

What has been happening in...

history?



MR RUSTON



Students at BFS have been working exceptionally hard over the last few weeks and months. Here's what's been happening ...

Year 7 Year 7 have been studying two of the major events of the medieval period; the Black Death and the Peasants' Revolt. As students have been delving into plague and rebellion, they have been considering which of these tumultuous events was most significant and why? Here are some of their conclusions...

Year 8 Meanwhile over in Year 8, students have been exploring the transformative period of the Industrial Revolution, studying its origins and how it helped to shape modern Britain (and Bristol). Students took part in some fabulous oracy work, presenting on their favourite inventions of the Industrial Age!

Year 9 Finally for Key Stage 3, Year 9 students have recently finished their studies into the Second World War. They have explored the key turning points of the conflict, the role and significance of the Commonwealth and Empire in supporting the war effort, and what impact the war had on Bristol.

It has also been a busy time for our GCSE and A Level students.

Year 10 Congratulations to Year 10 who have just finished their End of Year Exam on Medicine in Britain and Medicine on the Western Front during World War One. Well done! They are now continuing their studies on Germany, 1918 - 39.

Year 11 + 13 A big shout out as well to our Year 11 and Year 13 students as they prepare for their respective GCSE and A Levels. They have worked diligently over the last two years and have been revising hard as we head to the summer series. It has been a pleasure teaching you over this time and we wish you all the very best of luck for your upcoming exams and for the future!

Great work!

The black death or peasants revolt 26/10/24

Both events were significant as they had an impact on peasant wages. For example, the black death had a large impact on peasant wages because as there were less peasants to farm the land lords would have to pay more money for the remaining peasants to work for them. Similarly, the peasants revolt made peasants demand higher wages and the freedom to leave their villages to find better work. Overall the PD had the largest impact on wages because peasants could now work for the person who payed them the most.

Which was more significant? The Black Death or the Peasants Revolt

I think that the most significant event was probably the Black Death. For example, during the Black Death, the population plummeted, and it took 300 years for it to recover throughout Europe. However, during the Peasants Revolt, only a handful of individuals were killed, namely the Archbishop and one of Richard's advisers. Similarly, after the Black Death, wages increased. This is one of many examples of the greater significance of the Black Death.

However, in some areas the Peasants Revolt was more significant. For example, ~~at the time of the Black Death~~, some people peasants were still villeins. However, gradually after the Peasants Revolt, more and more peasants became free, until around 1450, where all peasant were free. However, it is commonly argued that this may have been a cause of the Black Death.

Why did the allies win WW2?

I personally believe that Stalingrad was a key turning point which helped bring the allies to victory. Germany suffered a catastrophic defeat in the city of Stalingrad; resulting in over 200,000 German soldiers surrendering, and more German equipment was lost than what was possessed by the entire British army. This took place in 1942 when Hitler wanted to take the city due to it being a major industrial centre and produced vital oil supplies. This helped the allies to win the war because it weakened the Germany's army and resources, it also gave Britain the upperhand as now only 33 per cent of the last German army was focusing on them; especially during The Battle of the Atlantic.

Why did the allies win the war?

In 1939, World War 2 broke out, causing countries to take sides. Initially, Britain was allied with France and Poland ("The Allies") against Germany, Italy and Japan ("The Axis"). The first few years of the war were disastrous for the Allies leading to the crushing defeat at Dunkirk in May/June 1940. How did the Allies turn things around and inflict a devastating defeat on Hitler and The Axis by 1945?

One of the key moments that led to the Allies' victory was the Burma Campaign. The Burma Campaign happened in 1942 when the Japanese seized the whole of Burma and had begun to advance towards India. The Allies had to fight in the worst conditions, diseases becoming a main of a death threat as well as wounds. This meant morale and tactics became a crucial part of the defence. Also the Allies coordinated their actions with inspired leadership. This battle was important as 144,000 Japanese men were killed while trying to eliminate India from the war, however the Allies held them back. India was a huge help to the Allies by providing soldiers and materials such as rubber to support the war effort.

KEY DATES

Monday 6 May

SCHOOL CLOSED - Early May Bank Holiday

Wednesday 8 May

Y10 Drama Workshop, Bristol Uni

Thursday 9 - Saturday 11 May

DofE Y10 Silver Practice Expedition

Monday 13 May

Y10/12 Paper Birds Theatre Company Visit

Wednesday 15 - Thursday 16 May

DofE Y9 Bronze Qualifying Expedition (Group 2)

Friday 17 - Saturday 18 May

DofE Y9 Bronze Qualifying Expedition (Group 1)

UPCOMING FIXTURES

Wednesday 8 May	Y7/8 Boys' Tennis	QEH at Failand
Wednesday 8 May	Y9/10 Boys' Tennis	QEH at Failand
Thursday 9 May	Y7 Rounders	BFS
Monday 13 May	Y9/10 Tennis	Prior Park College
Thursday 16 May	Y7/8/9 Rounders	Blaise High School
Thursday 16 May	Y10 Rounders	BFS

We are
HIRING

Head of Chemistry

Teacher of Mathematics

BFS FUND

Staff and Governors at BFS are determined to ensure that every student at our school has access to an enriched education with inspiring curricular and extra-curricular opportunities. Through our BFS Promise, we offer a huge range of additional opportunities for all our students as they progress through the school.

Please consider supporting the School by donating to the BFS Fund. Suggested donation of £10/month however any amount will make a difference!

DONATE



DISCUSSING POSITIVE MACSULINITY

BFS was joined by Chris Hemmings (from M-Path Consultancy) this week. Chris met with all students in Year 8 and 10 to continue work begun last year on promoting a more positive approach to masculinity as part of the school's commitment to creating a culture of mutual respect. Chris's work seeks to address the growth of misogyny in society and provides a direct response and alternative to the social media influencers who seek to portray a much more negative image of masculinity. A key part of this approach is to ensure boys are not demonised in this world but continue to build empathy that allows them to more readily talk about feelings, ask for help and understand others. Chris worked with all students across both years over the two days and spoke very highly about the respectful attitude and maturity displayed in the sessions.





HOUSE NEWS



Blaise House Bake Sale



THANK YOU

Bristol Free School
for raising a cracking
£207.54
from a cake sale!
March 2024

Your fantastic contribution means that we can continue to improve the treatment and care of young patients at Bristol Children's Hospital and the Neonatal Intensive Care Unit at St Michael's Hospital.

grandappeal.org.uk

House Points

Well done to Canford House who were awarded the most house points this week!

DON'T FORGET

You can take part in the charity art sale (below), write a book review or enter the Brilliant Poetry competition (last week) to earn more house points!



Charity Art Sale



Don't forget to buy your blank art canvas from the Art Department this term, for just £3.

Get creative and paint any theme you like with any appropriate medium. You can do this at home or join us on Wednesdays for Art Club! Hand it back to the Art Department by the end of Term 5 (24 May). Art will be sold in Term 6 and all money raised goes to The North Bristol Food Bank.

All entries will receive house points!





BFS ENGLISH

Book Review Challenge

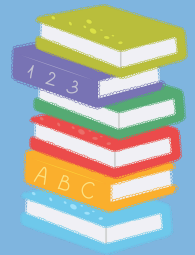
We are asking students from all year groups to complete a book review to be featured in the newsletter.

What? A book review of a recent book you enjoyed.

How long? 200 - 250 words.

How to submit? Email or hand it in to Miss McMurdo, DG08.

Why? Miss McMurdo is choosing submissions to go in the newsletter, and you will get 5 house points for handing it in (10 house points if it is chosen to be in the newsletter). It is also a great way to share book recommendations!



We look forward to reading your reviews!

Review

10 House Points!

Keeper of the Lost Cities by Shannon Messenger Review by Leo, Y7

What if one day you went to school and realised you were an elf and everything you knew was wrong?

This is a book series with nine books currently (book 8.5 and book 9.5 are being released in November). Also, there are graphic novels being made - one part already out - and a movie also being made.

Young 12-year-old, star prodigy, Sophie Foster, has a secret. Something she has never told anyone. She can read minds. A head injury when she was only 5 years old leaves her being able to hear everyone's thoughts. But when it's not as great as everyone thinks she finds someone else like her. When she does, her whole life is flipped upside down and all the encyclopaedias she's read are false. She has to relearn everything she has ever been taught.

This fantasy fiction, super long series made me want to keep reading all the way through and kept me on the edge of my seat. There are cliffhangers at the end of most of the books making you want to run to the closest library and get the next book. The greatest cliffhanger of them all, however, is at the end of book 9 not just because the next one isn't out yet. It is very well written and makes you want to talk about it for hours.

It would be great to have them in the school library along with the graphic novel version so more people can read them.





THE DUKE OF EDINBURGH'S AWARD



Year 9 Bronze Practice Expedition



Recently, 156 of our Year 9 students embarked upon an exciting journey as part of their DoFE practice expedition. This was a challenge in the form of a 21km trek spread over two days. It was braved with plenty of enthusiasm and concluded under both rain and sunshine. With the break of dawn on a sunny day, our students waved goodbye to their school grounds and set off for the adventure. They were well prepared with essential skills and supplies, all thanks to their rigorous training. Even the weather could not waver their spirits and they pushed through a rugged landscape, working together to find their way.



The two-day expedition offered them a chance to explore the local surroundings, revel in the breath-taking vistas, and breathe in the refreshing air. With their peers' and leaders' support, the young adventurers managed to effortlessly navigate the few hiccups encountered.

Despite the physical demands of such a trek, all students accomplished the journey without any significant injuries, barring a twisted ankle and a handful of blisters. The triumph and solidarity within the group were clearly evident as they crossed the finish line; rain or shine, the smiles remained on their faces.



The Duke of Edinburgh expedition remains an incomparable platform for the youth to hone their life skills, fostering teamwork, resilience, and the ability to endure. We are incredibly pleased to see such a large number of students participating and we encourage them to continue stepping out of their comfort zone to take on new challenges.

Our heartiest congratulations to all the participants of the Duke of Edinburgh practice expedition for their remarkable accomplishments thus far. We eagerly await the qualifying expedition, scheduled for the coming weeks.



BFS SCIENCE



Kew Endeavour Challenge

Year 10 have been exploring photosynthesis. As part of their write up of this required practical, six students have been entered into the National Kew Endeavour Challenge. We wish them every success.

PHOTOSYNTHESIS

Practical
This experiment is to find out how increasing light intensity affects the rate of photosynthesis. Photosynthesis is a process in which sunlight, water, carbon dioxide, and chlorophyll are used to produce oxygen and energy in the form of glucose.

Materials
• Beaker
• Funnel
• Potometer
• water sodium hydrogen carbonate solution
• Test tube
• Light bulb

Method
1. Quickly placing the potometer at the bottom of a jar filled with water.
2. Place the water sodium hydrogen carbonate beaker in the beaker then quickly place the test tube over the jar.
3. Place the light bulb away from the beaker to allow the gases to balance the air. Measure the amount of bubbles produced after 2 minutes repeat the experiment in 10cm intervals till 40cm.
4. Plot a table into a graph to identify any patterns or meanings.

Graph
A line graph showing the relationship between light intensity and the rate of photosynthesis. The x-axis is labeled 'Light Intensity' and the y-axis is labeled 'Rate of Photosynthesis'. The curve shows an initial steep increase that levels off as light intensity increases.

Chemical Equation
 $6CO_2 + 6H_2O \rightarrow C_6H_{12}O_6 + 6O_2$
Carbon dioxide + water + glucose + oxygen

Diagram
A diagram of a potometer setup. It shows a beaker of water sodium hydrogen carbonate solution, a funnel, a test tube, and a light bulb. Labels include 'Water sodium hydrogen carbonate solution', 'Funnel', 'Test tube', 'Light bulb', and 'Potometer'.

Conclusion
To conclude, our results suggest that the closer the distance between the potometer and the light source, the higher the light intensity, the more photosynthesis occurs. We know this because when the light is 10cm away, much more bubbles are produced than when the light is 60cm away.

Improvements to method
• Repeat experiment for more accurate results.
• Use a smaller interval between them.
• Use a gas syringe instead of counting the bubbles.
• Use a gas syringe instead of counting the bubbles until they are able to see when a gas syringe counting in bubbles will give a better result.

Variables
• Independent variable - Distance from light to potometer.
• Dependent variable - Number of bubbles produced.
• Control variables - Temperature of water, Background light, Amount of water.

Limiting Factors
Plants need light, water, and carbon dioxide to perform photosynthesis. Some factors of these can be limiting factors. The amount of photosynthesis a plant can perform is limited by these factors.

Rate of Photosynthesis

Introduction
Photosynthesis takes place in the chloroplasts of plants and other photosynthetic organisms. It releases light energy, and CO₂ concentration in this experiment would affect the rate of photosynthesis. The rate of photosynthesis is affected by light intensity, CO₂ concentration, and temperature.

Hypothesis
An increase in light intensity will increase the rate of photosynthesis, as well as the rate when another factor becomes the limiting factor of the reaction.

Variables
Independent: Distance of lamp from small light bulbs.
Dependent: Number of bubbles produced per 5ms.
Control: Temperature, CO₂ concentration.

Method
1. Take a leafy twig of Elodea and place it in a beaker of water.
2. Place the beaker in a water bath.
3. Place the lamp 10cm away from the leafy twig.
4. Place the gas syringe in the beaker and count the bubbles.
5. Repeat the experiment in 10cm intervals till 40cm.
6. Plot a table into a graph to identify any patterns or meanings.

Graph
A line graph showing the relationship between light intensity and the rate of photosynthesis. The x-axis is labeled 'Light Intensity' and the y-axis is labeled 'Rate of Photosynthesis'. The curve shows an initial steep increase that levels off as light intensity increases.

Chemical Equation
 $CO_2 + H_2O \rightarrow C_6H_{12}O_6 + O_2$

Results
Distance of lamp from small light bulbs and the rate of photosynthesis. The rate of photosynthesis increases as the distance of the lamp from the leafy twig decreases. The rate of photosynthesis is limited by light intensity.

Factors affecting rates of photosynthesis
Light Intensity
Temperature
CO₂ concentration



BFS DRAMA



'Feel Me' - The Paper Birds

Year 10 GCSE Drama students, and A Level Drama and Theatre students, saw The Paper Birds' production 'Feel Me', on Tuesday 30 April.

The devised piece was about the sensitive topic of forced displacement and was highly interactive, using technology so that the audience could shape some of the narrative and vote on topics during the show. Our Year 10s even became part of the performance at points, when a live feed projected video images of them onto the set! A very interesting piece.

We are looking forward to hosting members of the same theatre company at BFS for a workshop in mid-May. All of this will help inspire our students' own devised work.



BFS ART



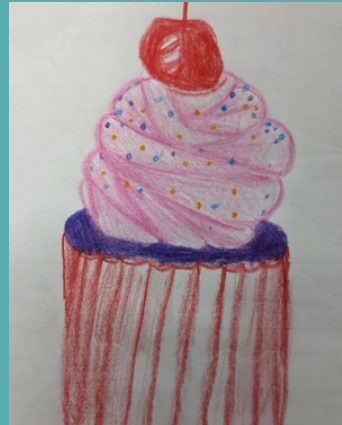
MRS KINNERSLEY

Year 7

Year 7 are working beautifully and learning how to draw from observation. We are studying cakes and sweets and learning how to draw accurately using colour pencils.

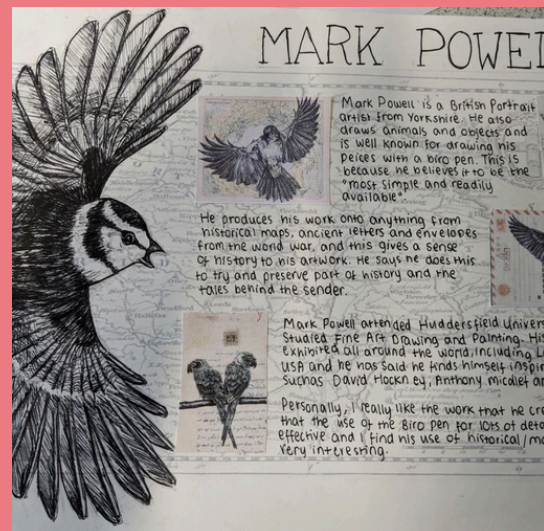


Yum!



Year 9

Year 9 are showing us some awesome skills in drawing. Our 'birds' project is starting well, with some pen studies and colour drawing. We have looked at Mark Powell's work and been inspired by his use of pen.



MARK POWELL

Mark Powell is a British Portrait artist from Yorkshire. He also draws animals and objects and is well known for drawing his pieces with a biro pen. This is because he believes it to be the "most simple and readily available".

He produces his work on anything from historical maps, ancient letters and envelopes from the world war, and this gives a sense of history to his artwork. He says he does this to try and preserve part of history and the tales behind the sender.

Mark Powell attended Huddersfield University's School of Fine Art, Drawing and Painting. His exhibited all around the world, including the USA and he has said he finds himself inspired by artists such as David Hockney, Anthony Macleod and

Personally, I really like the work that he creates that the use of the biro pen for lots of detail effective and I find his use of historical maps very interesting.



Year 9 (continued)



Year 10 Art and Photography

Last term we took Year 10 Art and Photography students to Westonbirt Arboretum. The wet weather did not change our moods and Year 10 embraced this place perfectly. They took photos that are recordings for their GCSE coursework assignments.



Year 10 Photography

Year 10 are working on a project called 'Light and Dark'. They are producing lots of research and ideas in relation to this theme and planning their own ideas to create in the mock exam, which takes place at the end of term. We can see these students growing in their confidence and skills, as they pursue this photography course. A big shout out to Ruby, Jess and Kassie!



Year 12 Art

Year 12 Fine Artists have been creating some outstanding paintings in their independent studios. They have started to explore ideas for their personal investigation. We love this space and seeing all the work appear each day. Big shout out to Isabelle who is churning out so many paintings each week. Seeing this work develop is great to see.





BFS FOOD TECH

This week, Year 10 food tech students have been making homemade gnocchi in a sage butter sauce.



EXTRA CURRICULAR



MRS MONELLE

Year 7 Ready Steady Cook Club

Year 7 students made some very tasty vegetarian/sausage rolls this week. The students were really enthusiastic throughout the session and eager to discuss next week's challenge.



Clubs Terms 5 and 6

BFS offer a range of fantastic extra-curricular clubs that run at lunchtime and after school.

[See our clubs booklet for more information](#)

STAFF NEWS

Staff Table Tennis Championship

Quarter-finals

In front of a capacity crowd (11TG4), Mr Blance fought bravely but succumbed 11-6 to Mr Hamilton.

Mr Tolman could not make the game, giving way to Mr Nouas advancing to the semi-finals.

It was a close-fought contest between Mr East and Mr MacBlain in the rain but they had a great crowd of Y9 oohing and ahing, with Mr East coming out on top in a match worthy of a final.

Ms Goodbody tested Mr Lally well, but in the end, Mr Lally proved too much with well-practised backspin.

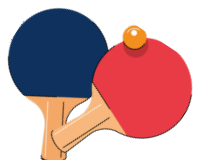


Semi-finals

Mr Nouas and Mr Hamilton kicked off the semi-finals on a very windy Tuesday. Mr Hamilton has been a force to be reckoned with thus far in this tournament. However, Mr Nouas's topspin, combined with some chaotic wind, was too much for Mr Hamilton this game. Mr Nouas advances to the final for Ashton house, winning 21-9!

Mr East vs Mr Lally was a contest for the ages. With the wind playing a significant part, the two players had to adapt quickly. Mr East had a well-rehearsed topspin, but this did not fare well with the wind. Mr Lally was patient and took his chances well, advancing to the final for Ashton House too!

**So there we have it – we have our staff finalists!
Who do you think will win - Mr Nouas or Mr Lally?**



careers notices



Employer Talks



MS NORTON
CAREERS LEAD

This morning we had a packed room of about 100 students from Year 8 - 13 who came to hear from two soldiers from the British Army.

They talked to our students about the seven strands of roles in the Army including combat, medical, logistics & support, HR & finance, engineering, intelligence & communications and music.

They gave lots of time for questioning and our students gave them a real grilling, asking lots of interesting and thoughtful questions. Students wanted to hear their favourite things about their jobs, the weapons they have used, salary and pensions as well as the tours they have done.



There was huge enthusiasm for this talk so we will look to get them back in to do a longer presentation next year.

With Year 11 and 13 about to sit their exams, we have now opened the doors to our employer talks to Year 8 who are welcome and encouraged to attend our upcoming talks.

Coming up...

10 May - Bristol Zoo Society

17 May - Careers in Languages (UofB)

Upcoming Talks

We have some slots available in term 6 and also have a careers day on Monday 8 July where we would like a range of employers to come in and help with talks or mock interviews for our Y10 students.

Please get in touch if you or someone you know would be willing to come in and talk to our students about your career.

Students have requested careers in the creative industries (film, TV, music production etc), roles involving languages and history, veterinary science, banking and marketing in particular.

Work Experience

Are you able to help with Year 12 work experience?

Our Year 12 students are seeking in-person work experience on 10 - 12 July. It has been a real challenge for our student to find placements in the current hybrid working model that most businesses have and some are really struggling despite making lots of effort. If you think you might be able to support us by offering a student a placement at your work place, please get in touch - we would be really grateful.

careers@bristolfreeschool.org.uk



BFS Fund



Staff and Governors at BFS are determined to ensure that every student at our school has access to an enriched education with inspiring curricular and extra-curricular opportunities. Through our BFS Promise, we offer a huge range of additional opportunities for all our students as they progress through the school.

Funding in schools has been under increasing pressure for several years now and we work tirelessly, with less resources, to provide the best possible experiences for your children. It is increasingly challenging to continue to deliver and improve on the additional experiences and opportunities we offer.



With this in mind, we are re-launching the BFS Fund to help us provide some of those extras that make all the difference to school life, that we otherwise may not afford. BFS fund will go towards improving our school environment and sustaining our wide range of extra-curricular and enrichment activities.

Initiatives include:

- Improvement of social spaces e.g. landscaping and outdoor furniture and equipment for social times
- Grounds development projects such as sports spaces and outside environmental classroom/garden
- Collapsed curriculum days and visiting agencies
- Special visitors/speakers/authors
- Performing arts workshops and visiting theatre groups
- Additional/specialist arts, crafts & technology materials
- Resources for extra-curricular clubs and activities such as gardening club
- Science, Technology, Engineering and Maths (STEM) activities



DONATE



What do we ask parents to contribute?

We suggest £10 a month as a voluntary contribution but if you would like to pay more (or less), we are very happy to receive any amount that parents can afford, and think is appropriate. We are also very pleased to receive one-off donations. Any donation will be much appreciated and will make a difference.





THE MOLECATCHERS

With caller Vicky Cooper

CEILIDH

BARN DANCE

SATURDAY 18TH MAY

7.00-10.30PM

**Horfield Parish Church Hall,
Wellington Hill, Horfield, BS7 8ST**

Tickets: Adult £10.00

**Children free of charge but must be accompanied by
an adult.**

Tickets available on the SA
website

www.horfieldsa.co.uk



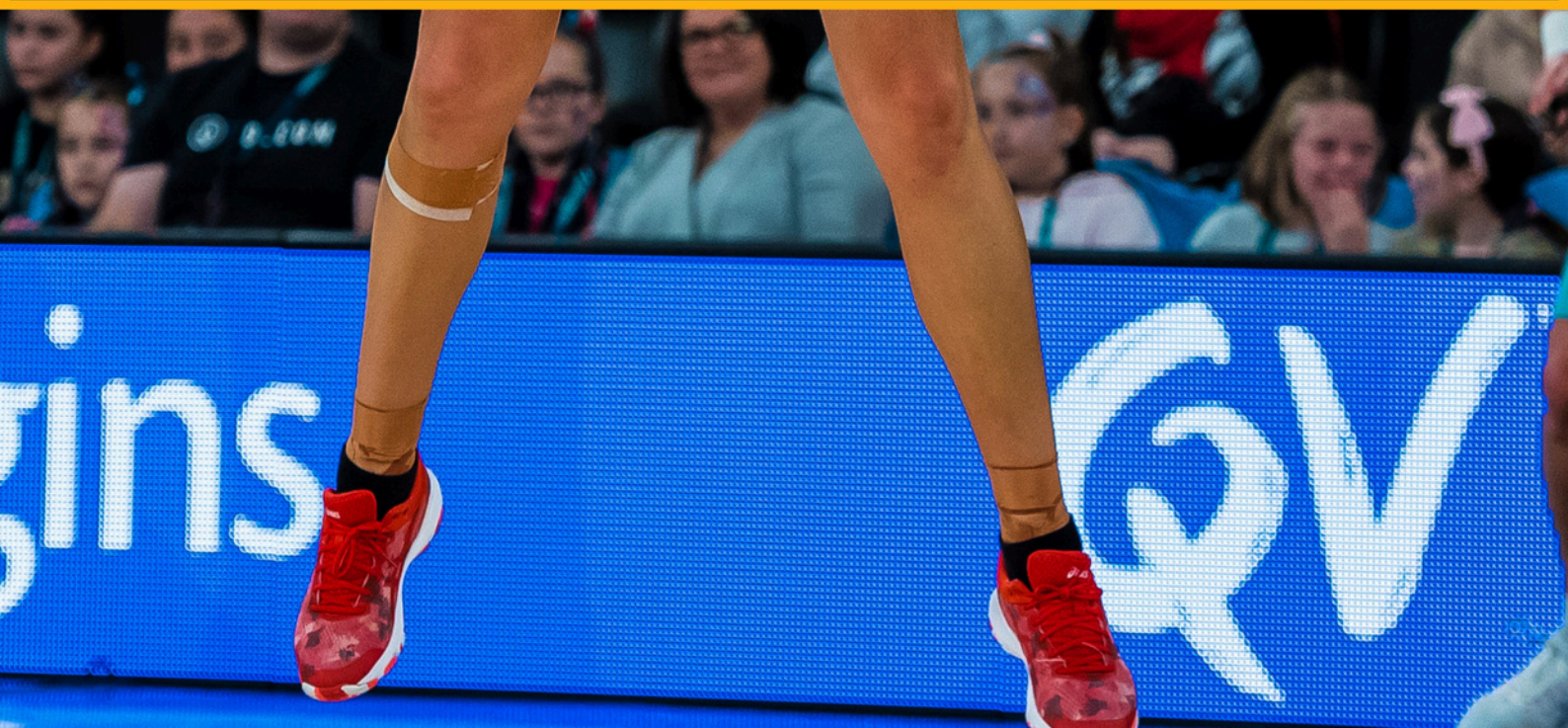


WELLS
CATHEDRAL SCHOOL



EAT. SLEEP. BREATHE. PERFORMANCE NETBALL CAMP

27 - 29 AUG, WELLS CATHEDRAL SCHOOL
wcsenterprises.co.uk/netball-camp/



ABOUT THE CAMP

Set in the historic and picturesque city of Wells at Wells Cathedral School, the camp showcases this amazing sport and gives an insight into what it takes to be pursue a career as a professional netball player.

WHO IS IT FOR?

- Players aged 12 - 18.
- Players already playing at club level.
- Players looking to develop their abilities in all aspects of the game.
- Players keen or working towards a professional pathway.
- Players looking to learn from international and national Super League coaches.

COST

Residential: £325 Day: £265

MEET THE TEAM



Asha Francis:
*Head Coach,
Team Bath NSL*



Hayley
MacKellar:
*Assistant Coach
Severn Stars NSL
and Head Coach
Scotland U21s*



Natalie Roddy
*Head Coach
Team Bath
Academy and
Assistant Coach,
Welsh Senior
Squad*



Shelley Copland:
*Head Coach,
British Army*



Tammie Williams:
*Head of Netball
WCS and Lead
Coach Team
Bath, ADC*