



# Curriculum Newsletter

Year 7 – Summer 2023



# Welcome

Welcome to the third Y7 curriculum newsletter – our final publication of the academic year. Whilst it feels again like we have sped through the early stages of 2023, these pages showcase how much energy and dedication our Y7 staff and students have put in since Easter. I'm incredibly impressed by the number of Accelerated Reader tests taken during this year – and the number of words read across the year group is phenomenal! Lots of creative energy this term, both in practical subjects such as art, music and drama, but also across the curriculum, in RE, English and computing, to mention but a few. The topic of school has been covered in Spanish and French, and humanities have covered festivals, UK history, and global ecosystems.

This curriculum newsletter showcases the broad and balanced curriculum we offer at The Bolsover School, and the tireless work that Bolsover staff put into student achievement and progress. We all expect 'nothing but the best' from our students, and Y7 have risen to that challenge time and time again.

I would like to take the opportunity to thank all members of staff who have contributed to the Y7 curriculum this year. A special mention as well to Miss Poulter, who has designed this newsletter and taken the many pictures in its pages. Finally, I would like to thank you all for your support this year; education truly works best when it takes place in partnership between school staff, students, and parent/carers. To quote Henry Ford: 'coming together is a beginning. Keeping together is progress. Working together is success.' Thanks for reading, and have a wonderful summer.

Kind regards

**Mrs Knowles – Assistant Head**

# Accelerated Reader

We have been making huge strides in Accelerated Reader and some notable achievements are worthy of celebrating. When students read a book in Accelerated Reader, they will take a quiz to check their understanding. If they pass this, it will add to their total word counts for the year. We now have over ten Word Millionaires across Year 7 and Year 8, highlighting the strength of our avid readers across this school. We have also passed over 2900 quizzes since September; this figure is extremely impressive. Across both year groups, our average percentage correct when attempting these quizzes is over 70%. This could improve but helps highlight the fact that our students are reading books that are extremely challenging and thought-provoking. Moreover, we have a collective total of 79 million words read since September; this staggering figure showcases reading skills growing from strength to strength within our pupils.





# Art

Year 7 have been looking at the importance of formal elements within art by exploring endangered species. Throughout this project, students have learnt a new skill of sgraffito, where they applied mark making techniques to their pieces to reveal the bright oil pastels. To further explore this project, students have been learning ceramics, which students have created a pinch pot inspired by their chosen endangered species. These skills will be explored further into year 8.



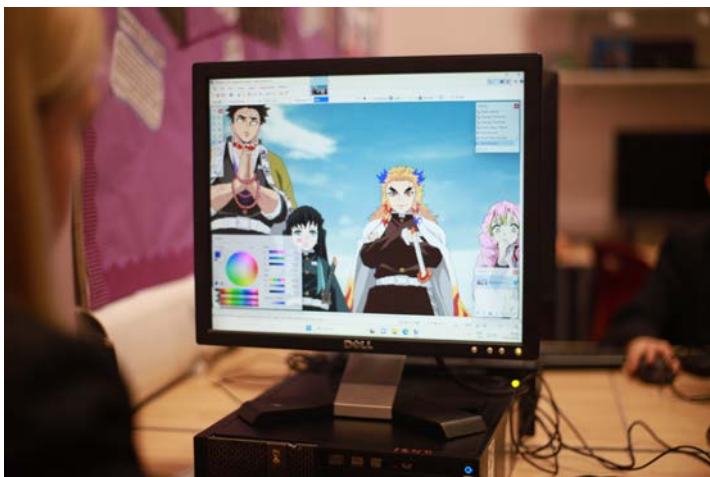
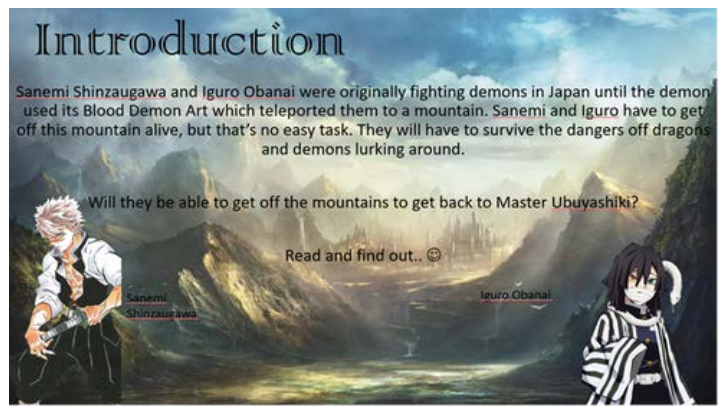






# Computing

This term, students have created a Choose Your Own Adventure story using Microsoft PowerPoint. Students are learning to design and create PowerPoint slides to keep a user engaged in the story, as well as how to hyperlink slides together to allow a user to click on an option and navigate to the correct area of the PowerPoint. They also learnt how to manipulate images using Paint.Net, covering how to highlight the subject in an image. Students were tasked with creating a Spot the Difference puzzle by removing, adding, or recolouring parts of an image. They then created a piece of work to showcase all their new skills.





Roksi D

## Spot the difference



Riley M-P



Megan W



Sam N



# Drama

In the last term of Drama we have continued to explore the key components of Commedia dell' Arte in order to enrich their skills as a performer. Through research and exploration Y7 have 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 have refined the use of mime, performance of stock characters and developed script writing and Coup de Masque skills. To end the school year Y7 have worked on a final piece of drama based on Commedia dell' Arte which encapsulates all of their prior learning within Drama this academic year.





# English

In Term 5, Y7 students started to develop their understanding of what motivates a writer and inspires them to publish material. Links can be made to poems later in curriculum, with connections made in Y8. The key themes of Romanticism were explored, such as: awe and nature; the power of man and the sublime. This scheme to develop inference skills and encourages the ability to write longer analysis answers, building on what students have achieved in their primary school education.

In Term 6, Students have read Animal Farm and investigated how literature is often allegorical, and how writers use literature as a tool to communicate a message. Animal Farm is short enough to allow detailed study, appreciating the writer's craft carefully. The text brings in key links about power, corruption, rules and order, lies and deceit, dreams and hopes and violence. All of these themes link with units previously studied or will make connections further on in Key Stage 3.

Thursday 6 July 2023

- 1) Walking, talking, eating ✓ *using like as*
- 2) A Simile is a word that is similar to another word
- 3) Running to the line ✓ tripped up
- 4) Teaches you a lesson
- 5) Dilemma

## Dilemma

Noun - A situation in which a difficult choice has to be made.

From Latin/Greek dilemma

### Synonyms

Dilemma

Predicament

Quandary

### Antonyms

Certainty

Simple

I had a dilemma this morning.

The woman was most to blame

Woman, lover, soldier, boatman, husband

- The 1<sup>st</sup> responsible was woman *because he shouldn't or been cheating*
- The 2<sup>nd</sup> responsible was the lover *He shouldn't or been seeing her because she got husband*
- The 3<sup>rd</sup> was soldier *shouldn't shot her*
- The 4<sup>th</sup> was boatman *bit selfish*
- The 5<sup>th</sup> was husband *He wasn't there so he shouldn't get blame*

## Table

• This story is a fable - a story to make us think about how people behave.

• She was lonely and wanted someone to love her and to talk to.

A woman lived with her husband in a town beside a river. One day her husband went away for three months. While her husband was away, the woman took a lover who lived across the bridge on the other side of the river.

One day, while she was with her lover the woman heard that the husband was coming home. She left her lover and tried to cross the bridge.

She met a soldier and he told her she couldn't cross it by king's orders, otherwise he would have to shoot her.

She begged and begged, but he kept saying no. She found a hundred pound and he finally let her



Jorja

6<sup>th</sup> July 2023

TX2

## The Bridge

- 1) Three verbs are running, ~~jumping~~ and talking.
- 2) A simile is where you compare something using like or as.
- 3) I swam ~~excellent~~ very well today with my family.
- 4) A moral message is a learning or rule you get from a book.

## Dilemma

Noun - a situation in which a difficult choice has to be made.

### Synonyms

Dilemma  
Predicament  
Quandary

### Antonyms

Certainty  
Simple

Sentence: "Well, this is an unfortunate dilemma, isn't it?" She asked.

## The Bridge Questions

- 1) The most responsible for the woman's death was herself.
- 2) The ~~second~~ second ~~the~~ responsible for the woman's death was the lover.
- 3) The ~~third~~ third responsible for the woman's death is the soldier.

Jorja

6<sup>th</sup> July

## The Bridge

1. jumped, ran, shouted
2. A simile is a set of words that compare 1 thing to another.
3. running, I screamed in discomfort.
4. A moral message is a lesson.

### Characteristics

#### Dilemma

##### Definition

A situation in which a difficult choice has to be made

##### Synonyms

Predicament  
Quandary

##### Antonyms

Certainty  
Simple

I had a dilemma when choosing where to go for my birthday.

I think the lover was the most responsible.

I think the 2<sup>nd</sup> most responsible was the woman because she didn't heed the warning.

I think the least responsible was the boatman because he was just trying to make a profit.

3<sup>rd</sup> = Soldier  
4<sup>th</sup> = Husband

- 4) The fourth responsible for the woman's death was the boatman.
- 5) The least responsible for the woman's death was the husband.

## Fable

This story is a fable - a story to make us think about how people behave.

One acceptable reason why the woman took another lover because she was ~~vulnerable~~ vulnerable, being alone.

## Rewrite of The Bridge

A woman lived with her husband in a town beside a river. One day her husband went away for three months. While her husband was away, the woman took a lover who lived across the bridge on the other side of the river.

One day while she was ~~with~~ with her lover, the woman heard that her husband was coming home. She left her lover and tried to cross the bridge.

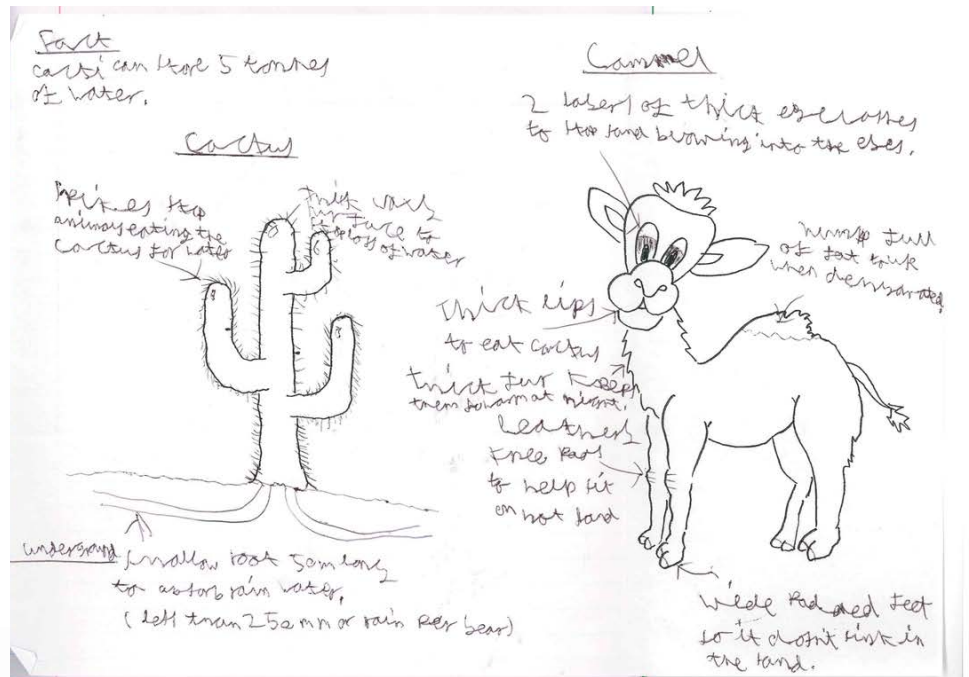
## Fable

This story is a fable - a story to make us think about how people behave.

It was acceptable for her to take a lover because she might be depressed.

# Geography

In Geography, Year 7 have been looking at Global Ecosystems. They are now aware of the animal and plant adaptations of the Polar areas and Hot Deserts. They now know that polar bears are struggling to access food which is causing more conflict with humans. They also know why camels have 2 sets of eyelashes and why cacti have spikes.



“LET'S NURTURE THE NATURE  
SO THAT WE CAN HAVE A **better**  
FUTURE”



# History

This term, Year 7 have been continuing their journey through the history of the UK. We have covered the change in leadership and the issues that this caused, and we have also looked at the persecution of women as witches.

James I was a fool, because he didn't look after his own hygiene. The evidence for this is in Source A when it states that "he never washed his hands". This shows that he was a fool, because if James I couldn't take care of himself, then how would he be able to take care of his people / Kingdom. The people might have lost some faith in him when or if they found out about it. Another reason he was a fool was because he never dismounted from his horse to relieve himself. The evidence for this is in Source E when it says "King did not dismount in order to relieve himself. This shows that he was foolish, because it also said "back to the horrified countryside" which could mean that he has now lost all faith and trust that they had in him because horses may be very special and meaningful, and that's why he is seen as a fool by many.

On the other hand James was wise because he was well educated in different languages and subjects so he knew a lot about many things, most didn't.

Overall I think that he was a wise intelligent good king.

June 15. Thursday.  
James I.

James I was not a fool because in the text it states 'He is learned in many languages, science and affairs in state'. This suggests that he did well in school and he also kept his country in line for 20 years which is a big achievement for him. On the other hand he was dirty as it says 'Never washed his hands' or 'had dirty speeches' this shows the fool inside of him and how he had no respect.

Overall I would say he was more of a wise king than a fool yet he did have some foolish times while in his reign. He was smart and proud and took care and time in being a king.

## The gun powder plot.

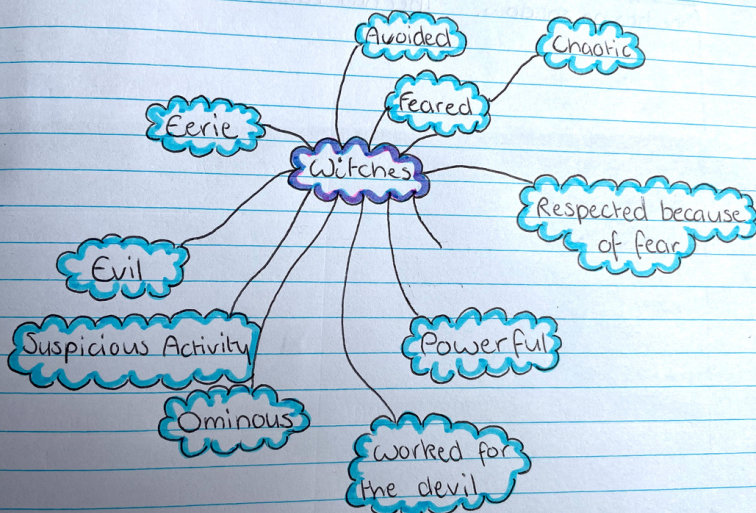
Plotters: Percy  
Thomas Percy, Walter, Robert Winter  
Jack Wright  
Guy Fawkes  
They were all catholic. Robert Galesky was the main person.

There was a warning letter that got sent on the 26th of October. Events of the plot: He got framed for most things. They dug a tunnel under the houses of parliament and rented space under the houses of parliament. He moved barrels into the basement. All of the gunpowder went off (went madly) and they went to get some more plotters. They planned to blow it up at November 5th 1605. Most of the plotters tried to start a mess with the catholic revolt. The plotters tried to dry up the gun powder by an open fire and got killed by the explosion. It took 30 minutes to kill him. consequences for plotters: They all got sent to death for their punishment. Guy Fawkes died by being hung, drawn and quartered. all plotters 2 plotters were killed in the shout out and the rest were. Guy Fawkes was tortured for 8 days.

## background to the plot

It all started because of all of the problems between the catholic and the protestants. King James VI was scottish and a protestant. He wanted to become more popular with the protestants by being strict.

## Picture Sources





# Maths

The foundation pathway have been looking at fractions, decimals, percentages and ending the year on transformations including reflections, rotations and enlargement.

The intermediate pathway have been focusing on linear sequences, plotting graphs and interpreting real life graphs, ending the year on transformations including reflections, rotations and enlargement.

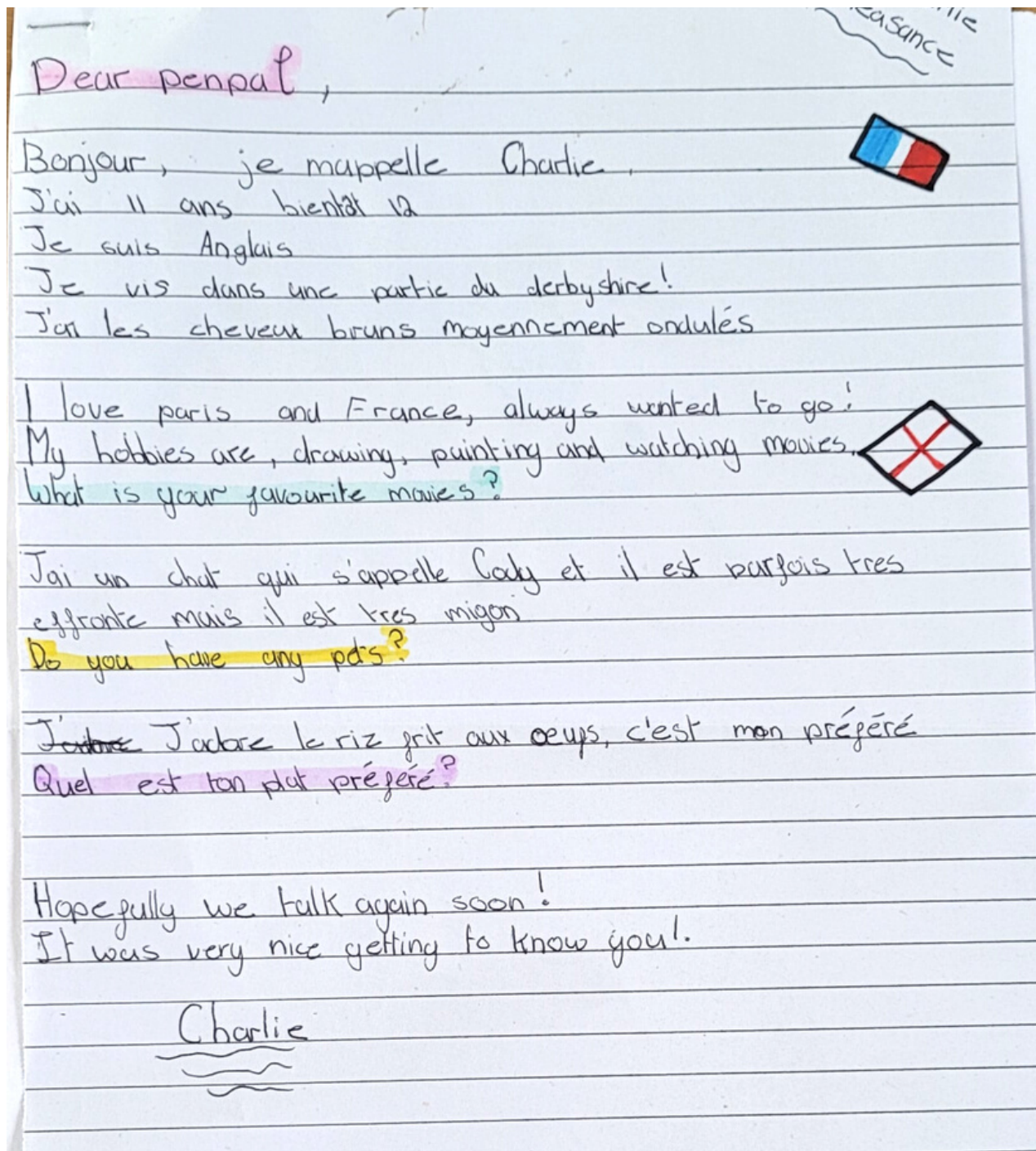
The higher pathway have learnt about perimeter, area of 2d shapes and volume of different 3d shapes. They ended the year looking at linear sequences and linear and quadratic graphs





# MFL

Our Year 7s in MFL this term have been continuing the topic of School, learning to give their opinions on school subjects and their teachers and describing their school uniform, the school building and their daily routines. Approximately 50 Year 7s this year got involved in our penfriends programme, writing and receiving handwritten letters to students of a similar age at different schools in France, Germany and Spain. Some examples can be seen below:







Lieber Dominick

Danke für deinen Brief!

Ich heiße Kassia und ich bin 13 Jahre alt. Ich habe dreißigsten October geburtstag und ich wohne in duckmanton mit meiner mutter und meine vater. Duckmanton ist eine mittlere-grosse Stadt in der Nähe von Bolsover. Ich habe drei hunde und 0 katzen aber ich habe 1 bruder und 3 schwester. Jetzt in english: I have long blonde hair and blue eyes. I love Marcus Rashford. And I dislike school aber I hate english and ~~the~~ I have my phone. In my town I have loads of shops. I have vegetables and fruit. I have dyslexia. Yh I have loads of pets. Was ist du gerne?

Cheers for letter  
Kassia

Hallo!

Leiber Kilian,  
Danke für deinen Brief!

Hallo, Ich heiße Alissa, ich bin 13 Jahre alt. Ich habe am 18. Dezember. Ich wohne in Bolsover mit meine Eltern und meine Brüder. Meine Lieblingsfach ist Englisch, Musik und Erdkunde. Ich hasse Naturwissenschaften und Mathe. In meine Freizeit, Ich spiele Fußball mit meine Brüder.

Jetzt in Englisch.

My favourite food is sushi, my favourite drink is Cola. I have 2 dogs, their names are Coco and Teddy. Coco loves to hug people, Teddy loves to eat and play.

Talk to you soon,  
Alissa

April 15 2023

Dear Penpal

Hello, my name is Natasha and I am 12 years old. I have black hair and brown eyes. I live in England (Bolsover).

I live with my older sister and mum, they both have the same hair and eye color as me. My favorite food is pasta. I do dancing, cooking (learning) and I do many different sports. My favorite color is sage green. On my free time I like spending time with my friends and family.

En Français

- Je n'aime pas les aliments froids
- J'adore dormir
- J'apprends à parler espagnol et Français

Connaissez-vous quelqu'un qui s'appelle Mia Fawcett dans votre école?

From - Natasha

To - Patricia

Dear Penpal, Justine,

Bonjour! Charley nice to hear about you I saw your drawing and I'm well impressed. I'm 12 and I love art. I love Paris as well. I'm going in June. My favorite food are Croissants I love them.

Whats your favorite colour?  
Whats your favorite good?

Hope we can talk soon  
from Charley





# Music

In Music lessons this term Y7 students have been exploring the world of the orchestra. We have looked into how the orchestra has developed from the Baroque time period to how we see and hear it today. During lessons the students have had the chance to see and hear the different instruments first hand and learn their roles within the orchestra. We have listened to orchestral pieces from throughout the musical timeline and learnt about some of the most influential composers of all time!



# PE

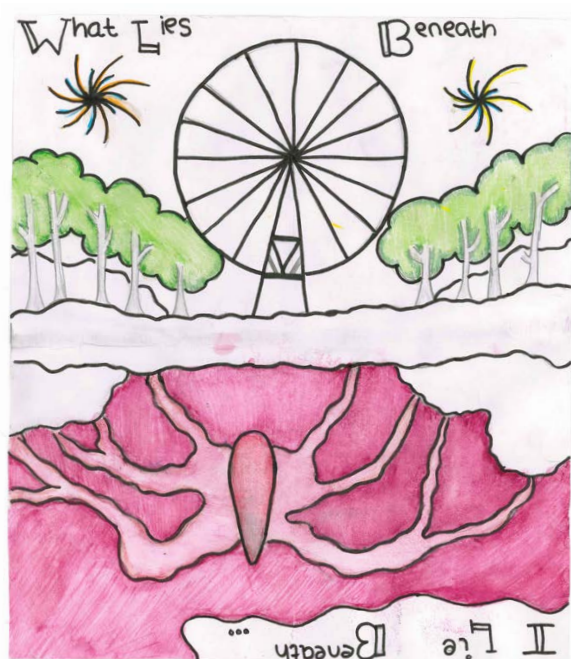
During term five, students in PE moved onto Athletics, where they have covered a wide range of track and field events, including: 100m, relay, discus, shot put, javelin, long jump and high jump. For the final half-term, students have developed their hand-eye co-ordination skills in Tennis. We have also looked at striking and fielding as a discipline, by developing skills in Rounders, Cricket and Stoolball.





# RE

This term, year 7 have been looking at festivals from religions around the world. We have looked at customs from ancient traditions and the more modern interpretations of the festivals. We have also been developing our entries for the Spirited Arts competition ready for them to be sent to Natre at the end of term.





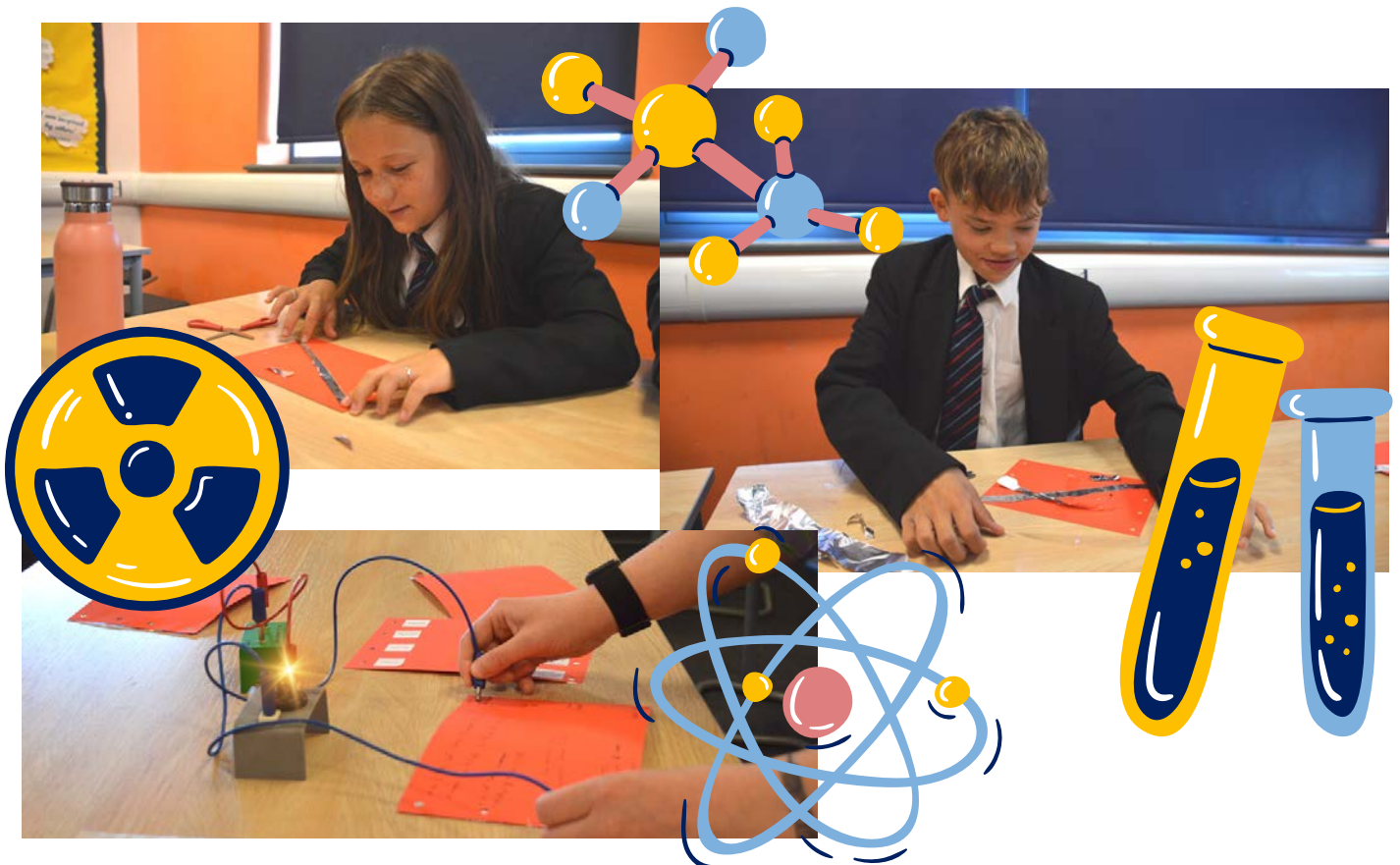
# Science

In the Summer term of Year 7 students have continued to build on the cornerstone knowledge of the three main branches of science: Biology, chemistry and physics.

This term, our Year 7 students delved deeper into the structure of body systems, including a more detailed study of the digestive system and the role of enzymes within it. In the context of the digestive system, we have discovered that enzymes break down complex molecules into smaller, more manageable forms that our bodies can absorb and use for energy.

Building on the knowledge gained from Year 5 to Year 7, the curriculum spirals to deepen the understanding of chemical changes and expand our knowledge of the periodic table, elements, compounds, and mixtures. This year we've learned about the structure of atoms, which are the building blocks of elements, and how elements combine to form compounds.

We have built our knowledge of the journey of light from sources to our eyes to explore how the eye works as a complex system, with parts like the cornea, lens, and retina, as well as the role each part plays in focusing light onto the retina, which is essential for clear vision. Alongside, we have studied the properties of light, including reflection, refraction, and absorption to explain how light interacts with objects and how our eyes perceive different colours.



# Technology

In Textiles, students used a mixture of knowledge and practical skills to create a phone case. This included learning about printing techniques, repeat patterns, fabric painting, pattern drafting, cutting out fabric and hand sewing. In Food, students learned about safe working practices involving food safety and hygiene. They focused on wise food choices looking at the eatwell guide, the benefits of eating a range of fruits and vegetables, starchy carbohydrates and low-fat meat choices. They developed the following practical skills: chopping using bridge and claw, use of the 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. In Resistant Materials, students used a mixture of knowledge and practical skills to create a colour-changing mood light. This included learning about timbers, plastics, computer-aided design, computer-aided manufacture and electronics.



# Spotlight on... Computing

With Mr G. Ward

## What do Y7 computing lessons involve?

The Year 7 curriculum is based more on the practical aspects of computing. We begin by teaching Y7 the fundamentals of using Computers and how to best get the use out of our Microsoft Office suite of software. We then look at how we can stay safe online which is probably one of the most important topics we do. Along with all this we look at different types of software and how they can help us do other things, such as make games or alter images.

## Why is computing an important part of the curriculum?

You can't go anywhere now without seeing a computing device. I cannot think of any job which does not now require the use of some sort of computer to help. With computing in the curriculum, your children are exposed to a variety of different computing scenarios from using the basic Office software to writing some programming code and sending it up to the International Space Station. By giving your child this broad expanse of curriculum we are providing them with the best possible opportunities for them to access whatever the future may bring to them.



## How can parents and carers support computing learning at home?

As head of faculty, I am working hard to ensure that all aspects of our curriculum can be accessed and enjoyed at home. From next year, to aid this we will be working on OneNote and Office 365 (both accessed from home via your school email and password). I am also introducing a range of free software that we are using for our projects in Year 7, again meaning that if you have a computing device at home, students are able to continue what we have learnt in class at their own home. Parents can help through their support, if possible giving a student access to a computing device and with homework – this year we have started a new initiative ( The iDEA Award) which has allowed our Year 7 students to gain a certificate that showcases their digital skills. This is really useful , as even if computing is not something they are considering in Y10, it still showcases that they have digital skills.



# Year 8

**Art** in year 8 starts by focusing on painting. Focusing on the artist Charlotte Caron, students will be looking at animals and recreating a piece inspired by her. Students will be taught the fundamentals of painting and refine their techniques as they progress throughout the year.

In **Computing**, students will be creating a website based on a topic of their choosing. They will learn how to create a multipage website that includes images and text. Each website will be fully functional, with media such as interactive maps and scrolling text. Students will then build on their knowledge of Scratch and put their skills to use in programming a Micro:Bit. They will learn about variables, loops and other programming techniques and skills. Through their understanding, they will make several short programs including a Magic 8 Ball.

In **Drama** we begin Y8 with an exciting and creepy journey to Darkwood Manor. Through this scheme of work students will learn how to create tension through their use of physical and vocal skills. We also explore the use of physical theatre within performance, allowing students to build upon their characterisation skills and the key aspects of Drama. To develop Y8's understanding of how the theatre works to create mood and atmosphere- we also delve into looking at set, lighting and costume design. This in turn enables students to develop their understanding of the real-life roles found with the theatre. This spooky journey continues to develop their ability to work as a team and develop confidence in themselves which as a skill set can be utilised across the curriculum.

In **English** in Y8, between September and November, pupils will be reading *A Monster Calls*. This novel is one of the most popular modern young adult fiction produced. It covers very challenging material, but is an investigation into grief and anger – something that all students will need to deal with at some point. Students have time to investigate the whole novel, exploring Ness' use of language as well as narrative writing. From November to January, Y8 pupils will be completing a unit on Society. Students will study different forms of poetry about different types of society, which further explores social injustice regarding race, wealth and lack of identity. Students will be able to consider how society can affect people's identities and how others view them.

In **Food**, students will further develop their knowledge of nutrition; focusing on Macro nutrients, the importance of wise food choices and health awareness. They continue to hone their practical skills using a range of skills, techniques and equipment.

**MFL** - When they return from the summer break as Year 8s, we'll be moving on to the topic of Free Time Activities, which will give them the chance to talk about what they like and dislike doing in their spare time and give them their first exposure to the past and future tenses. They will also experience a new style of DEAR (which we will call Drop Everything And Listen), in which they will have the opportunity to engage with some foreign language literature and learn to make sensible assumptions about what they are reading.

In **Geography**, Year 8 will be looking at Population. They will be looking at how population densities vary around the world due to different factors, and how population changes over time. They will then be looking at whether India or China have the world's biggest population.

In **History**, students will start the year looking at the changes during the Georgian era which led to the enlightenment. This also enabled us to bring History close to home by looking at the origins, changes and history of Bolsover Castle.

**Maths** – In term 1 of year 8, all pathways will start by looking at different number topics, looking into indices, factors, multiples and prime factor decomposition. After this, the foundation and intermediate pathway will look at algebra extending their knowledge from year 7, and the higher pathway will be introduced to Pythagoras and solving problems using all their skills from year 7.

**Music** – We begin Y8 by looking back at how music as we know it today was born. We trace its roots back to its African origins studying the purpose of music in African culture and the instruments and features of African traditional music. The topic then takes us on a journey across the Atlantic Ocean following the history of the slave trade. The students learn about the influence African traditional music had on America and through the fusion of African traditional music and American folk music a new musical genre of Blues was born. The students learn about the key features of blues, we compose and perform in this style and learn about some of the iconic musicians and composer of this style. This is a fantastic topic that gives the students not only a musical experience but also a historical and cultural one also.

In **PE** students will be looking at Invasion games and learning about the complex rules of each sport. They will look at strategies for attacking and defending and how they can work as a team to outwit their opponents. The girls cover Football, Handball, Netball and Trampolining and the boys cover Handball, Football, Rugby and Trampolining.

In **RE**, students will look at Humanism. This is a non-religious world view and has become increasingly popular in recent years. We have looked at their belief systems and the idea that Humanists base their ideas upon respect.

In **Resistant Materials**, students will use a mixture of knowledge and practical skills to create a speaker. The speaker project will allow students to deepen their knowledge and understanding of materials and processes in RM, with main focus being on improving their practical skills and manual dexterity.

In **Science**, between September and December of Year 8, we will be covering a brand new skills topic where students are encouraged to participate in the experience of all academic scientists and organise a conference based on a practical investigation. After this the spiral of learning continues as we research the effects of recreational drugs (including substance misuse) on body systems, behaviour, health and life processes.

For the first chemistry topic of the year, we recap how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties from Year 3 and link that to the rock cycle and the composition of the Earth, such as the molten metal core and thin outer crust.

Finally, the first physics topic of Year 8 introduces the concept of energy resources to power the National Grid and empowers the students to compare power ratings of appliances in watts (W) for efficiency calculations. Something very useful for the current climate!

In **Textiles**, students will investigate the Textiles artist Holly Levell, they will select a snack product of their choice and use a range of surface decoration techniques to produce their own plush product.