; deceit and deception; good and evil and the sublime. It will also develop knowledge and understanding of the features of gothic literature that will prepare students for their 19th century text. Students will then see how this contrasts with modern day gothic when exploring extracts from *The Woman in Black*.

Key vocabulary includes: nefarious, menacing, trepidation, minacious, inexplicable, enigma, vengeful, ostracism, angst, perturbed.

YEAR 9

Easter to Summer

In April, students completed a Writing Short Stories unit. Students have read an engaging short story and used 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 to describe. They have developed their spelling and vocabulary and crafted their writing, focusing on what they are using and the effect of this through punctuation, sentence forms, style and form.

Key vocabulary includes: ritual, beguile, malevolent, jovial, profusely, intemperate, merciless, inscrutable, buoyant, tenacious.

Students finish the year with studying *Jekyll and Hyde*. This text allows students to engage with the Victorian era, considering how this has an impact on how writers write. The text also allows for students to access more challenging vocabulary as well as more challenging ideas such as duplicity, human nature, ambition and morality, which sets them up nicely for studying *A Christmas Carol* in Y10.

Key vocabulary includes: obfuscate, duality, troglodyte, repression, transgression, aberration, insidious, eminent, depravity, iniquity, peccadillos.

English, continued



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How does Stevenson use Utterson's viewpoint to create mystery about Jekyll in chapter 3?

Firstly, in this chapter, Stevenson creates mystery by creating a juxtaposition of Utterson and Hyde. The quote "where Utterson was liked, he was liked well". The word 'liked' is significant because it almost makes it out to say that it shows the type of person he is. Taking this further, "where" may show that Jekyll wasn't.

polite respectful nice
loyal Good human arrogant kind helpful understanding

no respect for others
liars
bad human
unkind
rude
angry
not empathetic
Transgressive
not sincere
selfish

A-Both
B-made evil.
C-
In my opinion, I believe that people are a mix of both being born evil and good (naturally). I think this as from Extract A it quotes that 'if part of the brain does not function normally, a person may struggle to control violent impulses', meaning it's not their fault but the upbringing can change this as people who haven't got a fully developed brain still choose 'good' as

Emily T 9X3

Friday 12th June 2026
Victoria London Description

1) Source type? Although it was raining, we went for a walk, and we enjoyed it.
2) What is the author's purpose?
3) What is the author's tone?
4) What is the author's style?
5) What is the author's message?

1) Context: Victoria
2) Purpose: to describe the city and its people
3) Tone: positive, nostalgic
4) Style: descriptive, vivid
5) Message: to show the beauty of the city and its people

lots of people
more people
building
roads
houses
shops
lots of people
more people
building
roads
houses
shops

Victoria London Description

The Capital of Britain, lying in the south of the country, is a city of great beauty. It is a city of many people, and many streets, and many houses. It is a city of many things, and many people, and many streets, and many houses. It is a city of many things, and many people, and many streets, and many houses.

Lucy R 9X3

Wednesday 1st July 2026
The Weather

1. They're going to the top of the mountain but don't have much food.
2. Social awkwardness is when you treat a group of people.
3. This is called Calisthenics.
4. The 1 was a dark day with storms, though the ground is used to create the weather.
5. Machiavelli.

YOU DO: thick, damp sea-mist that had come rolling over the marshes and enveloped everything...

How is weather used in Twain?

Twain constructs the weather to be threatening, chaotic, and relentless as seen in the quote 'thick damp sea-mist that had come rolling over the marshes'. Twain uses the noun 'rolling' which suggests it is coming and going. In addition, the word 'thick' suggests it is a sense of being stuck in the weather. Twain also uses the word 'damp' which suggests it is a sense of being stuck in the weather. Twain also uses the word 'thick' which suggests it is a sense of being stuck in the weather.

Eva 8X4

Millie 7X1

Wednesday 1st July 2026
The Weather

1. The weather is very hot and sunny.
2. The weather is very hot and sunny.
3. The weather is very hot and sunny.
4. The weather is very hot and sunny.
5. The weather is very hot and sunny.

HORRIFYING MURDER
BROKE OUT DOWNTOWN

INNOCENT BYSTANDER HAS BEEN BRUTALLY MURDERED UNDER MYSTERIOUS CIRCUMSTANCES!

A series of unusual events broke out in the heart of London during the day. A man was seen walking alone at night under the moonlight in one of the most prestigious neighborhoods. He was seen, and he was killed. The man was brutally beaten to death while taking a peaceful night stroll.

Isabella S 9X3

12 November 2015
The Weather

1. The weather is very hot and sunny.
2. The weather is very hot and sunny.
3. The weather is very hot and sunny.
4. The weather is very hot and sunny.
5. The weather is very hot and sunny.

The weather is very hot and sunny. The weather is very hot and sunny. The weather is very hot and sunny. The weather is very hot and sunny. The weather is very hot and sunny.

Geography



YEAR 7

Easter to May

Following Easter, Year 7 Geographers explored our Global topic, researching a variety of ecosystems around the world, including tropical rainforests, hot deserts and polar regions. Students investigated how plants and animals have adapted to survive in these environments and considered the impacts that human activity can have on fragile ecosystems.

May to Summer

Year 7 are now studying their final Geography topic of the year: Settlements of the Future. This engaging unit encourages students to think critically about the way we live and the global challenges faced by society. They are exploring climate change and the greenhouse effect before investigating innovative solutions for creating more sustainable communities. Students are drawing inspiration from successful examples in places such as Singapore and Curitiba, examining how these cities are using sustainable practices to improve quality of life and reduce environmental impact.

YEAR 8

Easter to May

After Easter, Year 8 began their Water topic. Students started by exploring the water cycle before examining how water is stored in glaciers and ice sheets. They investigated the effects of climate change on these environments and then moved on to study rivers and the landforms created by erosion, transportation and deposition. As part of their learning, students created pop-up waterfall models in their books to help them understand the processes involved in waterfall formation.

May to Summer

Year 8 are continuing their Water topic and have now progressed further downstream in their river studies. They are currently taking a closer look at flooding, its causes and the range of management strategies used to reduce risk. Students will then follow the river's journey to the coast, where they will investigate coastal landforms and processes. As part of this work, they are also exploring the growing issue of plastic pollution in our seas and oceans and considering how more sustainable choices can help protect these vital environments.

YEAR 9

Easter to May

During this half term, Year 9 Geographers studied the important topic of Climate Change. Students examined the evidence that climate change is occurring and explored both natural and human causes. They considered the significance of climate change in today's world, particularly in light of increasingly frequent extreme weather events and the ongoing global debate surrounding climate action and sustainability initiatives.

May to Summer

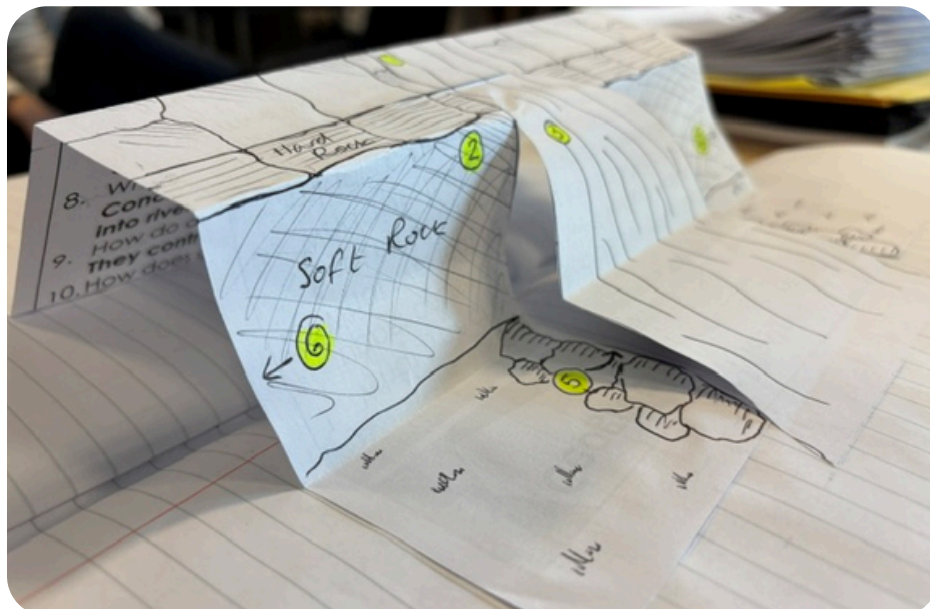
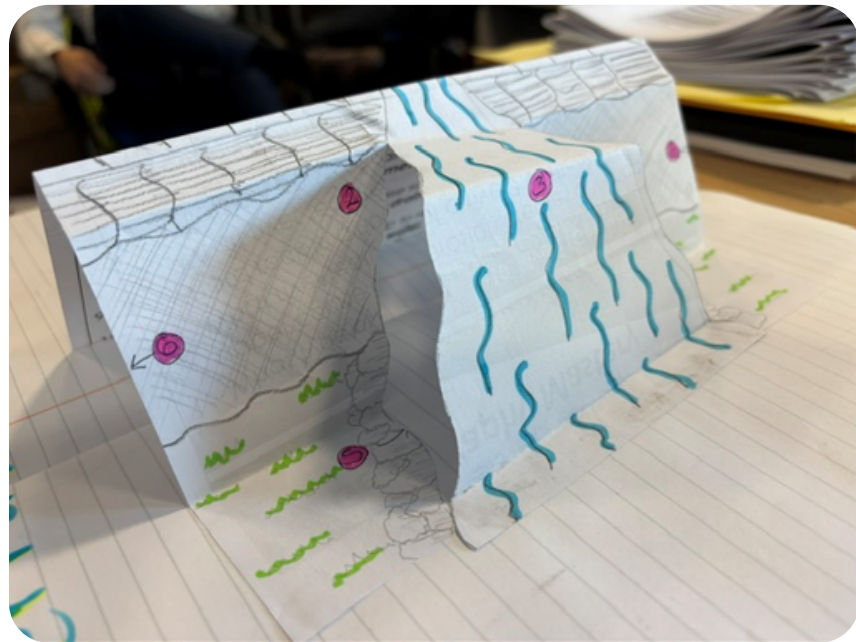
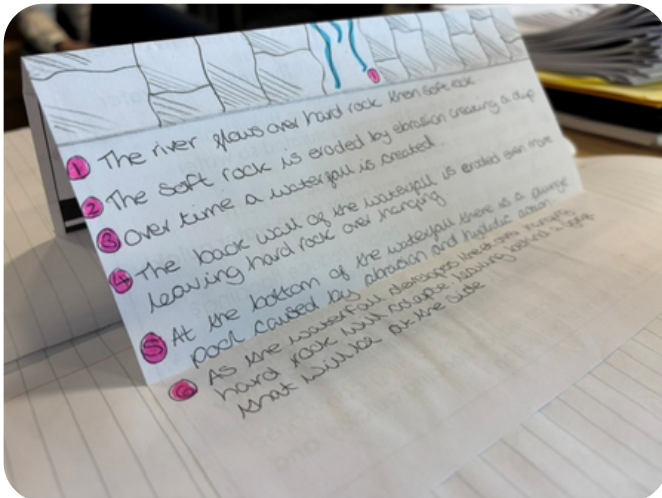
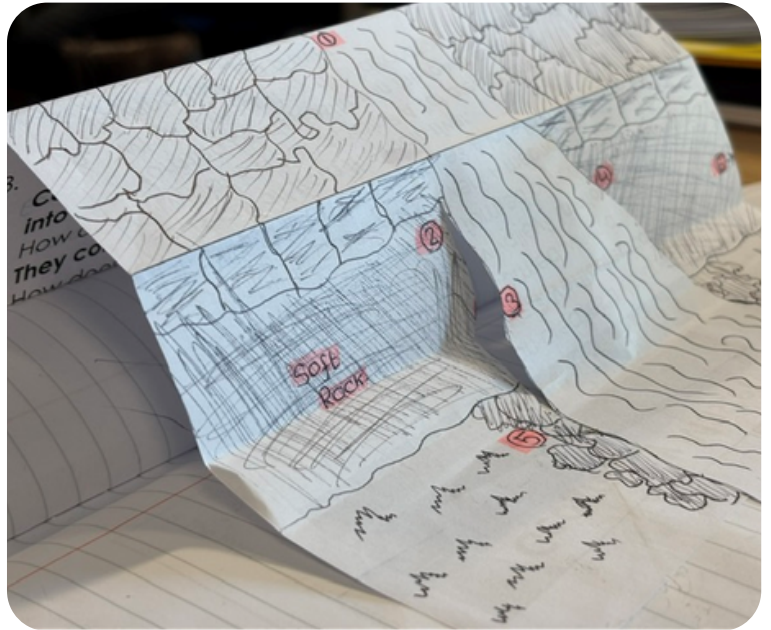
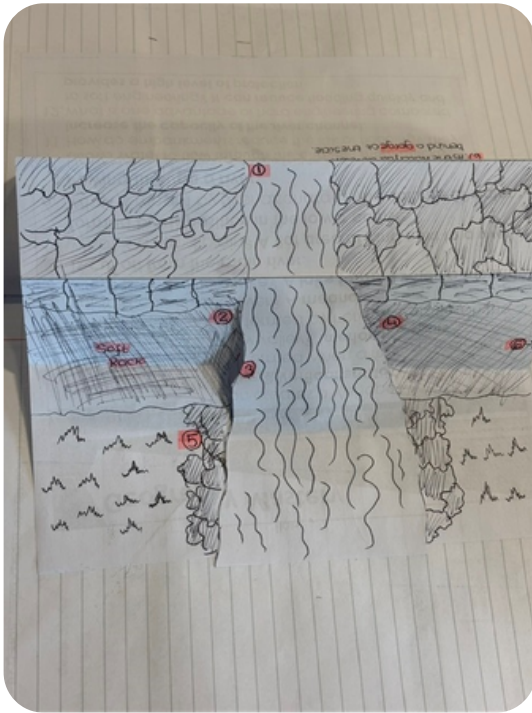
Year 9 are continuing their study of Climate Change, focusing on how societies can both adapt to and mitigate its effects in order to reduce future impacts. Later in the term, students will begin their final mini-topic, Resource Management, where they will investigate how access to essential resources varies across the world. They are exploring how these differences influence standards of living, quality of life and opportunities for development in different countries.

Geography, continued



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Year 8 Geography Waterfall Photos



History



YEAR 7

Easter to May

After Easter students studied Tudor England. This started with analysing the reputations of Henry VIII as a 'Terrible Tudor' and Mary I as 'Bloody Mary'. Next, students have studied Elizabethan England, looking at entertainment, education, poverty and the origins of the British Empire. Finally, pupils have learnt about the succession of power to James I and the birth of the Stuart era. This has included a case study on the infamous Gunpowder Plot.

May to Summer

Y7 will continue their chronological studies of English history with the English Civil War. This includes reasons why tension and conflict developed between Charles I and Parliament, the development of the New Model Army, the Battle of Naseby and the execution of the monarch. Lastly, pupils will look at Oliver Cromwell's time in charge of England as Lord Protector, including his actions in Ireland.

YEAR 8

Easter to May

Following the Easter break, we looked at how politics shaped the UK, starting with the development of democracy in the 1700s all the way through to the Great Reform act of 1832 and the political position of women. Next, students have studied the Industrial Revolution, looking at Richard Arkwright's Cromford Mill and urbanisation across Britain.

May to Summer

Year 8 have been looking at Victorian England, with case studies on living conditions, workhouses, education, Jack the Ripper and the lives of black and LGBTQ+ people in these times. To reinforce their knowledge, they have been practicing 15-mark questions, in which students are asked how far they agree with a certain statement. This has helped them to develop their argument making skills, just like a historian.

YEAR 9

Easter to May

Y9 spent the term after the Easter break moving away from main land Britain by looking at the events of the Cold War. Students learnt about the Marshall Plan and development of NATO. They have looked at case studies on the Korean War, Vietnam War, Space Race and Cuban Missile Crisis. These are crucial events which help students to increase their understanding of the world today.

May to Summer

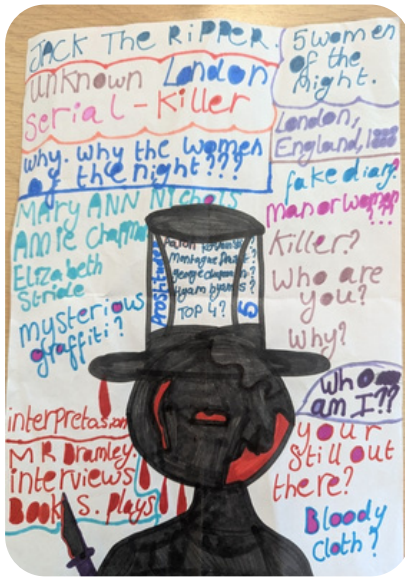
Y9 have finished their KS3 by looking at key events which have shaped modern-day Britain. Famously, the loss of empire, Notting Hill Riots, Bloody Sunday and Miners' Strikes are all analysed, to help see the impact these have had on our country today.

History, continued



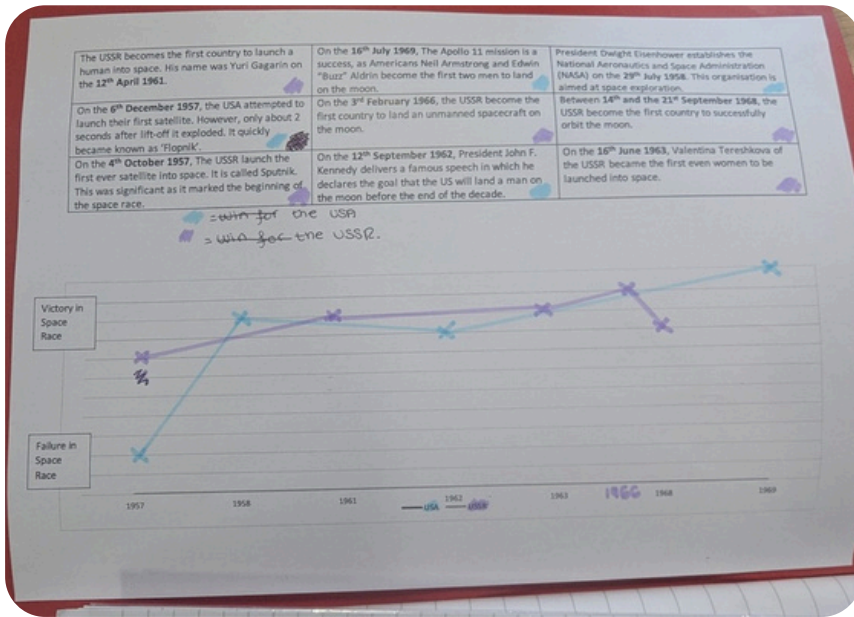
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Summer-Mae T



Person	What POSITIVE aspects of life in Victorian England for Black people does their life help us understand?	What NEGATIVE aspects of life in Victorian England for Black people does their life help us understand?
Samuel Coleridge-Taylor	Wrote 14 symphonies and 140 songs, including the 'Song of the Emancipated'.	Despite his success, he was still considered a 'coloured man' and faced discrimination.
Sara Forbes Bonetta	First female doctor in the British Empire. She was a pioneer in medicine and nursing.	Despite her achievements, she was still treated as a 'coloured woman' and faced discrimination.
Elizabeth, Sarah and John Peters	Elizabeth was a nurse and Sarah was a domestic servant. John was a domestic servant.	Lived in a small, crowded room in a tenement house in London. Elizabeth was a nurse and Sarah was a domestic servant.
Mary Seaman	Wrote 'The Slave's Friend' and 'The Slave's Advocate'. She was a pioneer in writing about the lives of Black people in America.	Wrote 'The Slave's Friend' and 'The Slave's Advocate'. She was a pioneer in writing about the lives of Black people in America.
Prince Bamba	Prince of the Fula people in Senegal. He was a warrior and a leader.	Some people in England thought he was a 'coloured man' and he was treated with discrimination.
Joseph Johnson	Wrote 'The Rights of the Coloured Man' and 'The Rights of the Coloured Woman'. He was a pioneer in writing about the rights of Black people.	Wrote 'The Rights of the Coloured Man' and 'The Rights of the Coloured Woman'. He was a pioneer in writing about the rights of Black people.
The female servant of Oxford Street	Wrote 'The Rights of the Coloured Man' and 'The Rights of the Coloured Woman'. She was a pioneer in writing about the rights of Black people.	Wrote 'The Rights of the Coloured Man' and 'The Rights of the Coloured Woman'. She was a pioneer in writing about the rights of Black people.

Evie-Taylor H



Chloe E

Education in Gloucester England 21 April 2020

- 1) APPEL, Point, Evidence Explain Link ✓
- 2) Edward VI & Henry VIII ✓
- 3) Rich, powerful served in feudal system ✓
- 4) Henry 8th introduced the royal navy which has helped us in wars up to the
5. current day and probably will always.

Middle class boys

- learnt gowns, langes, robes, philosophy / RE
- Girls learnt dancing, song, music, horse riding, games
- boys - did games, horse riding, archery, swimming
- Middle class girls went to dame schools
- Served on goods, sew and mechanical work
- Dame schools were run by local educated women
- Provided very basic education

Middle class boys

- Private Grammar schools
- No girls, they were sons of wealthy but not rich
- For "bright" boys from well-off families
- 1560 - 42 schools - 1570 - 72 schools
- Most of population
- taught from Parents / Gods, manual labour
- later labourers

Middle class girls

- No education
- No education

Katie E

Maths



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YEAR 7

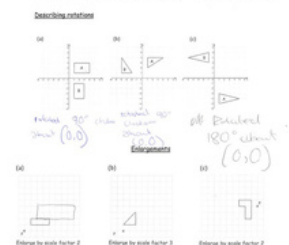
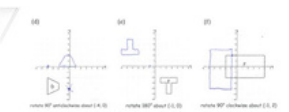
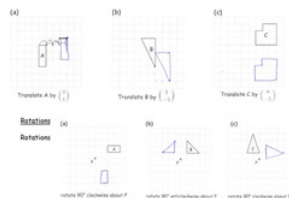
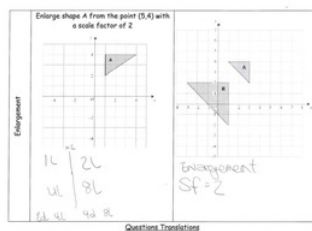
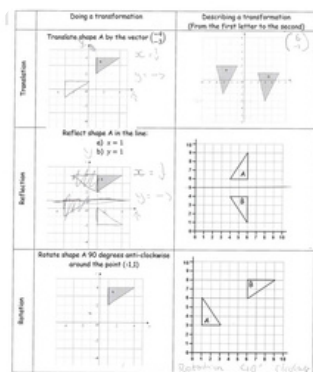
During the summer term, KS3 pupils have focused on geometry, developing their understanding of 2D shapes and learning how to calculate area and perimeter accurately. Students have practised applying formulas to a range of shapes and have worked on selecting the most appropriate methods when solving problems.

It has been pleasing to see students growing in confidence and applying their mathematical knowledge across different topics.

YEAR 8

Some students have also been introduced to Pythagoras' Theorem and trigonometry. They have used these skills to find missing lengths and angles in right-angled triangles and have begun to see how different areas of mathematics connect with one another.

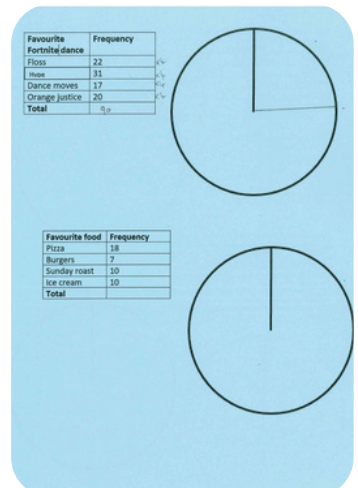
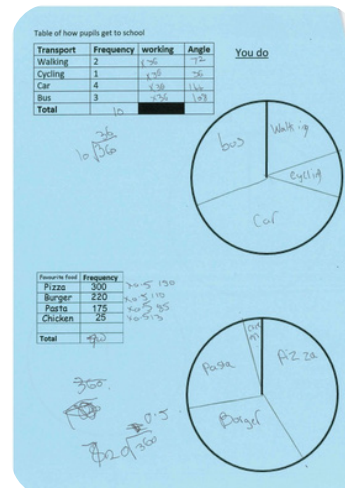
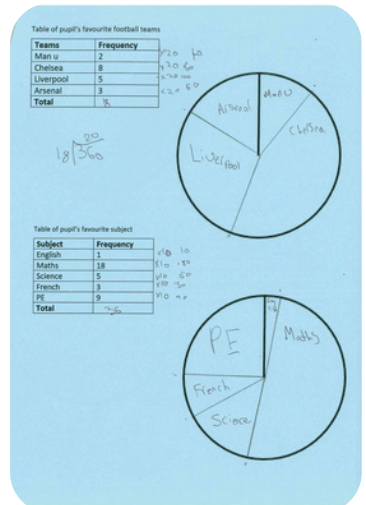
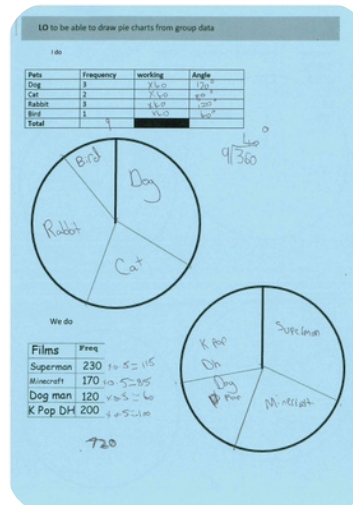
It has been pleasing to see students growing in confidence and applying their mathematical knowledge across different topics.



YEAR 9

In statistics, pupils have continued to develop their skills in collecting, displaying and interpreting data. They have worked with a variety of charts and graphs and have practised calculating and comparing averages, including the mean, median and mode.

It has been pleasing to see students growing in confidence and applying their mathematical knowledge across different topics.





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, the school rules (using modal verbs) 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.

WHWN – Mon collège jeudi le 4 mai

Name: Zara W

- Your lessons ☐ ☐ ☐
- Your school building ☐ ☐ ☐
- Your uniform ☐ ☐ ☐
- Your opinions and reasons ☐ ☐ ☐

Salut! Moi, j'aime mon collège. Collège généralement mais parfois c'est très barbant et nul. Je pense que les maths, ce n'est tellement une perte de temps. Tandis que j'adore le théâtre! C'est alors amusant et passionnant! Dans mon collège il y a une grande cantine et une petite bibliothèque. Au premier étage il y a quinze salles de classe et au deuxième étage il y a dix salles de classe. Pourtant, il n'y a pas une piscine.

Zara W

WHWN – Mon collège jeudi le 4 mai

Name: _____

- Your lessons ☐ ☐ ☐
- Your school building ☐ ☐ ☐
- Your uniform ☐ ☐ ☐
- Your opinions and reasons ☐ ☐ ☐

Moi, j'aime mon collège car j'adore le dessin et l'EPS mais je déteste l'anglais parce que c'est ennuyeux. Dans mon collège il y a une cour de récréation, on peut jouer le dessin avec ses copains. Il y a cinquante salles de classes et quatre-vingt-prog. J'aime les prog mais normalement moi je déteste l'uniforme parce que pour aller au collège nous mettons une chemise blanche et une jupe noire, mais je préférerais porter un sweat à capuche parce que mon uniforme est très démodé.

Maia W

YEAR 9

In Year 9, our students are about to have 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 will find it a useful experience to see 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 I learn.”

Madison S

WHWN – Mon collège jeudi le 4 mai

Name: _____

- Your lessons ☐ ☐ ☐
- Your school building ☐ ☐ ☐
- Your uniform ☐ ☐ ☐
- Your opinions and reasons ☐ ☐ ☐

Moi, j'adore mon collège car j'adore l'histoire et la géographie mais je n'aime pas la langue parce que c'est tellement tellement nul. Dans mon collège il y a grande terrain de sport où on peut jouer au basket, au foot, au tennis. Pour aller au collège nous mettons une chemise blanche et une cravate bleue mais je préférerais porter un sweat à capuche et mes baskets préférées parce que mon uniforme est très démodé. J'adore le théâtre c'est très rigolo. Très bien! Je déteste le gym c'est assez ennuyeux.

WHWN – Mon collège jeudi le 4 mai

Name: _____

- Your lessons ☐ ☐ ☐
- Your school building ☐ ☐ ☐
- Your uniform ☐ ☐ ☐
- Your opinions and reasons ☐ ☐ ☐

Bonjour! Je m'appelle Oliver. J'aime mon collège car j'adore les maths et le français mais j'ai peur de l'anglais c'est vraiment nul et nul. Dans mon collège il y a quinze salles de classe, aussi une bibliothèque et des laboratoires qui sont très beaux. Moi je porte une chemise blanche et une cravate bleue mais je préférerais porter un sweat à capuche et mes baskets préférées. Super, très bien! Merci.

Oliver B

Music



YEAR 7

This term, our Year 7 students have explored the magical world of Film Music. This exciting project explores how music brings stories to life, influences audience emotions, and enhances the action on the big screen.

Throughout the unit, students have uncovered key compositional techniques used by Hollywood professionals. They have focused closely on Leitmotifs—recurring musical themes that represent specific characters, places, or ideas (like the iconic two-note tension builder in *Jaws*). They have also explored Mickey-mousing, a technique frequently found in cartoons and comedies where the music precisely matches and mimics physical movements on screen.

Our classroom spotlight has shined a light on legendary film composers, tracing how master orchestrators build suspense and atmosphere. Alongside their theoretical and historical discovery, students have developed their practical keyboard and ensemble skills. They have performed infamous film music themes, such as John Williams' famous main themes, helping them build confidence in their personal performance and timing.

YEAR 8

This term, our Year 8 students have stepped back into the 1990s to explore the vibrant world of Britpop! This exciting music project dives deep into a defining era of British cultural history, helping students understand how social and political shifts shaped the music of the decade.

A central focus was the famous "Battle of Britpop"—the legendary 1995 chart rivalry between Blur and Oasis that captured the nation's imagination. Through this context, students have analysed how media, regional identities, and chart competition influenced the music industry and teenage culture.

Alongside their historical and cultural research, students have developed their practical musicianship. They have been working and rehearsing the iconic 1995 anthem "Wonderwall" by Oasis, developing their skills in instrumental performance.

YEAR 9

This term, our Year 9 students have been exploring the powerful history and global influence of Hip-Hop. This project dives into the cultural birth of the genre, tracing its roots back to 1970s New York City where young communities used creativity to respond to challenging social and economic conditions.

A central focus of our study was DJ Kool Herc and his legendary August 1973 back-to-school party at 1520 Sedgwick Avenue in the Bronx. Students have learned how his innovative "merry-go-round" technique—isolating and extending instrumental drum breaks—laid the foundation for hip-hop culture, DJing, breaking, and MCing.

Alongside this historical context, students will develop their practical musicianship by rehearsing and performing the iconic "Still D.R.E." by Dr. Dre.





KS3 PE April-July

As we moved into the summer term, our KS3 students embraced the transition to athletics with enthusiasm and determination. The arrival of warmer weather has been a welcome change, allowing us to take full advantage of our outdoor facilities and enjoy lessons in the sunshine. It has been fantastic to see students engaging positively with the environment and making the most of the longer, brighter days.

Throughout the athletics unit, students have been focusing on developing their skills across a variety of track and field events, including sprinting, middle-distance running, jumping, and throwing. Athletics provides a unique opportunity for pupils to challenge themselves individually, while still being part of a supportive team environment. Each event encourages students to set personal goals, track their progress and strive for improvement.

One of the key strengths of this unit is the emphasis on personal achievement. Unlike some team sports, athletics allows every student to measure success against their own performance. Whether it is improving a sprint time, increasing the distance of a throw, or refining technique in long jump, students have shown resilience and motivation in pushing their personal limits.

As we approach the end of term, students will continue to refine their skills and some may have opportunities to showcase their progress and enjoy the competitive aspect of athletics at the District championships in July.

Overall, it has been a fantastic term of learning, with students making excellent progress while enjoying the benefits of the improved weather and outdoor activity. We look forward to seeing their continued development and enthusiasm as we move into the final weeks of the academic year.

Sports Studied This Term

- Athletics
- Rounders
- Cricket
- Tennis

Key Achievements

- Increased confidence and participation.
- Development of fundamental movement skills.
- Greater awareness of warm-ups/cool downs and well-being.
- Encouraging personal reflection and analysis.

Looking Ahead

As we move into the final half-term, KS3 students will transition from athletics into a range of striking and fielding activities, including rounders and cricket, alongside tennis. These sports will provide a great opportunity to build on teamwork, communication and tactical awareness, while continuing to develop core skills such as coordination, control and decision-making.

With the continued good weather, lessons will remain outdoors, allowing students to enjoy an active and engaging end to the school year. We look forward to seeing students apply their enthusiasm and positive attitudes to these new activities, working collaboratively and embracing both the competitive and social aspects of sport.

We also have sports day to look forward to, which will take place on Wednesday 22nd July.

Once again, thank you for your continued support in ensuring our young people remain active.

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

PE, continued





YEAR 7

Easter to May

This term Y7 have been looking at the importance of stories from across the world and how these impact on both religious and non religious people. They have looked at stories that have shaped the history of religion and also looked at how these stories still impact people today through festivals and other religious traditions. Students have moved 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.

May to Summer

This term saw students have their first introduction to Dharmic religions via a study into Sikhism. This is one of the newest World Religions and has a big focus on how people treat each other. Students looked at the origins of the religion and the traditions within it that can be seen in the UK today. They have also looked at festivals that are celebrated as part of this religion.

YEAR 8

Easter to May

Y8 students have had their second World Religion focus this term, with a study into Islam. Students have looked into the different branches of Islam and how this came about, they have also began looking at the traditions within the religion and the festivals that we can see celebrated in the UK. Students have looked at what shapes the religions and how it has developed over the centuries. Students then went on to begin looking at whether or not morality and religion go hand in hand or can be separated.

May to Summer

This term Y8 will be working cross-curricular with History, they will begin looking at the persecution of the Jewish population before during and after WW2. They will consider what was done to persecute the Jewish population in Germany and how this impacted their religious viewpoint. Students will also consider those people who helped the Jewish population, and the impact of those who did not help. They will conclude by looking at how Jewish people responded to the Holocaust.

YEAR 9

Easter to May

After the Easter break Y9 have moved on to look at their first pure religion part of the short course GCSE with a focus on Christianity. They have looked into the origins and history of Christianity and it's development over time. They have looked at the problem of evil and the impact this has on religious believers and finish off by looking at the life and death of Jesus and the importance of this for the existence of the religion.

May to Summer

This term Y9 will finish looking at Christianity and move on to their final moral based topic of the course, relationships and families. They will look at the nature and importance of the marriage ceremony, and whether or not it is still relevant today. They will look at the nature of families and how this has changed over the years and will begin looking at gender equality and the impact that religion has upon this.

RE, continued



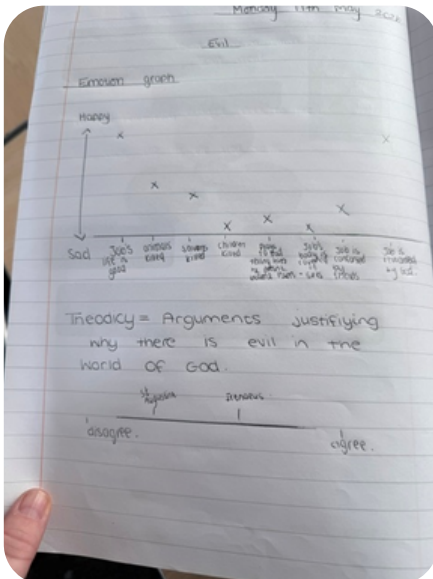
THE
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Sienna W Y9

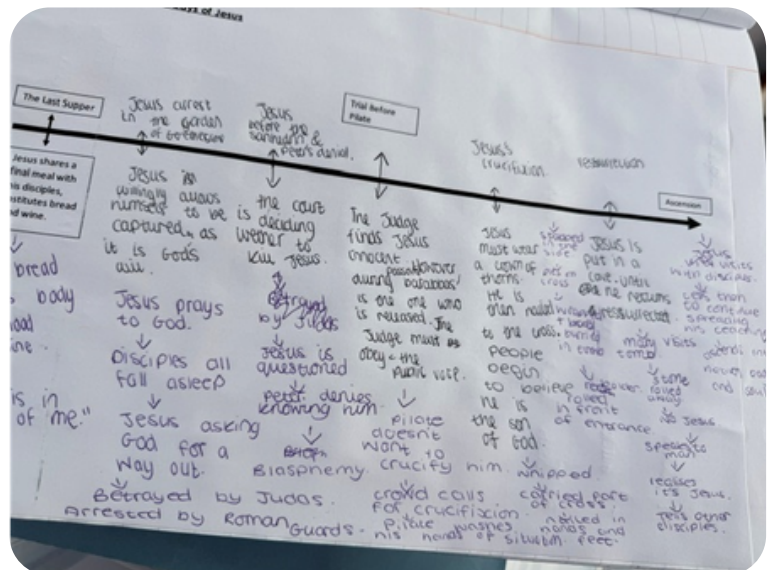
Article	What is Humanism?	Summarise each paragraph in 1 or 2 bullet points.
What is Humanism?	Humanism is a philosophy or a way of thinking about the world. Humanism does not accept a belief in God and rejects religious teachings based on belief in a deity. It does, however, have its own set of ideas about how people should live and act. People who hold this set of ethics are called Humanists.	Humanism is a belief in God and religious teachings based on belief in a deity. It does, however, have its own set of ideas about how people should live and act. People who hold this set of ethics are called Humanists.
Raped	The most important Humanist ethic is that humans deserve respect. Every human should be treated with respect and allowed to have dignity. If all people act with respect for others, then people will live in peace and trust.	Every human should be treated with respect and allowed to have dignity. If all people act with respect for others, then people will live in peace and trust.
Important ethic	Another important Humanist ethic is that people should be able to decide how they want to live their lives. The Humanist belief is that if people think about what is right and what is wrong, they will know the difference and make right decisions. Thinking about problems is called reasoning.	Another important Humanist ethic is that people should be able to decide how they want to live their lives. The Humanist belief is that if people think about what is right and what is wrong, they will know the difference and make right decisions. Thinking about problems is called reasoning.
Their opinion on religion	Humanists believe that people should choose what to believe by using reason. The Humanist ethic is that people should not follow any particular religion or philosophy or political belief without first testing it with their own reasoning.	Humanists believe that people should choose what to believe by using reason. The Humanist ethic is that people should not follow any particular religion or philosophy or political belief without first testing it with their own reasoning.
The choice	Humanists want to see all humans be as good as they can be. They also want people to be able to achieve the things that they want to do. Humanists decide what choices are good by whether those choices will help make human life better. Whenever there is a problem with our world or our society, humanists think that it is important to use reason to help fix that problem.	Humanists want to see all humans be as good as they can be. They also want people to be able to achieve the things that they want to do. Humanists decide what choices are good by whether those choices will help make human life better. Whenever there is a problem with our world or our society, humanists think that it is important to use reason to help fix that problem.
Data	In the last UK census of 2021, just over 37% of the population described themselves as "non-religious". Many of that 37% will subscribe to Humanism (whether they know it or not).	In the last UK census of 2021, just over 37% of the population described themselves as "non-religious". Many of that 37% will subscribe to Humanism (whether they know it or not).
Growing	Humanism is growing in many parts of the world. Famous examples of Humanists include Stephen Fry, Daniel Radcliffe, Ricky Gervais, Brian Cox and Albert Einstein.	Humanism is growing in many parts of the world. Famous examples of Humanists include Stephen Fry, Daniel Radcliffe, Ricky Gervais, Brian Cox and Albert Einstein.

Story	Qur'anic Evidence	What can be learnt?
Adam	Created by Allah	Satan made them slip (Surah 2:36)
Ibrahim	He was gods favorite prophet	example of devoutly obedient of God
Isma'il	Isma'il was also prophet, Muslims believe Ibrahim and Isma'il had to rebuild Mecca	Relates how Ibrahim had seen a dream from Allah
Musa	Muslims believe what Musa was appointed by Allah.	(Surah 26:52-68) Muslims in Musa's life is an example of how Allah rewards you
Dawud	Remembered for his wisdom, prayers and fasting, as well as his victory against the oppressive Goliath	David killed Goliath, and God gave him sovereignty and wisdom and taught him what he pleased
Isa	They are a symbolic human for things they create.	Creating birds out of clay brings out the dead people
hammad	Muslims believe he was the only prophet to have been given a universal message meant for all times.	He is described as 'the seal of the prophets' (Surah 33:40)

Sienna W Y9



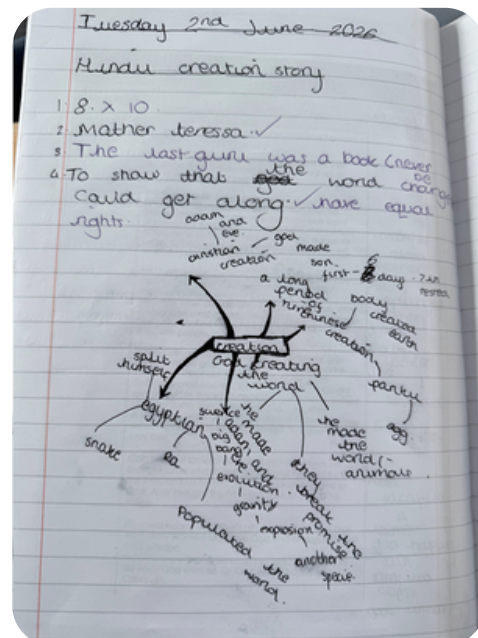
Hollie C Y8



Josh V Y8

Story	Summary
Introduction	Long ago in a kingdom called Avalonia there lived a king called Dorothea who had four sons for three different wives. The eldest was the oldest, Lohm and Lohm's wife were named, and Lohm the youngest.
The King's Son	It was a time for wedding in Avalonia. Lohm had married a beautiful princess called Sita and now, at last, King Dorothea could hand over the throne to his son.
The King's Son	But the mother of Dorothea's youngest son, Lohm, was jealous. She wanted the throne for her own son. The king had once promised to grant her a wish, and now she saw her chance. She told the king that she wanted Lohm to be sent away for fourteen years and her own son, Lohm, to be placed on the throne.
The King's Son	What was the king to do? He had made a promise, so reluctantly he banished Lohm to the forest, with his new wife, Sita and his brother Lohm.
The King's Son	For some while they lived a simple, peaceful life in the forest. But one day, everything changed...
The King's Son	Ravana - the demon king. He had twenty arms and ten terrible heads. He spotted Sita and was so enchanted by her that he decided she should belong to him. And using his magic, he created a beautiful golden deer as a trap.
The King's Son	When Sita saw the deer, she begged Lohm to catch it for her, but first he placed Sita in a magic circle, to keep her safe from any danger.
The King's Son	As soon as Sita was alone, Ravana put the rest of his plan into action. He turned himself into an old man and tricked Sita into stepping out of the magic circle. Then Ravana grabbed her and swept her into his chariot, pulled by winged demons. They flew high into the sky, towards Ravana's island home of Lanka.
The King's Son	Despite her fear Sita thought quickly and she dropped her jewelry, piece by piece, over the side of the chariot to leave a trail on the ground below.
The King's Son	Back in the forest, Lohm soon realised he'd been tricked and furiously he ran back to where he had left Sita, but it was too late.
The King's Son	Then he spotted the jewelry on the ground - and thought how clever his wife was - and he followed it until the trail ended. Now what should he do?

Britney S Y7



Toby H Y7

Science



YEAR 7

Easter to Summer

Biology

Year 7 students have continued to embed the fundamentals of science across all disciplines.

In biology they have explored variation and classification, learning about DNA, inheritance and the role genes play in determining characteristics. They have also investigated natural selection, extinction and how scientists classify living organisms.

Chemistry

In chemistry, students have studied the Earth and atmosphere, learning about the structure of the Earth, the formation of different rock types, the extraction and recycling of metals, and how the Earth's atmosphere has changed over time. They have also explored the causes and effects of environmental issues such as air pollution, acid rain and climate change.

Physics

In physics, students have investigated sound and light, learning how sound travels through different media, how the ear detects sound, and how light behaves through reflection and refraction. They have also explored colour, lenses and the wave properties of light and sound.

YEAR 8

Easter to Summer

Biology

Year 8 students have continued to develop their scientific knowledge across biology, chemistry and physics this term.

In biology they have explored biochemistry and disease, learning about photosynthesis, respiration, metabolism and the role of enzymes in living organisms. They have also studied pathogens, vaccines and antibiotics, developing their understanding of how diseases spread and how the body defends itself against infection.

Chemistry

In chemistry, students have investigated Earth's cycles, including the water, rock and carbon cycles. They have explored weathering, fossil formation and fossil fuels, developing their understanding of how natural processes shape our planet and recycle key materials.

Physics

In physics, students have studied waves, including light and sound. They have explored reflection, refraction and lenses, learning how light behaves and how images are formed, as well as investigating the properties of sound waves and wave speed.

Science, continued



YEAR 9

Easter to Summer

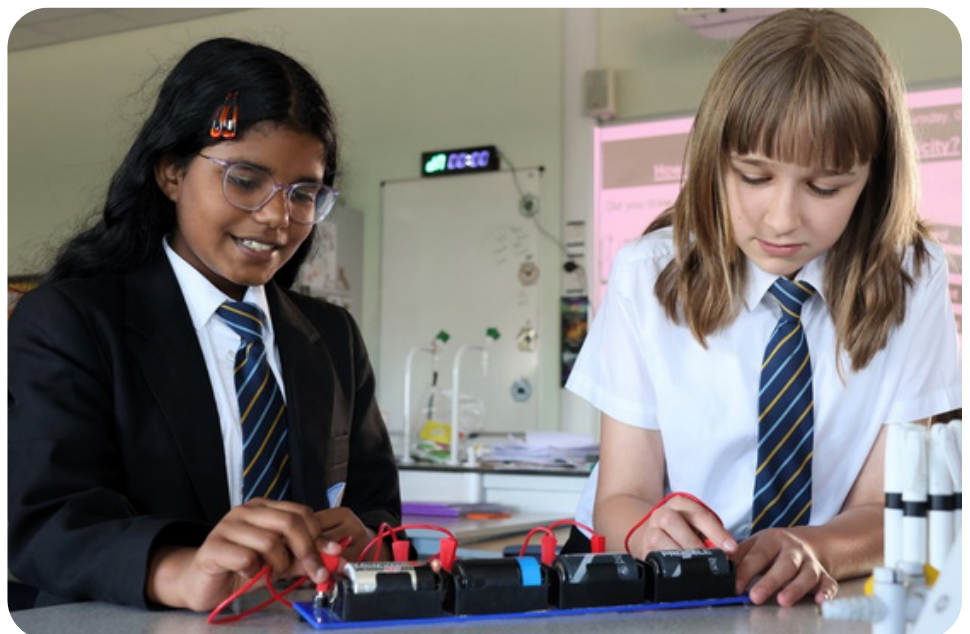
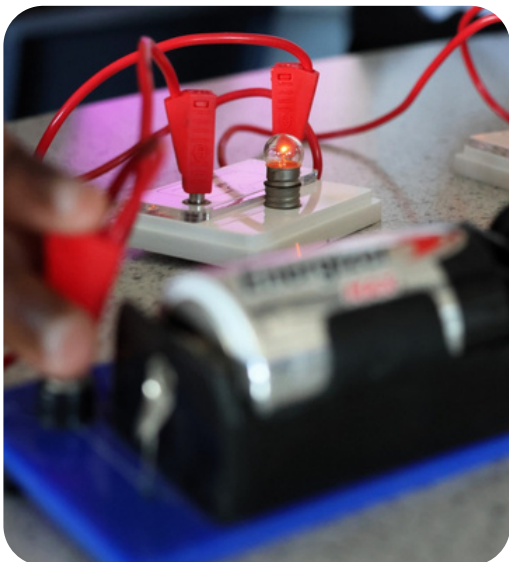
Biology

Year 9 students have begun their GCSE Science studies this term, building a strong foundation in both biology and chemistry.

In Biology, students have studied Cell Biology, learning about cell structure and function, specialised cells, microscopy and the differences between prokaryotic and eukaryotic cells.

Chemistry

In Chemistry, they have explored Atomic Structure and the Periodic Table, developing their understanding of atoms, elements, compounds and the development of scientific models of the atom. Alongside this, students have continued to develop their practical and analytical skills through a range of required practical activities, helping prepare them for success at GCSE.



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

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.



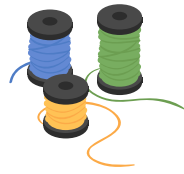
Food Technology, continued



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Textiles



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.

