



## Edwinstree Curriculum Newsletter Spring Term 2025

[Click on the subject to take you to each section](#)

[Maths](#), [English](#), [Science](#), [Geography KS3](#), [History KS3](#), [Humanities KS2](#),  
[Life Skills](#), [RE](#), [PE](#), [Art](#), [Technology](#), [French](#), [Drama Y7](#), [Music](#), [Computing](#)

### Maths:

Year 5 have been studying fractions and will move onto decimals and percentages next. 4 students completed the Herts for Learning Maths Challenge and worked very well as a team. We are currently awaiting the results! Please support your child to learn their times tables, as students go through school, they find the maths increasingly tricky without this skill. They could use [www.timestables.co.uk](http://www.timestables.co.uk) and hit the button found at [www.topmarks.co.uk](http://www.topmarks.co.uk).



Year 6 completed their Mock SATs exams in February and were brilliant! Students have been revising their shape vocabulary and knowledge in Tech lessons, supported by Mrs Booth. They have been finding this tricky as some of the language is not used in everyday speech. If you would like to support your child with this [Corbettmathsprimary - Videos and Worksheets](#) has videos and worksheets for revision.

Year 7 are currently working on directed number (negative and positive numbers), they use their calculators in many lessons now and so please ensure that your child always has their calculator at school. Next, we will be moving onto number sequences. If you would like to support your child with their learning, then this website has videos and practice questions [Videos and Worksheets – Corbettmaths](#) . Scroll down to sequences describing rules and sequences missing terms.

Year 8 are currently working on brackets, equations and inequalities (this included directed number (negative and positive numbers), solving equations and expanding and factorising brackets, having just completed standard form, which includes working with numbers such as  $10^{-9}$  (standard form) and numbers such as 0.00000007 (ordinary form). If you would like to support your child with their learning, then this website has videos and practice questions [Videos and Worksheets – Corbettmaths](#) . Scroll down to Factorisation, Algebra Expanding brackets, Equations solving and Inequalities.

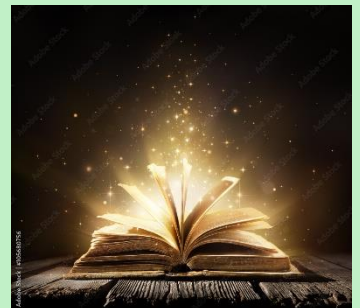
### English

Y5 have been studying snow poetry, and looking at what it must have been like for those on HMS Windrush seeing the UK for the first time. They are now looking at fairy tales such as the Three Little Pigs.

Y6 began the term reading about magnificent machines and looking at the features of an explanation text. They then designed their own machine and wrote an explanation of how it works. They have now begun looking at narrative poetry, including The Raven and The Lady of Shalott.

Y7 have recently completed a unit on travel writing, in which they looked at a range of non-fiction texts. They then wrote their own description of the natural world, followed by a letter of complaint.

Y8 are looking at dystopian fiction this term. Pupils read young adult novel The Hunger Games and discussed what makes it a dystopian text. They then created their own dystopian setting, and wrote both a description of it, and a narrative set in their newly created world.



## Science

### Year 5:

We have investigated forces this term, including gears, levers and pulleys building on the learning we started at Duxford. Through hands on practical lessons the pupils have consolidated their learning. We now turn our focus to properties of materials and will be investigating in a variety of ways.

### Year 6:

Year 6 had a wonderful time at the Science center taking part in a workshop on Evolution and exploring the hands-on exhibits. The children enjoyed problem solving together, investigating forces and being immersed in Science. This trip starts off our new unit of Evolution and Inheritance and has captured the children's interest.



### Year 7:

We have finished our Physics learning about Forces. This unit has challenged us to think about the forces around us in the world, how they are measured and how they affect us. Learning about pressure made us consider our level on the Earth compared to the seas and the atmosphere. Our next unit is a Biology unit on the human body. We will start by extending our learning about the musculoskeletal system and digestive system. We will then go on to learn about the science behind human reproduction including how the gametes are specialised and how they combine to create life.

### Year 8:

In Year 8 we have concluded our Physics unit on Waves, this built on our learning about energy stores and transfers. We are now learning about the Earth and Atmosphere as a Chemistry unit. This will include learning about the different types of rocks and the rock cycle. We will then consider the carbon cycle. After this unit we will return to Physics and consider Motion in time for our upcoming trip to Thorpe Park in April.

## Geography KS3

### Year 7 Geography

**Year 7** have come to the end of the 'Urbanisation' topic. This first Geography assessment was a tricky one, however, the students worked incredibly hard and in turn, rewarded with success. They are now moving on to 'Weather and Climate'. If you would like to support with your child's learning at home, we always encourage parents to regularly watch or look at the weather within the UK and across the world. You could also enjoy a spot of cloud identification with your child when they become meteorologists for a week (watch out for this home learning on satchel one in the coming weeks).

### Year 8 Geography

**Year 8** have continued their study of 'Weather and Climate'. They have become meteorologists, which has seen the manufacture of rain gauges, anemometers and wind veins. This apparatus will soon be put to the test! The topic will conclude with the study and tracking of tropical storms with particular focus on the destructive path of hurricane Irma in 2017.

## History KS3



### Year 7 History

Year 7 students have been exploring two key events in medieval history: the Black Death and the Peasants' Revolt. They began by learning about the devastating impact of the Black Death (1347–1351), understanding how the plague spread, its symptoms, and the massive loss of life across Europe. They discussed its social and economic consequences, including labour shortages and changes in feudal society – we also explored how living through the Covid-19 pandemic also helped us get in touch with our empathy for the unfortunate people whose lives and families were irreparably changed due to the prevalence of this disease.

Following this, students examined the Peasants' Revolt of 1381, investigating its causes, including the notorious poll tax which acted as a catalyst to amplify the growing frustration amongst the peasants. Through discussions, source analysis, and creative tasks such as creating colourful and witty protest placards, students developed their historical thinking skills, considering how these events shaped medieval England and influenced later social changes. It was fascinating to read tales of students' family members who gave insightful accounts of their personal experience of the poll tax riots of 1990, and we were then able to assess change and continuity in the public's response to the unpopular tax.



## Year 8 History

Over the past couple of months, Year 8 have been investigating what life was like for people living in the East End of London during the Industrial Revolution. We set out with the intention of focusing on the struggles of the working class and shining a light on those in society who have been typically overlooked and overshadowed; particularly the stories of what it was like to be a working class woman or child living in poverty and the impossible choices that had to be made in order to survive. Next, we undertook a deep study of the Whitechapel murderer case of 1888 to analyse how this infamous case affected the community. We did not focus on the 'Jack the Ripper' character himself but instead endeavoured to humanise his victims and to do them justice by exploring their stories, their loves, their jobs and their family lives.

This opened the door for an opportunity to discuss the impact of misogynistic views on women and how by painting them as 'fallen' and 'sinners' in Victorian mainstream media, it drastically limited public and police sympathy for the victims and arguably, allowed the police to get away with shoddy investigation work. This term, we are beginning a new topic of the history of Parliament and how power in England has been distributed historically and reflecting on how it is shared in the present.

## Humanities KS2

In year 5 and 6, we have now finished our History topic on the Ancient Greeks and have begun our new Geography topic focusing on CHINA! We started by learning about Trade and we used Trundle wheels to discover that the largest container ship in the world- the MSC IRINA- would not fit on our field! The children enjoyed getting outside and were amazed by the size of this ship which was built in China!

In this topic, we will be learning about exports and imports, investigating whether China make most of our goods and comparing China with the UK.

Next term we will be continuing with Geography and focusing on Coasts. We will be visiting Felixstowe and completing some fieldwork on the beach. We will hopefully get to see the huge port in action as well!

### The MSC IRINA



Measuring with Trundle wheels

## Life Skills

### AI Lessons

All students in all year groups have had an introductory lesson on Artificial Intelligence (AI). We enjoyed asking comparing different AI tools asking them to liven up our day with a joke and creating the most amazing images such as *two giraffes on Venus running left-to-right with a lion in the foreground wearing a tuxedo and a pink bow tie!* We are looking at whether we should extend these lessons in future years.

### RSHE Policy

We have created an updated RSHE policy and we have sent this to parents in a recent newsletter asking for any comments.

### Lifeskills speakers

We enjoy inviting external experts into school to talk about different topics relevant to Lifeskills. Recent speakers include:

- Knightsfield Specialist school for deaf children talking to our year 5, followed by a related collective worship to years 5 and 6.
- Neurodiversity Speaker talking about autism and ADHD to year 5 pupils. It was wonderful to see our year 5s so enjoyed in this workshop,
- Magistrates workshop talking about the criminal system and the law. They will be talking to our year 8s on this topic.

Below we show the different topics that we have been studying in Lifeskills.



Year 5	Year 6	Year 7	Year 8
<p><b>World Go Round? (Part 1)</b></p> <p><b>One World - Global Citizens</b> I can talk about and understand how we can be responsible global citizens. What does it mean to be a global citizen? Images – how are these people being a global citizen?</p> <p><b>One World - Global Warming</b> I can describe what global warming is and what we can do to help prevent it from getting worse. Global warming prevention Images – how are these people preventing global warming?</p> <p><b>One World – How Can I Help: Energy</b> I can explain how our energy use can harm the environment and describe what we can do to help. Taking Action Role-Play Cards Energy -Spreading the Word My Energy Pledge</p> <p><b>Money - Look After It!</b> I can explain some financial risks and discuss how to avoid them. Invest for success game Different amounts of money – where can I put it safely?</p> <p><b>Money - Critical Consumers</b> I understand how retailers try to influence our spending. Product comparison cards and activity</p> <p><b>Money and the Environment - Ethical Spending</b> I can discuss the spending decisions people have to make. What's the real cost? Value for Money and Ethical Spending Word Search Ethical Spending Debate Cards</p>	<p><b>Does Money Make the World Go Round? (Part 2)</b></p> <p><b>One World - Biodiversity</b> I can understand what biodiversity is and explain the importance of doing all we can to encourage it. An Image of Biodiversity The Benefits of Biodiversity Sorting Cards (Order in importance) Refer to Edwinstree Worm Bins</p> <p><b>One World – How Can I Help: Water</b> I can describe how we can use water responsibly and understand the importance of doing this. Water – how can we conserve? Water Acrostic Poem</p> <p><b>One World - In Our Hands</b> I can make choices which make the world a better place and that help people across the world. My manifesto for a Better World My Sustainability Choices</p> <p><b>Money - Budgeting</b> I can explain why budgeting can be helpful and how a budget can be made. Let's Go Shopping – Weekly items under £50 Spending calendar and storyboard for the month</p> <p><b>Money and Emotional Wellbeing</b> I can discuss the impact money can have on people's emotional wellbeing. How can spending money on different things affect our emotional wellbeing? Spending money wisely (and unwisely) photos</p> <p><b>Money in the Wider World</b> I can explain the impact spending has on our environment. Tax spending bingo game Ethical spending comparisons eg use of palm oil and deforestation</p>	<p><b>Keeping Healthy and Safe</b></p> <p><b>Keeping Healthy Health and Wellbeing Overview KS3</b> Describe the benefits of physical activity, healthy food exercise for physical and mental health. Explain the difference between health and wellbeing and why they are both so important. Healthy lifestyle and personal hygiene videos. Exercise &amp; sleep / Diet and nutrition / Medical care and hygiene Any changes I want?</p> <p><b>Importance of Exercise</b> Explain how exercise helps us maintain healthy body and mind. Aerobic exercise / Anaerobic exercise. Short and long term benefits.</p> <p><b>Personal hygiene, oral health and preventing infections</b> Factors which contribute towards excellent personal hygiene and oral health. How to prevent infection Personal hygiene products. Advice to others. Preventing infection.</p> <p>Mindfulness Self-esteem</p> <p><b>Keeping Safe:</b> <b>First Aid - St John's Pathway Step 1</b> Basic Life Support KS3 Primary survey Recovery position CPR and Defibrillators(AED)</p> <p><b>First Aid - St John's Pathway Step 2</b> (Optional) Bleeding KS3 Signs/Symptoms Treating Severs Bleeding video (Trigger warning) Nose Bleed</p> <p><b>Gangs and knife crime</b></p>	<p><b>Economic Wellbeing in The Digital World</b> (Part 2 of KS3 Money) <b>Money: Buntingford, Herts and The UK</b> Is Buntingford expensive to live in? What are the most popular jobs locally? How much do different people earn in the most popular jobs locally? Cost-of-living: How much does a house cost in Buntingford and local area?</p> <p><b>Money: Wants, needs and priorities</b> Describe where particular needs and wants fall on Maslow's Hierarchy of need. Explain why we need to learn about wants and needs and priorities. Is this a want, a need or a priority? Maslow's Hierarchy. Case studies. Video bingo.</p> <p><b>Money: Producing a Budget</b> Understand what a personal budget is. Understand why it is important to have and to stick to a personal budget. To be able to plan a contingency plan. What Is a Personal Budget? What Would My Outgoings Be If I Lived on My Own? What Is a Contingency Plan? (My budget for when I leave home)</p> <p><b>Money: Taxes</b> How is tax collected and what is it used for? How is tax collected? Income tax and other types of tax What is tax used for? What are subsidies? (Part 2 of Digital Literacy) <b>Social Media Safety</b> <b>Social Media Safety A</b></p>

	<p>Thegoodshoppingguide.com – ethical ratings</p>	<p>Impact of knife crime and gangs What is a gang? Legal age for knives. What kind of crime is most common in Buntingford?</p>	<p>The “Curated Self.” Body Image and Discussion cards. Body positivity. Advertising. Social comparison. <b>Social Media Safety B</b> Social media scenarios. Fake news. Social media privacy settings.</p>
--	-------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**RE  
KS3**

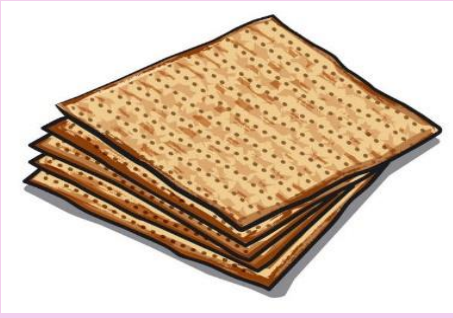
Y7 have begun their study of Jesus- looking at the impact of his life both historically and today, how he is viewed within different communities and worldviews outside Christianity, his actions and his teachings. *Have a dinner table discussion- how would you describe/draw Jesus? Why do you think this is?*



**Y8** - Pupils have been looking at the Holocaust and Islamophobia as part of the Spring term scheme on prejudice and discrimination. At Edwinstree we believe in embracing life in all its fullness, this includes sensitively and appropriately looking at emotionally challenging subjects. The Holocaust is not the story of millions of lives lost; it is the millions of stories of individual human beings who were persecuted simply for who they were. We have a duty, as educators, to those who lost their lives, continue to suffer and to our future generations to ensure we reflect, remember, and respect. *Due to the emotional impact that comes with studying the Holocaust and Islamophobia, we encourage you to help your child process the material they will be learning. Please be open to their questions--it is all right to not have all the answers. It is just as important to talk with your child about their thoughts and ideas as it is to talk about content.*

**KS2**

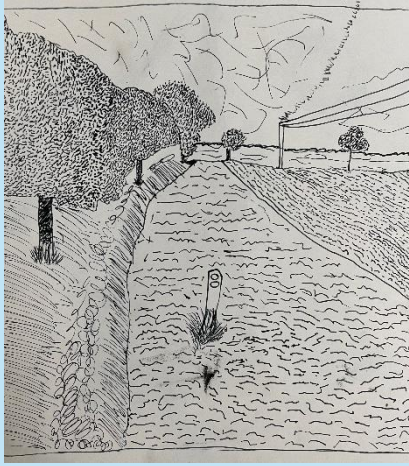
Y5 and Y6 have been learning about Sikhism and Judaism respectively. These units really allow pupils to get hands on and see the lived experience of believers. They are able to explore our school set of the 5K's of Sikhism and taste Matza in lessons. *Please discuss these experiences with them, maybe even try some Matza yourselves!*



## Art

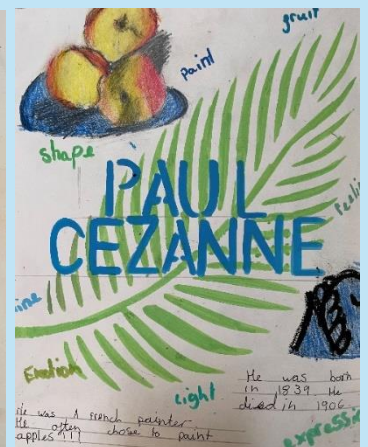
### Year 5:

At the end of the Autumn term, we completed our final artwork using colour, line and shape. A huge congratulations to all of year 5 for creating such unique and creative pieces! We are now researching landscape and cityscape artists with a focus on mark-making, texture and line. Materials we have used so far are pen, pencil, oil pastel and watercolour. We are fast approaching our own personal response for this project by using clay, paint, mark-making and various artists as inspiration!



### Year 6:

Our new topic is 'Still Life'. So far we have developed our observational drawing skills using a variety of drawing materials as well as reflected on the work of artist Paul Cezanne. Our next steps are to create a clay tile inspired by drawings using clay and acrylic paint. We will then be moving on to experiment with monoprinting, collage and typography to explore the world of Zines!

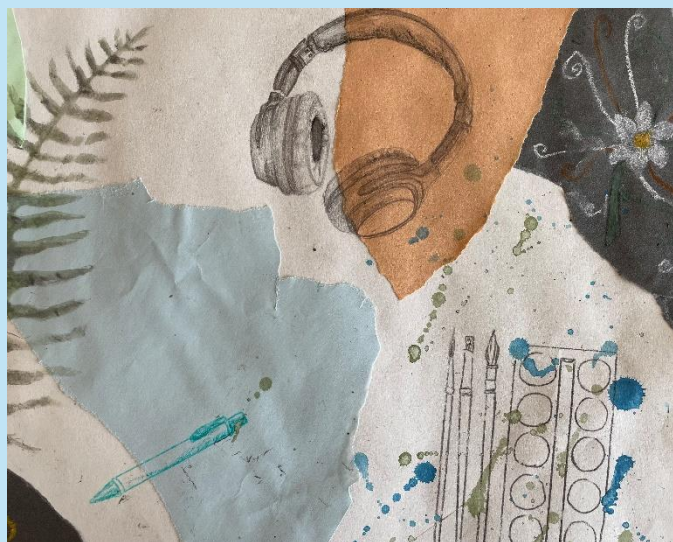


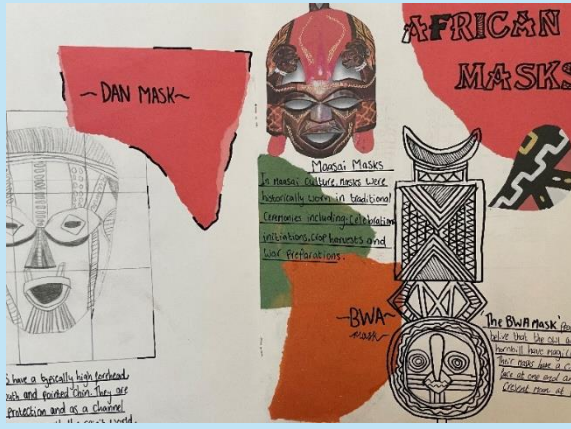
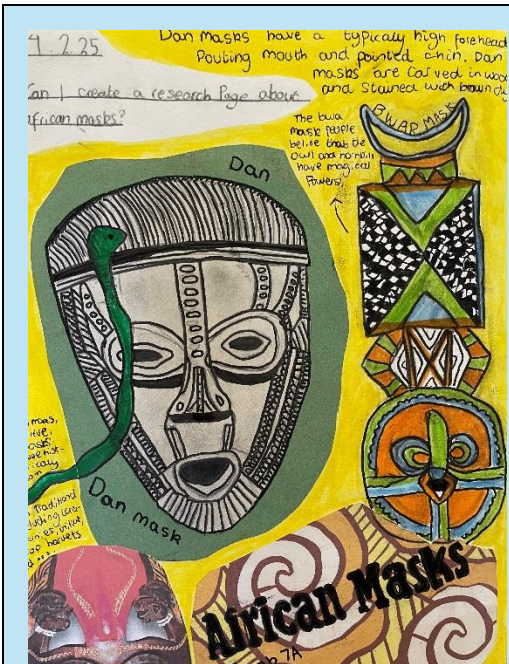




**Year 7:**

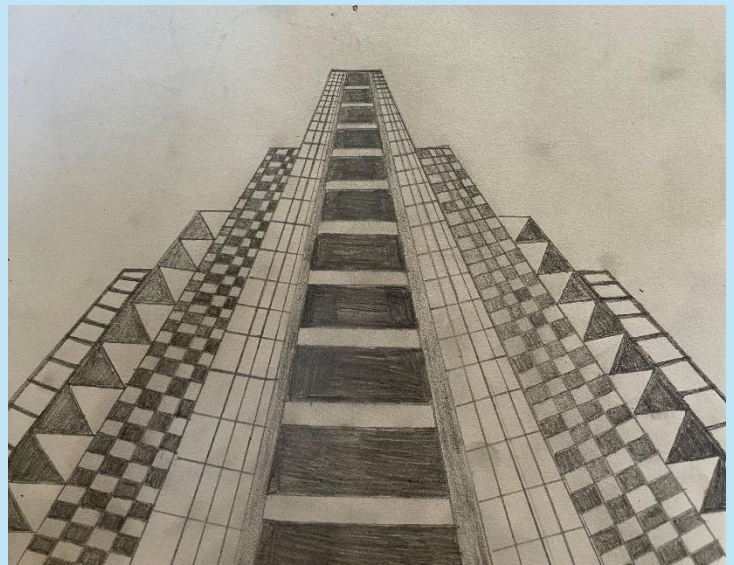
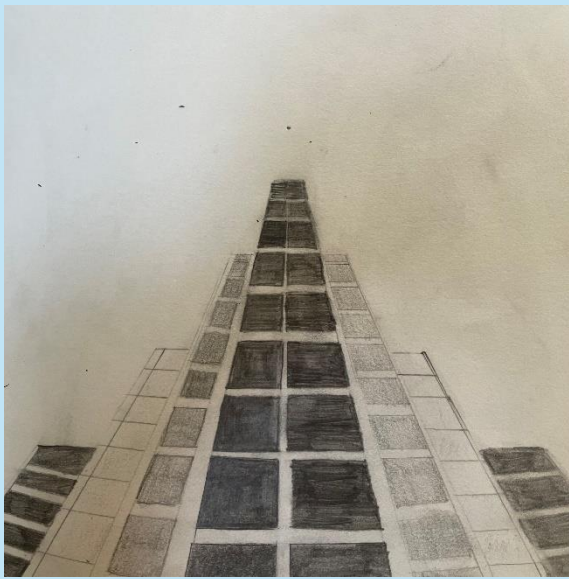
Year 7 have been super busy this term and it has been great to see so much creativity! We started the year completing our 'Objects' project by creating mixed-media grids and unique final pieces. We have now moved on to our new project 'African Art' and have made some awesome research pages. Our next steps will be making poly prints inspired by pattern and shape as well as clay masks in the style of Kimmy Cantrell.





**Year 8:**

Year 8 have worked extremely hard this term and the standard of art has been incredible! We started the year by completing our 'Bugs' project with some fantastic paper sculptures. Since beginning our new project 'Architecture' we have produced perspective drawings, monoprints and research pages. Our next steps are to create a detailed drawing in the style of Charles Fazzino and then design our own architectural structures using paper and cardboard.

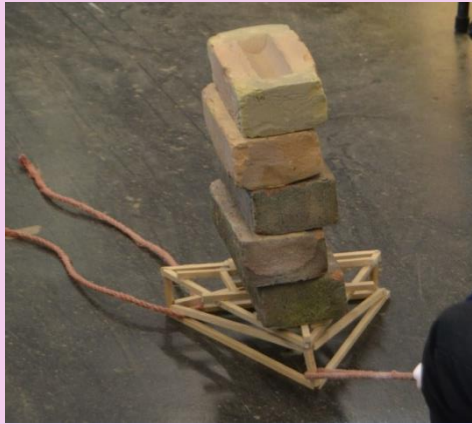


## Technology

Wow, what a busy time the students have had completing their projects!

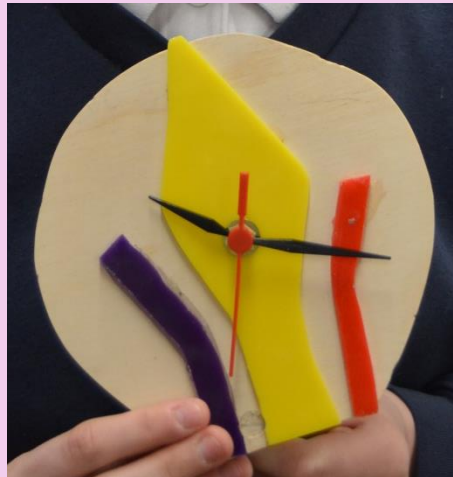
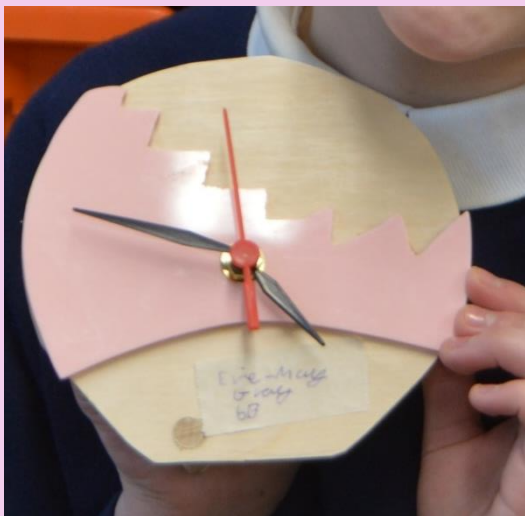
## Year 5 Resistant Materials

**Year 5** had a fantastic time racing their sledges. They worked tirelessly to get through some precarious moments during each race, even the spectators on the edge of their seats! The students used their newfound vocabulary to discuss why and how the structures failed and were able to suggest improvements. It was delightful to see great success across all four tutor groups and well done to the winning teams!



### Year 6 Resistant Materials

There were some amazing clocks completed by **Year 6**. The clocks complemented the theme chosen by each student and all were completed successfully. The topic finished with an introduction to isometric drawing, which in turn complemented shape revision for the upcoming SATS.



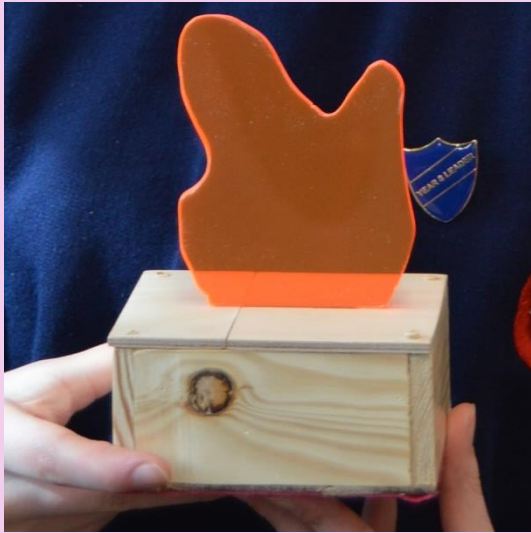
## Year 7 Textiles

It has brought great joy to witness how proud the **Year 7** students have been with their finished cushion covers and quite rightly so! The cushions are amazing and have incorporated a whole range of techniques including applique, fabric paints and embellishments. Well done Year 7!



## Year 8 Resistant Materials

**Year 8** have continued to embed the key practical skills needed for their start to Freman. They have been busy creating their light sensing circuits and completing the final assembly of the mood lights. All have been completed with success and display a good standard of precision and finish.



## Food & Nutrition

Please see the school newsletter for weekly updates and key information in this subject.

## French

KS2: Continue to familiarize yourself with the French language and culture in a fun way using this website: [KS2 French - BBC Bitesize](#)

KS3: Practise the vocabulary and grammar you have been studying in class with <https://www.languagesonline.org/>



**Drama (Y7)** Before Half term the year 7s were using Open Scripts – these are scripts that are short and have no stage directions or details of what the characters are like. The students had to try things out to decide on different characters or situations and, most importantly, be creative with their interpretation. This half term the students are exploring Silent Movies – they will be looking at Marcel Marceau and Charlie Chaplin and looking at the stock characters that are most used in Silent Movie plots e.g. the villain, the damsel in distress and the hero. One of the most important things the students need to do is work more collaboratively in groups – and try working with people they don't usually!

## Music



**Year 5** – In Year 5 this term, students have been exploring the "Instruments of the Orchestra" in music. They've been learning about the four main sections of the orchestra: strings, woodwinds, brass, and percussion. The children have listened to different instruments, identified their sounds, and discussed how they work together to create music in an orchestra setting.



**Year 6** – In Year 6, students have been focusing on melody writing in music. They've learned about the key elements of a melody, such as pitch, rhythm, and structure, and have been composing their own short melodies. They have also explored using Chrome Music Lab to notate their melodies using music software.



**Year 7** – In Year 7, students have been learning about African drumming. They've explored traditional rhythms, techniques, and the cultural significance of drumming in African communities. Students have developed their rhythm skills and learned how to work together to create complex and dynamic drum patterns in whole class and small group ensemble work.



**Year 8** – In Year 8, students have been exploring film music. As part of this topic, they have had the opportunity to perform and compose their own pieces of film music, using BandLab—a digital music platform. They've worked with a variety of film clips and composed original soundtracks to go with them, incorporating pre-written loops, as well as their own music.

## Computing



**Year 5** have been studying **Introduction to Spreadsheets** using **Excel**. They have been learning how to present data professionally, and use formulae to analyse and manage data more effectively. Their next topic will be **Scratch** – this can easily be practised at home on almost any device. Click on the logo below to take you to the **Scratch** website:



**Year 6** having been looking at **Computer Networks**, their structure, and how information is transmitted and distributed across the world. This ranged from a simple home network with a hub, larger companies with servers, routers and switches, to the internet and the World Wide Web. They will shortly begin a new topic about **Graphics and 3D modelling** using online software. They will use software called **Tinkercad**, which can easily be accessed online. If you wish to play with **Tinkercad** beforehand at home, click on the logo below to take you to the website:



AUTODESK®  
TINKERCAD®

**Year 7** recently completed a topic about **How a Computer Works**. They explored the hardware of different devices, and had the opportunity to physically inspect the different components, such as the motherboard, hard drive, RAM, Power Supply Unit, etc. They learned how these components were connected, and how the computer deals with information and instructions, and more importantly the billions of times it does this every second! Their new topic is called **Vector Graphics**, which explores how to use shapes to create images. They are using a program called **Inkscape**, and even though this is not an online software, it is free to download to your computer at home should you wish to experiment further. Click on the logo link:



**Year 8** recently completed a topic called **Data Representation – Images and Sound**. They consolidated some of their learning from Science about sound, and how this can be represented digitally on a computer. They used another freely available software called **Audacity** to explore, edit and manipulate sound. They were able to alter the order in which a recorded person counted, from ten down to one instead of the other way round. They also learned about how different amounts of Red, Green and Blue (RGB) can produce over 16.5 million colours. Using this and an online program called **Photopea**, they were able to easily edit and manipulate images. They were made aware of how easy social media can alter their perception of the world. Their new topic is **Python Programming**. This topic consolidates everything they've learned using **Scratch** and **Edublocks**, and finally using text-based programming. They will use a Python Editor called **Mu Editor** which is freely available to download from the internet. However, there are plenty of other Python editors and compilers out there to use, both online and offline. If you wish to try **Mu Editor** then click on the logo below to take you to the website:



