



King's Norton Boys' School

HUMANI SEMPER CONTENDIMUS

YEAR 11 CURRICULUM BOOKLET

2023-2024



Endeavour

Self Discipline Teamwork Resilience Initiative Vision Endeavour

Year 11 Curriculum Overview

Dear Parent/Carer,

At King's Norton Boys' School, we have designed our year 11 curriculum with our students' learning at the centre. We have devised a curriculum that provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNBS we are proud that our curriculum is taught by specialist teachers with a deep knowledge and passion for their subject. We want our students to be ambitious and resilient so that they know how to learn for themselves. While teachers encourage, support and guide students, we also expect them to take responsibility for their own learning and to be able to work both independently and collaboratively, to relish challenges and to persevere when they find things hard.

We are proud of the opportunities available to students at KNBS and we offer our student a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

This booklet is a guide to the curriculum your son will study during year 11. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subject areas about the year 9 course. It will allow you to help them plan their studies and revision, and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



Mr D Clayton
Headteacher

Registration and Form Time

'Success is the sum of small efforts repeated day in and day out.' - Robert Collier

Intentions behind form time

Every school, by law, has to register students twice a day which is the reason we have two form periods a day. However, form time is about much more than registration, it is a key part of pastoral engagement at King's Norton Boys' School. Those 100 minutes a week are used to allow all students a positive, settled start to the day, to make sure they are prepared for the day and to get themselves focussed and ready to learn.

What activities take place during form time?

Assembly

The purpose of assembly at KNBS is to allow the year group to meet collectively. Assemblies are based around topics which are generally outside of the usual school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect.

Striving for Success

This is an opportunity for staff to showcase examples of success from our students. Heads of Year will choose students who have displayed fantastic STRIVE skills each fortnight and use them as an example to the rest of the year group.

Reflection Task

Our reflection tasks are based around their key SDfL data. There will be an opportunity for reflection and target setting using their 9-week block data.

Current Affairs

Students are given an opportunity to watch a weekly news update and to discuss the stories they hear as a class. The update will be age appropriate and will either be from Newsround or BBC World News.

Word of the Week

Word of the Week expands students' acquisition and understanding of vocabulary; it demands students to contextualise new, and existing, words in different scenarios across the curriculum, enabling them to make links with the word in different situations and in everyday life.

Weekly Attendance News

Attendance is important to us and keeping students up to date with their current attendance percentage allows them to monitor how they are doing in comparison to others in the school and as a form and year group.

SDfL points and student handbook and equipment

It is important that students are prepared for learning; by regularly checking their uniform, equipment and handbooks this can be ensured. Handbooks are also a good way for communication to take place between home and school.



Teamwork

Self Discipline **T**eamwork **R**esilience **I**nitiative **V**ision **E**ndeavour

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

Our STRIVE skills are the essential qualities we want to develop in our students. They form the key principles of everything we do in school and are the bedrock of our academic and pastoral systems. These skills are: self-discipline, teamwork, resilience, initiative, vision and endeavour.

Self-discipline is the ability you have to control and motivate yourself, stay on track and do what is right.

All of our students are encouraged to meet our shared expectations of a King's Norton boy. These expectations are the key actions for all of our students and explain what should be done in the classroom, around school, how their uniform should look and how to manage their behaviour. They have been put together in partnership with the School Council. Posters with our expectations on are displayed around the school and can also be found in student handbooks.

Teamwork is the willingness of a group of people to work together to achieve a common aim.

When your son starts at KNBS he will become a part of a number of teams. His Head of Year will lead the year 9 team and he will also be a part of his form team, led by his form tutor. As a part of his form he will participate in interform competitions. Our form names are Austin, Chamberlain, Lloyd, Regis, Tolkien, and Varley. There will be many inter-form competitions throughout the year such as sports, cooking and art.

Resilience means knowing how to cope in spite of setbacks, or barriers, or limited resources.

We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his form tutor to support him but he will also have Miss Boyce, Mr Rehman and Mrs Forth who can offer support and guidance and a variety of support packages and mentoring programmes.

Initiative is a personal quality that shows a willingness to get things done and take responsibility.

Initiative is a skill that is developed over time and in year 9 students will be given lots of support for this. During registration they will be assisted by their form tutor in getting themselves ready for the school day by checking their uniform and equipment, making sure they have all of their books and any pieces of homework. Their handbook is a key resource to help them develop their initiative, there is lots of useful information for them to refer to.

Vision is the ability to think about or plan for the future with imagination or wisdom.

Student input on the school is very important to us and it is through our School Council that change and improvement is made. All students are given the opportunity to represent their forms on the School Council. In addition, students are also given plenty of time to reflect on what they want for their own future, this will be done with their form tutor but also through their PSHE lessons.

Endeavour means to make a strenuous effort towards any goal and to try hard.

Our outdoor education programme is a real strength of our school. It allows students to try activities they have not previously had the opportunity to experience. Led by Mr Julian, students are taken out of their comfort zone and are required to put effort and energy into a new skill. Additionally, students are awarded commendations for good work, outstanding attendance and good behaviour in school. Furthermore, students can also be part of our Elite, Gold and Silver awards categories for their behaviour and effort.



English

Curriculum Intentions and building on prior learning

The English curriculum, in year 11, will reinforce your studies in year 10. The content of the year 11 will continue to simultaneously develop skills for both areas of English so that you are able to see how the skills required are interchangeable for both Language and Literature. This year you will study the last text for GCSE Literature and the remainder of the year will revisit the texts for Literature and revise the skills required for Language (and Literature) to ensure that you are as ready as you can be for your GCSE exams at the end of the year. In English, we will continue to encourage discussion and development of not only academic issues, but also societal, moral, religious and many more so that you continue to develop as an individual.

What will you study in year 11?

Year 11 will predominantly focus of revisiting the texts that you have already studied to reinforce learning and will also revise the skills required for both the Language and Literature GCSEs.

Transition to the final year of KS4	<p>Christmas Carol</p> <p>Completing an in-depth study of this Victorian novella, you will analyse the methods used by Dickens to create meaning and reflect the contextual factors. We will explore ideas of society, Victorian ideals, religion and morality.</p>	<p>Power and Conflict Anthology</p> <p>You will study all 15 of the poems, making comparisons between them, and exploring their contexts. Unseen poetry will also be studied.</p>	<p>Push for Progress</p> <p>During the spring term, you will revise the entirety of the content again, being exposed to model exemplars. You will practise writing exam responses for both Literature and Language. Closing the gap activities will be created based on the PPE's.</p>	<p>Revision</p> <p>Personalised class revision based on areas of weakness decided by teacher and class discussions as well as PPE results.</p>
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Assessment for Learning

Throughout the year, you will be assessed through completing milestones, within module milestones and end of module ones, consisting of whole-class and teacher feedback. PPE examinations will be marked by your teacher. Year 11 will continue to provide you with the opportunity to learn and develop skills in both reading and writing (as well as oracy) across a range of texts and tasks.

<p>Reading</p> <ul style="list-style-type: none"> Dissecting model exemplars and applying the mark criteria. Re-reading for meaning and exploring how themes and characters are presented within the texts. Writing developed and relevant exam responses to a range of questions. Reading non-fiction texts and examining writer's methods. 	<p>Writing</p> <ul style="list-style-type: none"> Writing responses to different style of questions to suit the purpose and audience. Reinforce using structural features within writing. Increasing vocabulary repertoire. Writing, at length, in timed conditions.
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Cultural Capital and Enrichment

Despite preparing for GCSE, the importance of continuing to read cannot be underestimated and so you will be expected to keep up with reading for homework and, of course, for pleasure. You should continue to aim to read for around 10-15 minutes per night, at home, throughout the year. This will enhance your enrichment but will also support your ability to infer and the sophistications within creative writing. Although English in year 11 is predominantly focused on the requirements of GCSE, we still aim to develop your enrichment as individuals with the study of changes in society throughout time; morals and values; prejudice; beliefs and many others.

Through the different topics we aim to equip you with the knowledge and empathy required to develop you as an individual.

Pushing for Progress

There are websites and activities that can be accessed/completed at home should you wish to push for progress such as:

BBC Bitesize	Instagram (Stacey Reay)	Mind-mapping
YouTube (Mr Bruff)	Discussions at home	Revising topics studied
Reading	Reading/watching news	Reading around current topics
Independent study	Knowledge of current affairs	Forming & articulating opinions

How can you help at home?

Helping at home when your son is in year 11 may seem more daunting than it needs to be as it is probably the easiest year for you to support. You can assist by ensuring that your son has some kind of revision timetable and that he sticks to it as much as possible. One of the easiest – and best – ways for your son to revise is to complete themed and/or character mind-maps including key quotations. Another simple way to support your son's learning is by exposing them to current affairs, encouraging them to read newspapers/articles and watching the news and then having conversations about the topics covered and supporting them in developing their own understanding and opinion of society and the events that take place within it.

Throughout year 11, however, it is also important that your son feels supported in ways other than academically. We often find that this is the year where many students begin to feel anxious about their exams and future; can become overwhelmed by what is to come and, even if they may seem confident and happy, can become quite stressed. It is therefore just as important that you talk to your son about how he is coping and how he feels as well as supporting with his revision.

Homework

Homework in year 11 will be predominantly focus on revision for GCSE. Your son will still be expected to learn key vocabulary as we continue to strive to develop and enhance your son's vocabulary and he will be set at least one homework each week. This homework could vary in terms of the time required to complete or its complexity as your son's homework will reflect the needs and requirements of the teaching and learning taking place. There may be occasions where your son is set an additional task to either complete something that he has been working on or to prepare for flip learning where the homework will ensure his readiness for a lesson that is to come.

For Literature, your son needs to learn key quotes from each set text and needs to be as familiar with these as possible.

Use the resources on Satchel One and the KNBS Keynotes.

Mathematics

Success is the product of hard work, determination, persistence and perseverance.

Curriculum intentions and building on prior learning

The Mathematics curriculum in year 11 provides a broad, coherent, satisfying and worthwhile course of study.

Students will have already studied the vast majority of the content for their respective tier; they will revisit topics to retrieve knowledge and practise skills throughout the year, while also focussing on improving and refining exam technique.

What will you study in year 11?

In year 11, students continue to follow either a Foundation or Higher tier pathway. All students will explore a range of topics from the six strands of the Mathematics curriculum.

	Number	Algebra	Ratio and Proportion	Geometry and Measures	Probability	Statistics
Transition to the final year of KS4	Strengthen and refine understanding of numerical structure and calculations, and apply this to fractions, decimals, percentages, measures and accuracy.	Strengthen and refine understanding of Algebraic notation and manipulation, and apply this to explore Graphs, Equations, Inequalities, Sequences and proof.	Use and apply ratio notation in context, and solve problems involving direct proportion and a range of compound measures.	Strengthen understanding of angles and shapes, mensuration, constructions, vectors, congruence and similarity.	Strengthen and refine understanding of concepts in Probability using a range of diagrams and representations.	Continue to interpret and construct tables, charts and diagrams and analyse and compare measures of central tendency and spread within data sets.

Assessment for Learning

At the beginning of each term, students will complete a diagnostic assessment; this will check the standard of pre-requisite knowledge so that it can inform the planning and teaching of subsequent topics.

Students will then sit a series of milestone assessments covering up to three topics. These are peer assessed with whole class feedback. These tests will include GCSE examination questions which allow students to apply techniques, reason and interpret mathematically, and solve problems in context.

Students will sit a full set of GCSE papers for their PPEs in November and March. These will generate a grade and progress indicator, and students will be given a thorough analysis of their individual strengths and targets. All students will also partake in a rigorous revision programme from April in order to refine exam technique and to support you in making further progress before their external examinations.

Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 11 Maths curriculum by exploring a range of topics in context, including reading timetables and maps, personal finance- including savings and expenditure, understanding payslips and budgeting, recipes and proportion, utility bills, best buys, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

Pushing for Progress

There are websites and activities that can be accessed/completed at home should you wish to push for progress such as:

Sparx Maths

BBC Bitesize

GCSE Hub on KNBS website

CorbettMaths 5-a-day

CGP Revision Guides

Mathsgenie

How can you help at home?

You can help at home by talking to your child about the work that they are doing in school, as well as ensuring that they are completing homework tasks to the best of their ability. It would also be beneficial to, wherever possible, get involved in what your son is learning; getting him to teach you about something he has been studying and asking him to tell you about common misconceptions/errors that have been explored within lessons.

Mathematical equipment such as protractors, compasses and scientific calculators will be regularly used in lessons, and, though these can be provided, it would be beneficial to your son if he had his own.

Homework

Your son will be set a homework task each week and this should take him approximately one hour. The vast majority of this will be completed on SparxMaths, an online platform that provides personalised, differentiated and scaffolded homework to enable all students to thrive. Your son will be given his individual username and password and shown how to use the software.

Science

"The important thing is not to stop questioning. Curiosity has its own reason for existing." – Albert Einstein

Curriculum intentions and building on prior learning

During year 11 students complete the final topics of GCSE Combined or Separate Science, building on the work they have done during KS3 and year 10. Lessons continue to include practical work with a significant number of the Physics specific tasks falling into the year 11 rather than year 10 course. More lesson time is spent preparing students for the final examination. Past examination questions are used extensively throughout the year. Towards the end of the academic year, time is spent revising and preparing for the final examinations that take place in May and June.

What will you study in year 11?

Transition to the final year of KS4	Biology	Chemistry	Physics
	Plants	Acids and Alkalis	Electricity and Circuits
	Coordination and Control	Electrolysis	Magnetism and Motors
	Exchange and Transport	Groups and Rates	Particle Model, Forces and Matter
	Ecosystems	Calculations in Chemistry	Energy and Forces
		Fuels, Earth and the Atmosphere	

PPE Assessments will take place in Autumn and Spring terms to help prepare students for the final examinations.

Assessment for Learning

Throughout the year you will be assessed both formally and informally through teacher marking, self-assessment, and peer-assessment. Each topic will conclude with an end of topic test.

Practical skills

- Follow complex sets of instructions to collect valid and reliable data
- Carry out risk assessments using scientific knowledge and understanding.
- Make and record observations and measurements using a range of different methods
- Suggest possible improvements to methods

Written work

- Develop subject specific vocabulary
- Use of direct, concise, unambiguous language
- Develop the ability to write longer answers that fully satisfy the demands of command words such as describe or compare.
- Use mathematical techniques to evaluate scientific phenomena.

Cultural Capital and Enrichment

The course has many opportunities for us to look at the wider roles of Science in society both today and throughout history. The year 11 course provides opportunities to look at the development of the Earth's atmosphere and the impact of human activities, some of the chemical processes that are essential for our modern lives and the processes that take place in ecosystems that ensure that the nutrients needed for growth are present.

Pushing for Progress

There are websites and activities that can be accessed/completed at home should you wish to push for progress such as:

BBC Bitesize

Discussions at home

School or personal trips to educational centres

Active Learn (school subscription)

Revising topics studied

T.V. documentaries

Reading/watching news

How can parents/carers help at home?

One of the main ways that parents can be supportive is to take an interest in the work your son has completed at school whilst keeping an eye on homework. We also find that when students struggle, particularly with homework, they can be reluctant to seek help. Teachers are happy to be contacted via email or through the Show My Homework website. Please encourage your son to do this and help him to contact his teachers if he finds it difficult.

We are aware that many parents do not feel confident helping their children complete science work however there is a wealth of information available online with the direct purpose of helping students at home. An excellent way to support your son is to familiarise yourself with what online resources are available so that you can quickly guide your son to appropriate help when needed. It is also of huge benefit if students can have supervised access to a laptop or desktop computer when working at home. Pre-Public examinations give students the opportunity to sit practice examinations under conditions that mirror the final exams. It is crucial that students use these examinations to test the effectiveness of their revision strategies as well as their exam technique. Reinforcing the importance and value of these practice examinations is of huge help.

Homework

Homework is set according to the wider school policy. During year 10 and 11, homework is set to support the learning that has taken place in class, cement key knowledge and give practice of examination style questions.

Our most successful students complete a significant amount of revision work when preparing for GCSE exams. Homework through years 7 to 11 plays a significant role in developing the skills students need to manage their own time/learning when they face the challenge of revising for their GCSE exams. In turn these skills help our boys develop into competent and successful adults.



Initiative

Self Discipline **T**eamwork **R**esilience **I**nitiative **V**ision **E**ndeavour



Art

Curriculum intentions and building on prior learning

During year 11, you will continue to work on your Controlled Assessment portfolio and additional Supporting work. You will be working on AO4- Final outcome and refining any other work that can be further improved. By the end of Year 11 you will have 1 completed CA portfolio and many A1 supporting work boards. These will contribute 60% to your overall GCSE grade. You will also have completed an exam unit, which will fulfil 40% of your grade.

What will you study in year 11?

For the first term you will finish your CA portfolio and A1 supporting work boards. You will then be given your exam paper on the first day back in January 2024.

Transition to the final year of KS4

Work on:

AO4- Final outcome- you will produce a large version of 1 or a combination of your Intention ideas.

Refine:

AO1- Artist links- You will produce several A3 artist research boards for all your chosen artists. They will need to be in the Artists style, include information and images. You will then create a response in lessons using your own photo/ internet image in the artists style, choosing appropriate media.

AO2- Experiment- you will use a wide range of materials and techniques based on your theme to create several pieces of artwork.

AO3- Intentions- Once you have completed your artists links and experiments, you will come develop 2-3 ideas for a big final piece outcome. This must be in 1 or a combination of your researched artists styles.

A1 supporting work boards.

Exam Unit

The exam board will issue a paper with a selection of exam titles that you can choose from. You will choose one to develop your exam project on. You will develop a new exam folder which contains the following work:

AO1- Artist links- You will produce several A3 artist research boards for all your chosen artists. They will need to be in the Artists style, include information and images. You will then create a response in lessons using your own photo/ internet image in the artists style, choosing appropriate media.

AO2- Experiment- you will use a wide range of materials and techniques based on your theme to create several pieces of artwork.

AO3- Intentions- Once you have completed your artists links and experiments, you will come develop 2-3 ideas for a big final piece outcome. This must be in 1 or a combination of your researched artists styles.

AO4- Final outcome- you will produce a large version of 1 or a combination of your Intention ideas.

You will have From January to the start of May to complete your exam sketchbook. You will then sit a two-day exam (5 hours on each day) to produce A)4- final outcome.

Assessment for Learning

You will undergo diagnostic, formative and summative assessment in Art and you will receive regular verbal feedback on your progress in lessons. You will also engage in self-assessment and peer assessment tasks. Your feedback booklet located in your CA portfolio A3 folder will contain regular personalised and written STR feedback. You will be assessed according to how well you have fulfilled the four assessment criteria. You will be taught about this criterion, so you will know what to do. For every task you will be shown high quality graded exemplars on the whiteboard, and demonstrations, to make you aware of how to fulfil the assessment criteria to a high standard.

Cultural Capital and Enrichment

Studying Art at GCSE presents you with the opportunity to delve deeper into the world of Art and truly understand its impact on the world and our daily lives. You will be encouraged to think more deeply about popular themes in Art and to make your own personal responses to the topic you choose. You have done this in year 10 but will be expected to do this to a higher standard in year 11. We are still encouraging you to represent your own life and experiences in your artwork. You can choose to produce more work than we ask for.

Pushing for Progress

In Art, the emphasis is on developing our creative young men as 'independent learners'. The expectation is that you will use all the skills and resources you are given to develop your work. You will be proactive in this process and will be encouraged to ensure that you challenge yourself by selecting challenging images and ideas to include in your work. This level of challenge will help you develop and stretch your skills in a variety of areas within Art. Your teacher will deliver high quality demonstrations and use excellent examples to show you what you are expected to do. They will also support you during the creative process of producing your work.

You can add to your knowledge and skills by attending daily art club and researching skills and techniques via YouTube and other high quality online video tutorials. You can also look at the BBC bitesize information on Art for GCSE, as well as organising your own visits to places of cultural interest. You can make even more progress by attending Art club to further your work.

How can you help at home?

Parents and carers can help by ensuring that your son takes a well organised approach to homework. It would be helpful to set out times that your son is expected to complete homework at home during the evening and at weekends. Please encourage your son to spread Art homework out over the one or two-week period that it has been set, rather than completing it at the last minute. This will reinforce what he is being told by his Art teacher at school and will ensure that we see the best of his ability. Homework is set sensibly in Art, and pupils are given a reasonable amount of time to complete work. Where pupils struggle is where the homework is not started early enough, or support has not been requested.

Parents and carers can also help by encouraging their son's interest in Art. Accompanying your son to places of cultural interest where he can gather photography, drawing and research for his CA Portfolio folder. There are many museums, art galleries, and outdoor spaces in our immediate area as well as further afield which would be useful. In fact, we have a world class art gallery, the Barber Institute of Fine Arts located in Selly Oak! See the link for more details on places to visit <https://theculturetrip.com/europe/united-kingdom/articles/20-must-visit-attractions-in-birmingham-uk/>.

Homework

All homework set is geared towards developing your creative and practical skills, and it also counts towards your portfolio (CA) which is 60% of your final grade and your exam folder which is 40%. Homework is set once a week or once every two weeks.

BTEC Sport

"The more difficult the victory, the greater the happiness in winning." – Pele

Curriculum intentions and building on prior learning

Students build on the knowledge of the sports and exercise they have learnt within KS3. The curriculum intentions of BTEC Sport are to:

- Inspire and enthuse learners to consider a career in the Sport sector
- Give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Sport sector
- Support progression to specialised Level 3 qualifications in Sport, or to an Apprenticeship
- Give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

What will you study in year 11 Btec?

Transition to the final year of KS4	<p>Unit 3 - Applying the principles of Personal Training (25% of course)</p> <p>This unit is all about the individual performer, training to improve and enhance personal fitness for one activity/sport you participated in for Unit 2: Practical Performance in Sport. You must select one component of fitness and one method of training that is most appropriate, beneficial and engaging to improve your fitness for your chosen activity/sport.</p>	<p>Unit 6 - Leading Sports Activities (25% of course)</p> <p>This unit introduces you to sports leadership, enabling you to start on the ladder of leadership and coaching, through delivering components of sports sessions and whole activity sessions. You will be introduced to the basics of sports leadership and then will be required to plan, deliver and evaluate your ability to lead a sports activity session or component of a session.</p> <p>Assessment deadline March 2024.</p>	Attend catch-up sessions if needed.
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Assessment for Learning

As BTEC Sport is a vocational subject and marking, feedback and assessment works slightly differently. Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment from within the allowed BTEC teacher marking guidance. Students will have certain standards to achieve in their work. These are – Pass, Merit or Distinction.

<p>Physical Education curriculum at KNBS:</p> <p>The KNBS physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. The extra-curricular opportunities enable students to compete in sport, build character and help to embed values such as fairness and respect.</p>	<p>Physical Education at KNBS aims:</p> <ul style="list-style-type: none"> • KNBS students develop competence to excel in a broad range of physical activities • KNBS students physically active for sustained periods of time • KNBS students engage in competitive sports and activities • KNBS students lead healthy, active lives
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Cultural Capital and Enrichment

BTEC Sport students will receive five lessons of BTEC sport a fortnight. The lessons will be a range of practical and theory, depending on the unit of work being undertaken. Students undertaking BTEC Sport should either be involved in a minimum of one school team or club or be competing in a sport outside of school.

KNBS PE department offers a vast range of extra-curricular activities for students to get involved with, before school, at lunchtimes and after school. Practices and competing teams exist within the sports of rugby, football, basketball, badminton, table tennis, cricket, athletics, strength and condition and cross country. The school competes at a district, city wide and national level and is proud of its sporting reputation and the opportunities its students get to experience.

Pushing for Progress

Students level of individual fitness is a key contributor to their overall assessment grade for a given sport. Regular fitness testing is done throughout the course to monitor student's fitness levels. These fitness levels need to maintain and improved through their exercise levels when at home and at out of school clubs.

We strongly encourage students to get involved in the many sporting clubs within the local area, if they further wish to enhance a chosen sport further. Period 6 and catch-up classes in school holidays are available

Students are encouraged to attend BTEC Sport catch-up sessions when directed to meet specific deadlines of certain units. Assessment and exams are completed by March and then assessed during April.

How can you help at home?

You can help at home by supporting your son in leading an active and healthy lifestyle. If your son has a passion for a certain sport, please encourage him to attend extra-curricular clubs for that sport and support his participation in the school's teams.

Please ensure your son has the correct school kit and encourage him to organise this himself so he always has the appropriate kit in school for the given activity he is taking part in. We have very high kit expectations and all students are expected to follow the PE departments kit policy. This will be explained to all students in their first weeks here at KNBS.

During school holidays encourage your son to be active during the days and try to fit so physical activity into your daily routines. This way your son will not lose fitness or skill levels that he has worked hard to build up whilst in

Homework

Due to the controlled assessment conditions on internally assessed units, BTEC Sport does not allow students to work on coursework at home. They are however encouraged to research and be best prepared for when they are in the classroom.

BTEC Sport catch-up sessions are run once a week by the PE Department (after school) and students will be told when their attendance is needed at these sessions.

GCSE Business

The true entrepreneur is a doer not a dreamer

Curriculum intentions and building on prior learning

Year 10 involved students investigated business ownership and how external factors influence business decisions. By the end of year 11, students will be confident in understanding business relations within the real world. They will look how business operate internally and how financial strategies impact most aspects of business. This basis of knowledge gives them a steppingstone to how everyday life runs economically.

What will you study in year 11?

Transition to final year of KS4

Human Resources

You will investigate how the human resources department runs within business. You will evaluate various recruitment, training and motivation techniques.

Business Operations

You will analyse production methods in relation to real life case studies. You will learn how quality assurance is maintained and its importance. You will also evaluate the supply chain and sales process method.

Finance

You will be evaluating various sources of finance for small enterprises and you will recommend using analytical skills the most appropriate source for the given case study.

Assessment for Learning

Students will be assessed formally, continuously throughout this year. Small end of topic assessments will take place every two weeks.

Written Tasks

- Learning key vocabulary
- Being able to analyse and evaluate current business practices
- Comparing business characteristics and being able to apply theoretical understanding to exam questions
- Be able to use real life examples of case studies in written responses
- Be able to effectively recommend strategies for business case studies- with valid arguments
- Learn multiple mathematical formulas

Cultural Capital and Enrichment

This course gives a rounded understanding of how everyday business are functioning in today's current climate. Not only does it provide a useful understanding, but it also allows them to understand changes in real life, everyday products, such as flotation in fuel prices, housing market, current VAT rates etc. These elements allow students to build a healthy understanding of the economical and business world.

Pushing for Progress

Youtube- Two Teachers
GCSE Business- Bitesize
Businessbuddyonline.weebly.com
Eduqas GCSE Business – Past Papers & mark schemes
Eduqas GCSE Business Revision Guide

How can you help at home?

Students should be encouraged to keep up to date with current affairs, such as reading or watching the news or business documentaries. Further reading will help deepen their understanding and they will be able to apply this to lessons and assessments. It is also useful to create these conversations at home, discuss current economical situations and create a discussion about the impact on businesses.

Homework

Students will be set homework tasks at least once a week. These tasks will be varied from completing past exam questions, to team project tasks. All students will be expected to keep on track of work, especially due to absence. Prior reading may be beneficial for some aspects of the course.

Computer Science

It is not that we use technology, we live technology

Curriculum intentions and building on prior learning

Last year students Developed their python skills to help them to prepare them for the 20-hour GCSE Computer Science programming project task which they will complete in year 11. This project task is a Non-Exam Assessment (NEA) which has be completed in 20 hours using a series of lesson times in September and October/November. The work completed in this project has some significant bearing on GSCE exam Paper 2 that students will sit in year 11.

Last year several topics were covered to lay a firm foundation in theoretical aspects of the course. This year students will complete their theory to prepare for both, paper 1 and 2 exam. Most of the work in this year will be in a form of review lessons to deepen their understanding and prepare for the exams through use of quizzes, past exam papers, revision flash cards and other relevant resources and activities.

What will you study in year 11?

You will complete Non-Exam Assessment coursework which is a Programming project task lasting 20 hours. During this year you will complete your theory by doing any remaining topics from year 10 likely to be: Networks and Topologies, Utility software, and Computer technology issues.

Transition to final year of GCSE	<p>Review of Programming Skills</p> <p>You will revisit study of different programming techniques and methods that industry uses when planning and creating a solution to a given problem or complete a task.</p> <p>Several tasks which facilitate review of programming skills and practices will be given to prepare for NEA project task.</p>	<p>GCSE Computer Science Programming Project task.</p> <p>Coursework.</p> <p>You will be given a programming project task to complete in 20 hours. You will be expected to demonstrate computational thinking concepts, practices and tools in creating a solution to the given task. You will be expected to write a report of your completed project work.</p>	<p>Revision work to prepare for examinations</p> <p>Exam Theory</p> <p>You will be expected to use this time to revise for your exam. A series of past exam papers or OCR exam builder-based tests will be used to facilitate revision for exams. Revision flash cards and Final revision lesson notes PPT will be provided to aid your revision.</p>	Possible opportunities for educational trips to Universal Studios in London
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Assessment for Learning

Students will be assessed formally, continuously throughout this year and most of the questions will be exam type questions derived using OCR exam builder platform. All coursework is compulsory albeit Non-Exam Assessment. Therefore, verbal feedback can be given for direction and support, however students must be independent in their learning and all work submitted must be their own.

Written Tasks

- Learning key vocabulary/terminology and appropriate technology for various uses/applications.
- Being able to analyse scenarios, work out solutions and evaluate possible solution options.
- Completing trace tables to map out results of given algorithms.

Practical Tasks

- Using several Computational thinking concepts and tools to solve given problem or task to complete.
- Creating a coded modularised program using Python to create solution to a given problem or complete a task focusing on efficient use of code.

Cultural Capital and Enrichment

Learning to analyse a given problem using computational thinking concepts, practices and tools is not just for a Computer Science classroom. The skills learnt throughout this course cross over into many aspects of life. It prepares students for the future careers. Computational thinking and Software skills can be used in a multitude of ways such as doing scenario-based analysis and working out a design towards creating a coded solution for a core business activity or creating an app for business entity such as a restaurant. It allows students to develop perseverance and independence.

Pushing for Progress

The following resources will allow your son to further develop their skills outside of the classroom:

- Youtube - Craig and Dave
- OCR – Computer Science J277 - Past Papers & Mark Schemes.
- Revision flash cards.
- GCSE Hub - some lesson resources.
- Seneca - OCR Computer science
- <https://www.turinglab.co.uk/>

All of the resources stated above are available from your child's Teams homepage. For those students that struggle with or would like to develop their exam technique I would strongly advise them to complete as many past papers as possible. This will allow them to time themselves on certain questions, and to help learn the style of responses accepted via the mark schemes.

How can you help at home?

All coursework should be completed during school hours. However, some students may wish to take copies of work home for proof reading or to get ideas down for possible evaluations or future designs etc. Students sometimes need a helping hand when it comes to self-reviewing work. Sit with your son and look at their work, after all they have worked very hard on it. It can show you a window in their effort in lesson but also it allows you to offer support if they feel stuck for ideas. Even just a well done from a parent can do the world of good for a student that lacks confidence. Another key thing to help support your son is to help them become organised. Please question your son and remind him of deadlines and expectations.

Homework

Students need to continue to catch up on missing or weak work during lunch or after school. A select number of students will be invited to attend period 6 sessions after school in order to catch up. These sessions will be compulsory in order to get the best out of your son. During exam theory students will be set various tasks. These will be set at least twice a week. Students may be expected to complete past exam questions, self-assessment, pre-read content or have complete preparation work such flow charts/pseudocode/trace table ready for the next lesson. Expectations do step up in year 11 and any poor attitude to completing homework will be followed up on.

Physical Education - Core PE

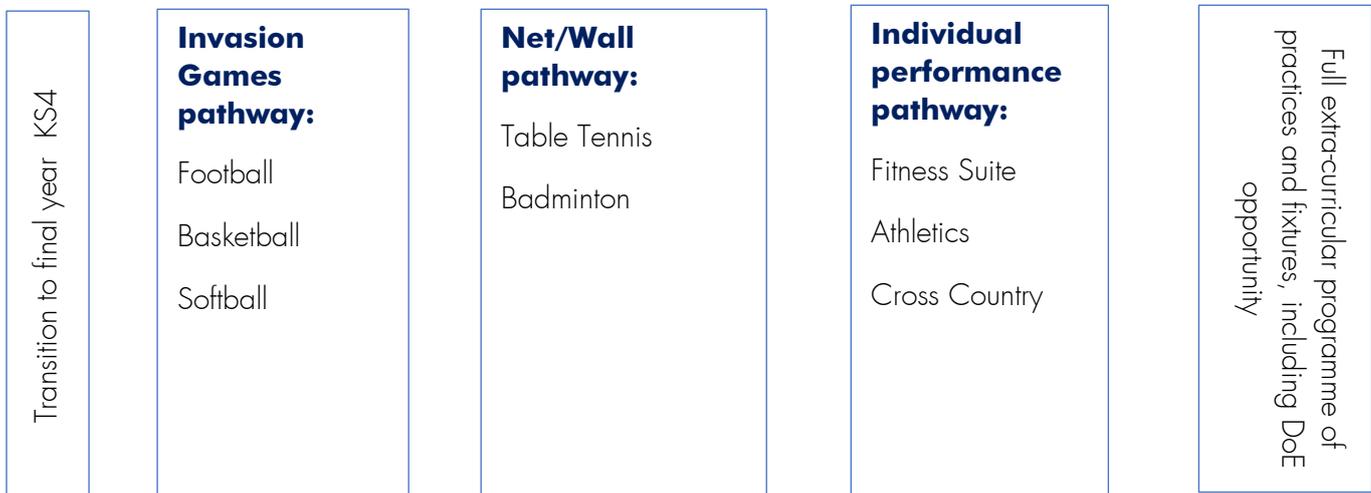
'One man can be a crucial ingredient on a team, but one man cannot make a team' - Kareem Abdul-Jabbar

Curriculum intentions and building on prior learning

Year 11 Students will tackle complex and demanding physical activities. Students will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Students are able to pick a specific sporting pathway, enabling further engagement in specific sports of their choice

What will you study in year 11?



Assessment for Learning

Students are not formally assessed in Core PE as it is a non-examination subject. However, it is a compulsory part of the curriculum. The emphasis is on participation efforts, skill development, independent learners and knowledge and understanding of specific sports.

Physical Education curriculum at KNBS: <p>The KNBS physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. The extra-curricular opportunities enable students to compete in sport, build character and help to embed values such as fairness and respect.</p>	Physical Education at KNBS aims: <ul style="list-style-type: none"> • KNBS students develop competence to excel in a broad range of physical activities • KNBS students physically active for sustained periods of time • KNBS students engage in competitive sports and activities • KNBS students lead healthy, active lives.
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Enrichment

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 11 students will undertake three hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another five hours of PE a fortnight onto their exam timetable.

KNBS PE department offers a vast range of extra-curricular activities for students to get involved with, before school, at lunchtimes and after school. Practices and competing teams exist within the sports of rugby, football, basketball, badminton, table tennis, cricket, athletics, strength and condition and cross country. The school competes at a district, city wide and national level and is proud of its sporting reputation and the opportunities its students get to experience.

Pushing for Progress

We strongly encourage students to get involved in the many sporting clubs within the local area, if they further wish to enhance a chosen sport further.

Please speak with PE staff if you would like to join a out of school club for a certain sport and they will direct you to an appropriate affiliated club, which they can access.

How can you help at home?

You can help at home by supporting your son in leading an active and healthy lifestyle. If your son has a passion for a certain sport, please encourage him to attend extra-curricular clubs for that sport and support his participation in the school's teams.

Please ensure your son has the correct school kit and encourage him to organise this himself so he always has the appropriate kit in school for the given activity he is taking part in. We have very high kit expectations and all pupils are expected to follow the PE departments kit policy. This will be explained to all students in their first weeks here at KNBS.

During school holidays encourage your son to be active during the days and try to fit so physical activity into your daily routines. This way your son will not lose fitness or skill levels that he has worked hard to build up whilst in school.

Homework

Homework throughout year 11 is done through students' participation at extra-curricular clubs. Although this is not strictly monitored, students are registered so we can gauge which students are accessing which clubs. The general expectation is that each student attends at least 1 club a week.

Students are also expected to take part in House Games as often as possible.

Students will also be given tasks in regards to their lessons. This is often to research or observe good practice of the skill they are currently learning.

Drama

"We must all do theatre, to find out who we are, and to discover who we could become." – Augusto Boal

Curriculum intentions and building on prior learning

The Drama curriculum in year 11 will be working towards AQA GCSE Drama. This is building on the first year that focused on the devising elements. This year the focus will be on scripted extracts which builds on KS3 scripted extracts and practitioner work. It is also preparing you for the final written examination, which is pull together all the evaluation and analysis skills you have gained throughout your Drama journey. Throughout the year you will be considering the roles and responsibilities of theatre makers, considering design elements as well as evaluating live piece of theatre.

What will you study in year 11?

	Texts in Practice	Understanding Drama	Live Theatre Review
Transition to the final year of KS4	You will start the year with practical exploration of scripted extracts. For this you will be asked to perform two extracts from the same play, as the same character. This examination will be focused on your acting skills such as vocal, physical and characterisation. It will be externally marked by AQA.	As part of the written paper you will be asked to demonstrate your understanding of roles and responsibilities of theatre makers. Within the Drama studio we will explore these practically. Also, you will recap <i>Blood Brothers</i> and how to write about it successfully in relation to acting skills, context and design.	As part of the written paper you will be asked to describe and evaluate a piece of live theatre. We will take a class trip to the theatre, normally the Birmingham Hippodrome. You will explore how to write about the design elements as well as how an actor was successful in portraying their roles to the audience.

Assessment for Learning

Throughout their time in Drama your son will be assessed both formally and informally including teacher, self and peer assessment. Their practical examination will be group tasks; however, your son will receive individual feedback and a grade. They will receive STR's to guide their progress. Also, there will be written assessment in relation to the GCSE AQA mark scheme and assessment objectives from the written paper. There will be opportunities for your son to improve upon their work using feedback received.

Year 11 will be the final year of their two-year GCSE AQA Drama course. Within the Drama studio the assessments will be focusing on both the performance and written elements that this course assesses. The scripted performance assessments will be concentrating on vocal and physical skills, along with characterisation and development of character within the extracts. The written elements will comprise of exam style questions related to their final examination on roles and responsibilities of theatre makers, *Blood Brothers*, and their live theatre review.

Cultural Capital and Enrichment

As a school we are lucky to be part of the Birmingham Hippodrome Education Network. Through this we can offer your son the opportunity to work with industry professionals both in lesson time and at the theatre. As part of the written exam they are asked to talk about a piece of live theatre. Through the Hippodrome we can see performances at a highly discounted rate. Also, through this network we are able to support your son to partake in work experience with the Birmingham Hippodrome, exploring both on stage and backstage roles.

Pushing for Progress

Seeing theatre live will help immensely and will help push for progress. There are many venues within Birmingham theatres at many different price points such as The Birmingham Hippodrome, MAC, the REP and many more. There is so much that can also be accessed for free online such as:

- YouTube – Frantic Assembly, RSC, National Theatre, Kneehigh, Burts Drama, Birmingham Hippodrome,
- BBC Bitesize
- The Plays that go wrong – BBC iPlayer
- Theatres sites such as the National Theatre and the RSC

How can you help at home?

Your son will need to learn his lines and having someone to run lines with them will be very beneficial. Also, discussing the themes and issues within their scripted performance work will help them to consider the characters emotions and their motives. One of the easiest ways to help support your son is asking them to read the scenes with you, or a monologue with them. You can then help them to identify the emotions of the characters within what they are reading. From there you can help them work out which key words to emphasise and which tone of voice to use. Reminding them that performing a scene and reading a scene is very different. Also, you can help remind them to project their voice and to be clear. Discussing the live theatre piece, they saw will help to formalise their opinion and memory of the performance. Asking them to describe elements such as costume, set, lighting and acting skills will be beneficial to their written examination.

Homework

Your son will be set a variety of homework throughout the course. Some weeks it will be asking your son to write practice answers for exam questions as revision for the end of year exam. Other weeks your son will be asked to undertake research tasks linking to their scripted work. They will additionally be asked to prepare for their performance how they see fit, such as sourcing props and costumes. Your son will be expected to use their own time to rehearse their performances, learn lines, staging and blocking their work, which will count as a homework.



Design and Technology

Explore. Create. Evaluate.

Curriculum Intentions and building on prior learning

During year 11 students build upon all their prior experience of iterative design to 'Explore, Create and Evaluate' a working prototype of their own choosing: based around a choice of three contexts. The prototype should be fully functioning and meet the needs of a client the student has selected. They will also need to record their progress both graphically and digitally in a PowerPoint portfolio of around twenty A3 sheets. This section is referred to as Non-Examined Assessment (NEA) and is worth 50% of the final GCSE grade.

Students will also complete a two-hour exam which will assess their knowledge of tools, equipment and processes. We also explore challenges facing a Design Technologist of the 21st century in the form of design type questions. This is also worth 50% of the final GCSE grade.

NEA 50% + exam 50% = 100% of final GCSE grade.

What will students learn in Year 11?

During year 11, students will experience the iterative process of designing and complete a functioning prototype they have designed.

Students explore all three contexts and select a primary user and investigate their requirements. They must then consider existing products and design practices, concluding with a Technical Specification to create design solutions for.

Students will then use a variety of techniques to create at least ten annotated design ideas. With feedback from their primary user, these ideas are reduced down to the three most appropriate to develop into prototypes and then select a final option to create a fully functioning product from.

Throughout the iterative process students will need to collect feedback from their primary user in the form of photos and videos of the product in use. Strengths and weaknesses need to be highlighted along the way too.

Assessment for Learning

During each section of the NEA students will get teacher guidance about what has to be done to reach their full potential, and performance will be recorded on a tracking sheet. Scores from homework tasks will be used to formulate your performance and any interventions/support will be made available.

To create truly original solutions, we actively encourage students to take risks with their ideas; unfortunately these may fail from time to time, but we tell students not to worry as this will build confidence and resilience to help them to become an accomplished problem solver.



Cultural Capital and Enrichment

The NEA task enables students to truly create something new that can benefit somebody they know, a group or club they are involved with or somebody within their community. It is a great opportunity to immerse students in something that could really make a difference to the world and inspire them and others to make connections that could lead to jobs, apprenticeships or further study at college or university.

Remember, we learn more from failure than success, so if something goes wrong, we reassure students and tell them not to worry.

Pushing for Progress

These are some websites that can be accessed at home should students wish to push for progress in Design and Technology.

Websites-revision

<https://www.bbc.co.uk/bitesize/examspecs/zdzb2sg>

<https://www.technologystudent.com/>

Free on-line software

<https://fusion.online.autodesk.com/>

<https://www.tinkercad.com/dashboard>

How can you help at home?

Sometimes the most challenging part of a student's coursework (NEA) is finding a client or stakeholder; parents can play a pivotal role in this, so if you would like to be the client or you know somebody who might be able to support your son in this problem-solving journey, it would be greatly appreciated. Links to local businesses too would give students invaluable support and an insight into the world of work, even the placement from work experience may help too.

Coursework can sometimes be stressful for students, especially if they fall behind, so we will let you know if we feel your son needs to catch-up and we will provide school sessions for him to do so. Your support with this would be greatly appreciated.

Homework

Design and Technology homework will be set each week and will usually consist of exam paper style questions similar to ones in the Collins workbook from year 10, but in more depth. BBC Bitesize and/or other information may be used to help understanding. Teacher feedback will be given each week to guide students if they haven't clearly understood certain aspects and further challenges if appropriate.

They may also need to carry out investigations at home or interview clients and customers for feedback about the prototype they are designing.

Food Technology in year 11

"Cooking is all about people. Food is maybe the only universal thing that really has the power to bring everyone together. No matter what culture, everywhere around the world, people eat together."

Curriculum Intentions and building on prior learning

GCSE Food Preparation and Nutrition is a creative course which focuses on practical cooking skills to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Learning how to cook is a crucial life skill for pupils so in GCSE we aim to equip you with the cooking skills needed when you leave school at the end of yr 11. The intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst continuing to instil a love a cooking. In GCSE you will be independently preparing and cooking dishes that demonstrate a range of complex skills. These skills are used to develop your practical ability and are assessed in this year.

What will you study in year 11?

During your GCSE year 11, you will be completing both revision of the content covered in year 10, and the two pieces of controlled assessment.

GCSE year 11

Controlled assessment tasks: 50% of the GCSE

Task 1: Food Investigation:

Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. – (30 marks 10 hours allowed)

Deadline Friday 27th October 2023

Task 2 – Food Preparation:

In this task, students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. (70 marks – 20 hours allowed)

Deadline Friday 12th April 2024

Theory Content: There are 5 main topic areas each of which you covered in year 10 but will be revised and recapped in year 11.

Food, Nutrition and Health <ul style="list-style-type: none"> - Macronutrients - Micronutrients - Nutritional needs and health 	Food Choice <ul style="list-style-type: none"> - Factors affecting food choice - British and international cuisine - Sensory evaluation
Food Science <ul style="list-style-type: none"> - Cooking & heat transfer - Functional and chemical properties of food 	Food Provenance <ul style="list-style-type: none"> - Environmental impact and sustainability - Food processing and production
Food Safety <ul style="list-style-type: none"> - Food spoilage and contamination - Principles of food safety 	

Assessment for Learning

During the GCSE year 11:

GCSE Controlled Assessment Tasks:

During year 11 your lessons based on the controlled assessment tasks above are **ALL** assessed. You will be given a certain number of lessons – either 10 hours or 20 hours to complete the tasks and once the allocated time is passed, you are unable to have more time. This type of assessment cannot be done at home as they have to be completed under assessed time conditions in the presence of the teacher in school. You will be assessed against certain criteria given to you at the beginning of each project, including both practical and written tasks. These two pieces of work equate to 50% of your total GCSE grade.

GCSE Examination:

You will be given tasks and exam questions regularly throughout year 11 to recap knowledge learnt in year 10. You will have a PPE at some point in the autumn term as well as another in the spring term. The final GCSE exam is usually in June and is worth 50% of your total GCSE. This is based on the content learned in year 10.

Cultural Capital and Enrichment

The GCSE in food preparation and nutrition is a good way of learning practical cooking skills ready for your future. You may be thinking of a job in the food industry and this course can be a stepping stone for this. As learning to cook is an essential skill for everyone, you will be increasing your knowledge of dishes and how to follow or adapt recipes. You will be given tasks that require research and practice at home as well as opportunities to watch chefs cook and create dishes of your own choice. You will be encouraged to watch cooking programs at home, help with the family meal preparations and assist in the washing up and cleaning afterwards. The more you cook at home and research different techniques and recipes the more confidence you will display during cooking lessons. Presentation is a key part of the GCSE, so by practicing presenting your dishes, watching professional chefs and their techniques you will develop these skills.

Pushing for Progress

These are websites/activities/programs that can be accessed from home if you want to push your progress.

BBC Good Food: <https://www.bbcgoodfood.com/>

Food a Fact of Life: <https://www.foodafactoflife.org.uk/>

BBC GCSE Bitesize: <https://www.bbc.co.uk/bitesize/levels/z98jnp3>

SENECA: <https://www.senecalearning.com/en-GB/>

AQA past papers: <https://www.aqa.org.uk/subjects/food/gcse/food-preparation-and-nutrition-8585>

Stem learning: <https://www.stem.org.uk/gcse-food-preparation>

How can you help at home?

You can help at home by talking to your child about the work and cooking lessons they are completing at school. It would be beneficial, once you have researched and chosen a recipe to cook, read it through carefully and discuss if they are able to complete the dish within the lesson time. This also allows your son time to understand the steps within the process before he starts cooking. Encourage your son to get involved in cooking the family meals and also washing up afterwards. The more practice in the kitchen and cooking of dishes the pupils get, the more confident they will be in the lessons and the more skills they can display in the assessed lessons. An easy way to support your sons learning is to allow access to cooking programs and recipe websites so they can research different foods and dishes and encourage an enjoyment of cooking. Although your son cannot complete any controlled assessment tasks at home – you can help with the ideas, preparation and presentations for each dish.

Homework

Practical Tasks Homework:

The practical homework tasks will be related to the cooking lesson and recipe being made. Before the lesson to prepare you will be asked to find your own recipe and read it through before the lesson, possibly watch a video on the process of making or research changes to the original recipe. This is a standard part of GCSE as throughout the course, you will need to become independent in selecting and making your recipes in preparation for the assessed practical lessons.

Written Tasks Homework's:

Each week you will be given a homework task that you need to complete to either recap the learning for that week or prepare for next week. It might be an online quiz, a written exam question or to create a revision document based on the content. Homework is important to continue the learning and ensure you do not fall behind.

French

"A different language is a different vision of life"- Federico Fellini

Curriculum intentions and building on prior learning

What will you study in year 11?

The new AQA GCSE French course offers an excellent progression from Key Stage 3. It encourages students to develop a passion for language learning by studying contemporary topics, aimed at the young people of today. GCSE French focuses on the development of key skills, (listening, speaking, reading and writing) whilst providing students with a firm grounding in grammar, to prepare them for further study. Students are encouraged to communicate effectively in the target language through the authentic Speaking and Listening contexts. They should be able to express and justify their own opinions in speech and in writing, building on the fluency and spontaneity developed in Key Stage 3. Linguistic and cognitive demands will increase at GCSE allowing students to make progress. The skill of translation will also be developed. Upon completion of this course students should be able to talk about themselves as well as matters which go beyond their immediate experience. The learning platform that students use to supplement their studies is **Kerboodle**.

Transition to the final year of KS4

Autumn 1

Theme 2: Local, national, international and global areas of interest

Unit 5: Home, town, neighbourhood and region

- Home
- Where I live

Culture: *French speaking countries*

Grammar:

- Revision of the position and agreement of adjectives
- Negative phrases followed by 'de'
- The conditional of regular verbs/ irregular verbs
- Demonstrative adjectives

Autumn 2

Theme 2: Local, national, international + global areas of interest

Unit 6: Social issues

- Healthy and unhealthy living
- Charity and voluntary work

Culture: *French speaking world (society and culture)*

Grammar:

- expressions with Devoir and pouvoir + infinitive
- Imperfect tense of être, avoir and faire
- Il faut + infinitive (one must)
- Expressions of quantity

the present subjunctive
the conditional tense

Spring 1

Theme 2: Local, national, international + global areas of interest

Unit 7: Global issues

- Environment
- Poverty and homelessness

Culture: *French speaking world/ developing countries*

Grammar:

- Recognising *pouvoir, vouloir* and *devoir* in the conditional tense
- using 'if' sentences
- using the pluperfect tense
- Verbs of possibility
- Present-tense forms of the subjunctive

Spring 2

Theme 3 Current and future study and employment

Unit 9: My studies

- School and subjects

Unit 10: Life at school and college

- Life at school and college

Unit 11: Education post-16

University or work

Unit 12: Jobs, career choices and ambitions

- Choice of career

Culture: *French school system & workplace*

Grammar:

- revising comparatives and superlatives)
- devoir + infinitive (one must)
- using adverbs, quantifiers and intensifiers
- emphatic pronouns (me, you, them)
- Using the pronouns *ce qui* and *ce que* (that which)
- Using *quand* clauses with the future tense (When...)
- Using verbs of liking and disliking in the conditional
- using a variety of tenses

Summer

GCSE
Revision
and
Exams

Cultural Capital and Enrichment

Every year we celebrate European Day of Languages (26th September) by holding a Languages competition. Homework drop in during lunchtime has also been part of our practice in MFL (Modern Foreign Languages).

We are in the process of establishing a weekly language club where students will have the opportunity to watch films or play games using the target language.

Assessment for Learning

During Year 11 students will learn and use a variety of skills: Pair work and group work are frequently used for oral activities and games. Used on a regularly basis, they promote learning, as students learn effectively through experiencing and practising the target language. We always encourage students to use the target language; it provides enjoyment and the immediate success they get motivates students, as they realise they are able to communicate.

More formal, summative assessments take place every half term at the end of each unit of work. They comprise a combination of receptive skills (listening or reading) and productive skills (speaking or writing). In this way, students' progress across all four language skills is monitored during the course of the year.

How will I be assessed for my GCSE? There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade. You are entered for the same tier (Foundation or Higher) for all four papers.

Practise, practise, practise

- Use your student exercise book *regularly* to actively practice and consolidate vocabulary studied during the week.
- Practice speaking for your assessment be using <https://www.naturalreaders.com/online/> or Voki (www.voki.com). it will allow you to select avatar/cartoon celebrities and type in things for them to say.
- Practise listening, reading, grammar and vocabulary using your individual login for www.kerboodle.com

Test yourself

- Use www.quizlet.com to test yourself on vocabulary for each topic – search for AQA French and then the unit of work.
- Extend your vocabulary base by looking up new words on www.wordreference.com or use it as an online dictionary
- BBC Bitesize has activities for each unit – you can revision activities on line and mark your answers <https://www.bbc.co.uk/bitesize/subjects/z9dqxnb>

Help to test the spellings! Research has shown that the best and most effective way to learn a foreign language is 'little and often'. Learn and 'test' vocabulary together in small chunks. Remember the 'Look, say, cover, write & check' method used in primary school? It works just as well with a new language.

Help them learn their key questions At the end of a unit students are requested to memorise their paragraphs for the writing and speaking core assessments. You can help your child by asking them the key question and then listen to their answer.

At KS4 homework for week 1-4, we provide two pieces for homework on weekly basis. One of which is a vocabulary building skills task usually in a format of an online "Spelling test" or quiz and the second weekly task can be either a grammar task or a reading/listening exercise from the Kerboodle website. For week 5-7 Homework are based on memorising and writing the paragraph for unit of work covered.

Show my Homework – Look out for additional resources put on there to support learning at home.

GCSE PE Year 11

"The mind is the limit. As long as the mind can envision the fact that you can do something, you can do it, as long as you really believe 100 percent." – Arnold Schwarzenegger

Curriculum intentions and building on prior learning

Theory - Students develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

Practical -Students are assessed in performing three practical activities and one performance analysis task. In the practical performance, they demonstrate effective performance, the use of tactics or techniques and the ability to observe the rules and conventions under applied conditions. They are also required to demonstrate their ability to analyse and evaluate their own performance to produce an action plan for improvement.

What will you study in year 11 GCSE PE theory?

Transition to the final year of KS4	<p>Social Cultural patterns</p> <p>Pupils look at engagement patterns in different sports. The role of commercialisation in sport and ethical and social reasons sport looks as it does</p>	<p>Sports Psychology</p> <p>Pupils look at all aspects of mental preparation within sport. Techniques that can be used to create success and achieve and specific skill or goal</p>	<p>Health fitness and well-being</p> <p>Look at the difference between the key terms – health, fitness and well-being, whilst exploring areas such as diet and nutrition.</p>	<p>AEP- Coursework (10% of final grade)</p> <p>Pupils complete an analytical assignment on a specific area of fitness that they wish to improve.</p> <p>Deadline February 2024</p>	End of Year 11 Revision block - 8 weeks and final exams.
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GCSE PE – Practical (Deadline for practical assessment Easter 2024)

Football	Basketball	Table Tennis	Badminton	Athletics
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Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. You will be assessed, for each topic, with a teacher assessment, an STR, and milestone opportunities. These opportunities will be peer and self-assessed using success criteria and model examples so that you are able to explore what has been done well as well as what could be done to improve.

Cultural Capital and Enrichment

GCSE PE students will receive five lessons of GCSE a fortnight. Typically, this will include three theory lessons and two practical lessons. This can change as some theory topics are best taught from practical completion. Students undertaking GCSE should either be involved in a minimum of one school team, or be competing in a sport outside of school to a high level.

The PE department offers a vast range of extra-curricular activities for students to get involved with, before school, at lunchtimes and after school. Practices and competing teams exist within the sports of rugby, football, basketball, badminton, table tennis, cricket, athletics, strength and condition and cross country. The school competes at a district, city wide and national level and is proud of its sporting reputation and the opportunities its students get to experience.

Pushing for Progress

Students will be given specific revision packs for their end of year 11 PPE assessment and summer exams, as well as half termly assessment. They are encouraged to work from these. Year 11 students are also given an exam board recommended revision guide which is an excellent revision resource. Students' level of individual fitness is a key contributor to their overall assessment grade for a given sport.

We have revision classes during half term, Easter, period 6 and lunchtime tutoring for students. Regular fitness testing is done throughout the course to monitor pupil's fitness levels. We strongly encourage students to get involved in the many sporting clubs within the local area if they further wish to enhance a chosen sport further.

How can you help at home?

You can help at home by supporting your son in leading an active and healthy lifestyle. If your son has a passion for a certain sport, please encourage him to attend extra-curricular clubs for that sport and support his participation in the school's teams.

Please ensure your son has the correct school kit and encourage him to organise this himself so he always has the appropriate kit in school for the given activity he is taking part in. We have very high kit expectations and all students are expected to follow the PE departments kit policy. This will be explained to all students in their first weeks here at KNBS.

During school holidays encourage your son to be active during the days and try to fit so physical activity into your daily routines. This way your son will not lose fitness or skill levels that he has worked hard to build up whilst in

Homework

Theory – students will be set some form of theory homework every fortnight either online as tests or research tasks. This is often a revision task for a half termly assessment, ensuring he can revise well for when it comes to the big revision effort needed in the summer of Year 11.

Practical – Your son will be expected to be fully involved within the PE extra-curricular programme at KNBS. Students should be involved in a minimum of 1 sporting team or competing to a high level in a sport we do not offer here at KNBS (but is on the specification, see Head of PE for details). There are specific practices for certain sports (e.g. racket sports), pupils who have these sports as one of their chosen three will be expected to be at those practices after school.

Geography in Year 11

"Geography prepares you for the world of work by developing high-level skills and employability"

Curriculum Intentions and building on prior learning

The GCSE curriculum will develop a broader and deeper understanding of locational contexts, including a greater awareness of the importance of scale and the concept of global introduced at KS3. Pupils will gain a deeper understanding of the processes that lead to geographical changes and the multivariate nature of human-physical relationships and interactions, with a stronger focus on forming valid generalisations and abstractions, together with a growing awareness of the importance of theoretical perspectives and conceptual frameworks in geography. Running parallel to this, pupils will be able to plan and undertake independent enquiry in which skills, knowledge and understanding are applied to investigate geographical questions. The intention is to continue to stimulate the boys to think even more deeply about their place in the world, their values and their rights and responsibilities to other people and the environment.

What will you study in Y11?

The UKs Evolving Human Landscape	People and the Biosphere	Forests Under Threat	Consuming Energy Resources	Revision	Revision
An overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. A case study of a major UK city (Birmingham).	An overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to humans. wellbeing and how humans use and modify it in order to obtain resources	A detailed study of the tropical rainforest and taiga biomes, looking at processes and interactions and issues related to their biodiversity and management.	A study of renewable and non-renewable energy, its supply and demand, access and energy security issues. Strategies to reliance on fossil fuels: energy conservation and efficiency, alternative energy.	Students follow a revision package: interleaving, low stakes quizzing (Knowledge retrieval), dual coding, practice testing and elaboration through questioning.	Students follow a revision package: interleaving, low stakes quizzing (Knowledge retrieval), dual coding, practice testing and elaboration through questioning.

Assessment for Learning

Pupils will be assessed both formally and informally using a combination of teacher, self and peer assessment. Topics are assessed using teacher assessment (Summative) following the completion of a topic (Past GCSE question). With regard to formative assessment, every lesson will start with a knowledge retrieval activity to test understanding and enhance long-term memory and there will be an exam-style question to apply the information learnt. Day to day assessment lends itself to peer and self-assessment using success criteria and model GCSE examples so that pupils are able to assess what has been done well as well as what could be done to improve. Furthermore, every lesson will involve sharing clear learning intentions, effective questioning and engaging in dialogue with individual pupils about their geographical learning. It is very important that they have a clear understanding about how well they are doing in geography and what they should do next to make further progress. As well as these formative and summative strategies, pupils undertake a PPE in the autumn term of yr 11 to identify strengths and weaknesses in subject knowledge, understanding and skills.

Cultural Capital and Enrichment

Geography has an important role to play with regard to cultural capital. Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil can draw upon to demonstrate their cultural awareness, knowledge and competence. The curriculum is designed to inspire a curiosity and fascination about the world and its people as well as equipping them with knowledge about diverse places, people, resources and natural/human environments. In the autumn term of year 11, pupils explore how quality of life varies across Birmingham during a day's fieldwork supporting Topic 6. Also, the idea of place and interdependence is developed further in component 3: People and Environment Issues. Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world.

Pushing for Progress

There are websites and activities that can be accessed/completed at home should you wish to push for progress such as:

BBC Bitesize

Seneca Learning

GCSE Pod

'Time for geography'

Mapzone

World Atlas

TED Talks

Active revision (Revision guide on loan)

Pearson's (Edexcel) website

How can you help at home?

- Ensure his revision guide (Green cover) is easily accessible
- Talk to your son about their learning and encourage them to share their knowledge and understanding of the topics covered, promoting deeper thinking
- Test understanding of key words using the glossaries on the GCSE Hub
- Get your son to practise exam questions under timed conditions and self-assess using the mark scheme
- Encourage your son to use BBC Bitesize Geography (Edexcel B) and Seneca Learning revision and tests
- Check homework is done on time
- Help your son plan out a revision timetable
- Encouraging good organisational skills

Homework

Homework allows pupils to extend their understanding, consolidate learning that has taken place in class and demonstrate creativity, imagination, resourcefulness, independence and ownership of their learning. It will be set on a weekly basis (Approximately one hour) and teachers will strive to give pupils at least 5 days to complete the task. Tasks will largely centre around active revision and the completion of past GCSE questions but also the practice of annotating model answers to highlight the strengths and weaknesses. Pupils will be expected to deepen their understanding by accessing revision platforms such as Seneca Learning and BBC Bitesize as well as watching documentaries and reading/watching geographical news articles. Finally, pupils should endeavour to review and revise the work they do in school on a regular basis as a matter of course.

History

"The best prophet of the future is the past." Lord Byron

Curriculum intentions and building on prior learning

The History curriculum in year 11 will firstly focus on the AQA GCSE module 'Germany 1890-1945 Democracy and Dictatorship. This period study focuses on the development of Germany during a turbulent half century of change and the development and collapse of democracy and the rise and fall of Nazism. This will build on the learning from year 9 about the twentieth century conflicts. Year 11 Students will also study the final module of their GCSE – Conflict and Tension 1894-1918 The First World War which examines: the origins of the conflict in 19th century Europe and beyond; the stalemate on the Western Front during the conflict and attempts to break this; the reasons for the ending of the conflict in November 1918. This unit also builds on previous learning in year 9. Students will also prepare for their final exams with revision on all four GCSE modules taking place throughout the year.

What will you study in year 11

Yr 11 - Transition to the final year of KS4	<p>Germany 1890-1945 Democracy and Dictatorship</p> <p>Germany and the growth of democracy (1890-1928)</p> <p>Germany and the Depression (1928-1932)</p> <p>The experiences of Germans under the Nazis (1933-1945)</p>	<p>Conflict and tension – the First World War. 1894-1918</p> <p>Causes of the First World War</p> <p>The stalemate of the First World War.</p> <p>The End of World War One</p>	<p>Health and the People c.1000- present Day</p> <p>Medicine Stands still – medieval medicine</p> <p>The beginnings of change – renaissance medicine</p> <p>A revolution in medicine – 19th century medicine</p> <p>Modern Medicine – 20th century developments and beyond</p>	<p>Norman England</p> <p>Conquest and Control- the Norman invasion</p> <p>Life under the Normans – change and continuity</p> <p>The Norman Church and Monasticism</p>
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Assessment for Learning

<p>Historical explanation</p> <ul style="list-style-type: none"> Explain the interrelationship of factors Explain varying degrees of change and change over time Make sustained judgements Relate issues to wider thematic content 	<p>Historical Sources</p> <ul style="list-style-type: none"> Explain the interrelationship of sources Make balanced judgements using the content of sources and own knowledge Explain relationship of source to the wider thematic context
<p>Historical Significance</p> <ul style="list-style-type: none"> Explaining the SHORT, MID TERM and LONGER term significance of events. Making judgments on the significance of people and events using own knowledge as evidence Exploring the interrelationship of varying degrees of significance by linking to the wider thematic context 	<p>Historical interpretations</p> <ul style="list-style-type: none"> Explaining the emphasis, focus and tone of differing interpretations Assessing the interrelationship between interpretations Evaluating strength of interpretations by using the wider context of the theme

Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment.

For each module students will be assessed using success criteria from the exam board for the different question types covering the various Assessment Objectives. Students will complete at least 1 PPE (pre-public examination).

Throughout year 11 you will be developing your History skills to enable you to reach the highest grades at GCSE level. This will include focussing on these abilities:

Cultural Capital and Enrichment

In the past during year 11 we have provided the opportunity for year 11 students to experience a visit to Auschwitz in Poland to complement their understanding of the Germany module. When this is not possible we have invited Holocaust survivors to come into the school environment to share their testimonies with the students. There are also a multitude of opportunities for students to enrich their understanding of the wider thematic context of their GCSE modules with various extra-curricular activities throughout the year.

Pushing for Progress

Make good use of the Year 11 HUB which contains advice on exam technique, topic review activities and all kinds of revision aids. Use GCSE Pod for revision videos on all of the major GCSE topics.

The AQA have published a number of revision guides for the individual topic areas. The book which covers all of our modules is ['My Revision Notes: AQA GCSE \(9-1\) History, Second edition'](#)

We also encourage all of our year 11 students to attend revisions sessions running in the History department from the January of the exam year. The sessions will cover both exam technique and exam content.

How can you help at home?

You can help at home by encouraging early planning for revision during the Autumn term and then helping with the revision itself as early as possible in the academic year. This could be simply having regular discussion about the topics that are being covered in your child's revision schedule. We recommend the short periods of revision on a regular basis doctrine which allows students to have a better chance of recalling information in the final exam.

Encourage your child also to experiment with different methods of revision, including mind mapping, flashcards, internet quizzes and so on.

This will help students to review information in a variety of ways which helps to embed exam topics more thoroughly.

Homework

Regular Homework is set throughout year 11 encouraging students to both review topics studied in the past and also prepare for topics being studied in the academic year. HomeWorks could include the completion of knowledge tests, complete revision activities or practice exam questions. Extra work is always available either by talking to your teacher directly or using the HUB to help you.

iMedia

'It is not that we use technology, we live technology'

Curriculum intentions and building on prior learning

This is your final year in iMedia! This year we build upon your prior understanding of planning tasks you used within your coursework. These documents are the foundation to your exam. This year we will complete your theory to prepare you for your exam in the summer.

It should be noted that if any student fails to submit year 10 coursework, they will have to re-do the coursework in year 11 and submit in May (coursework assignment briefs only have a 12 month life span, therefore it must be a whole new unit).

What will you study in year 11?

Coursework is worth 66% of this course. By this point your first coursework unit will have been submitted and graded. This year you will complete your final coursework unit and sit your external exam.

Transition to final year of KS4

R097: Interactive Digital Media

Coursework.

You will plan, design and create a multipage website for a the set assignment brief. You must follow the criteria set and work throughout this project working in the eyes of the web development team.

Task 1 Deadline: 20/11/23

Task 2 Deadline: 26/01/24

R093: Creative iMedia in the industry

Exam Theory.

Topics include:

- The media industry
- Factors influencing product design
- Pre-Production planning
- Distribution considerations

Exam taken in summer of 2024

Assessment for Learning

Students will be assessed formally, continuously throughout this year. This will be in the form of formative and summative assessments.

Written Tasks

- Learning key vocabulary
- Being able to analyse and evaluate design choices
- Looking in depth at digital products and linking to target audience and client's needs

Practical Tasks

- Developing new skills
- Using software such as Adobe Flash, Adobe Photoshop
- Following a client brief at all times
- Creating a suitable final product meeting all needs
- Using previous learnt skills from other units and KS3, to complete tasks

Cultural Capital and Enrichment

Learning to follow client brief's and using complex software is not just for an ICT classroom. The skills learnt throughout this course cross over into many aspects of life. It prepares students for the future careers. Software skills can be used in a multitude of ways such as designing a logo for a building business or creating an app for a restaurant. It allows students to develop perseverance and independence.

Pushing for Progress

The following resources will allow your son to further develop their skills outside of the classroom:

Youtube- Flash tutorials

OCR – Creative iMedia- Past Papers & Mark Schemes

Section B guidance- DD to resource

GCSE Hub- all lesson resources

For those students that struggle with or would like to develop their exam technique I would strongly advise them to complete as many past papers as possible. This will allow them to time themselves on certain questions, and to help learn the style of responses accepted via the mark schemes.

How can you help at home?

All coursework should be completed during school hours. However some students may wish to take copies of work home for proof reading or to get ideas down for possible evaluations or future designs etc. Students sometimes need a helping hand when it comes to self-reviewing work. Sit with your son and look at their work, after all they have worked very hard on it. It can show you a window in their effort in lesson but also it allows you to offer support if they feel stuck for ideas. Even just a well done from a parent can do the world of good for a student that lacks confidence. Another key thing to help support your son is to help them become organised. Work load in this course is very high and some students struggle with keeping on top of work, especially with the change in units. Students will be given deadlines for tasks to be complete and will be expected to catch up at school if incomplete. Please question your son and remind him of deadlines and expectations.

Homework

Students need to continue to catch up on missing or weak work during lunch or after school. A select number of students will be invited to attend period 6 sessions after school in order to catch up. These sessions will be compulsory in order to get the best out of your son. During exam theory students will be set various tasks. These will be set at least twice a week. Students may be expected to complete past exam questions, self-assessment, pre-read content or have complete preparation work such as design drawings ready for the next lesson. Expectations do step up in year 11 and any poor attitude to completing homework will be followed up on.



Music

Celebrating Creativity - "Where words fail, music speaks"

Curriculum Intentions and building on prior learning

In Year 11, students continue developing and building on their analytical skills and knowledge of terminology by focusing on their final two areas of study and a classical set work. This year is heavily focused on their NEA Coursework, as all performance recordings and compositions have to be completed and recorded. The Eduqas course will enable students to become well-rounded musicians and prepare them for future musical study.

What will you study in year 11?

Transition to the final year of KS4	AOS2 Music for Ensemble	AoS1 Musical Forms and Devices	Revision of all Areas of Study and Set Works									
	Students will look at how sonority, timbre and texture are used in different ensembles. They will explore chamber groups from the Baroque, Classical and Romantic Eras; as well as examining works from Musical Theatre, Jazz and Blues and Folk Music	Students will look at the development of music in the Western Classical Tradition, its typical form and structure and styles of dance. Students will also learn about the context and analyse the key features of the set work <i>Badinerie</i> from Orchestral Suite No.2 by J.S.Bach	Students will revise the elements of music, all Areas of Study and complete a wide variety of exam style questions in order to effectively prepare for their final examination.									
NEA: Performance and Composition Deadlines												
Two performance recordings - One solo and one ensemble performance OR two ensemble recordings.												
Two compositions – Free composition and Composition to a brief												
Deadlines: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Friday 27th October</td> <td style="width: 33%;">Free Composition</td> <td style="width: 33%;"></td> </tr> <tr> <td>Friday 15th December</td> <td>Solo Performance</td> <td></td> </tr> <tr> <td>Friday 2nd February</td> <td colspan="2">Composition to a Brief AND Ensemble Performance</td> </tr> </table>				Friday 27 th October	Free Composition		Friday 15 th December	Solo Performance		Friday 2 nd February	Composition to a Brief AND Ensemble Performance	
Friday 27 th October	Free Composition											
Friday 15 th December	Solo Performance											
Friday 2 nd February	Composition to a Brief AND Ensemble Performance											
Options for Composition to a Brief will be released in September 2023.												
We encourage students to attend non-compulsory P6 sessions, to spend quality time creating and developing their compositions and are welcome to use the practice rooms when they are available to rehearse their performance pieces.												

Assessment for Learning

Year 11 will continue to feature a range of assessments which will determine your strengths and identify any misconceptions, allowing you to develop and progress further in preparation for performance recordings, composition writing and listening skills. You will have PPE's to further assess your musical ability in all of these areas.

Performing

Performances should demonstrate:

- Accuracy
- Technical Control
- Expression and Interpretation.

Students should perform fluently, accurately and expressively. They should demonstrate a good sense of balance, keeping to the style of the intended piece, using secure intonation and following all performance directions as written on their scores.

Composing

Compositions should demonstrate:

- Creativity and development of musical ideas
 - Technical control of musical elements and resources
 - Structural and stylistic coherence
- Compositions should use a wide range of musical elements sophisticatedly and skilfully, which demonstrate development and meet the intentions of the intended musical style of the piece

Appraising

- Exploring, explaining and evaluating how musical elements and devices have been used in different genres and eras of music
- Extensive, accurate use of musical vocabulary.
- Providing perceptive responses which give detailed explanations of musical features including critical judgements
- Analysis of 2 set works *Africa* (Toto) and *Badinerie* (J.S.Bach)



Cultural Capital and Enrichment

In the Eduqas GCSE curriculum, the Areas of Study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. It allows students to engage with and appreciate the diverse heritage of music in order to promote personal, social, intellectual and cultural development. We aim for students to become well rounded musicians, with knowledge and skills developed in performance, composition and appraising. We offer a range of extra-curricular activities which are open to all students and ensembles for instrumentalists. The music department's combination of clubs, performance events, peripatetic instrumental lessons and trips, offer further opportunities for students to explore music they may never have come across before and develop their musical abilities.

Pushing for Progress

There are many websites and activities that can be accessed/completed at home should you wish to push for further progress, such as:

- Instrumental lessons (either through school or privately). *Funding may be available for students who are in receipt of free school meals or have been in the past 6 years – please enquire with the Head of Music.*
- BBC Bitesize KS4 Music Pages
- Listening to music and discussing with family members
- Revising topics studied in school and ensuring you know relevant terminology and music theory.
- Practising their instrument regularly (*essential at GCSE level*)
- Music Theory activities/games online
- Composing using an online platform/DAW at home – Dorico can now be downloaded for free, allowing you to compose music for a maximum of 8 players.

How can you help at home?

- Remind your son of deadlines and encourage them to complete work to the best of their ability.
- Performance - Ensure your son practices his instrument and GCSE pieces for at least 30 minutes, 5 times per week and attends regularly weekly instrumental lessons. They must also ensure that they have provided Ms Naylor with scores and backing tracks (if applicable) of their performance pieces.
- Composition - Download Dorico/Logic so they can work on compositions at home. (Dorico can now be downloaded for free, allowing you to compose for a maximum of 8 players) and both full versions of Dorico and Logic can be downloaded at a discounted rate as a student (Logic is Apple only).
- Listening -
 - Test your son on definitions for the Elements of Music and terminology from each Area of Study.
 - Encourage your son to listen regularly to composers from different eras, genres and the Set Work pieces.
- Purchase the Illuminate revision guide for Eduqas GCSE Music
- Encourage them to attend P6 and Intervention sessions.

Homework

Your son will be set homework which will support and build on the work completed in class. This will be a combination of:

- Listening activities
- Research activities
- Presentations
- Revision activities
- Quizzes
- Key vocabulary research
- Flip learning (where homework will prepare for an upcoming lesson)
- Essay writing
- Self-assessment/reflection

Personal Development

“Success is no accident. It is hard work, perseverance, learning, studying and sacrifice.” - Pele

Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 11 builds upon the skills that students gained in Key Stage 3 and in year 10. Students will revisit the three strands of PSHE: Health and Wellbeing, Relationships and Living in the Wider World in ever maturing contexts. Personal Development aims to help support students to consolidate their understanding of contextual knowledge from their other subjects through teaching them revision skills; alongside this students will continue to develop the skills which they will need to help prepare them for life in modern Britain and beyond.

What will students study in year 11?

Throughout year 11, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World. Alongside their lessons students will also learn a range of revision strategies to enable them to have the best chance of preparation for their upcoming GCSEs.

<u>Wellbeing</u> Students will learn methods on how to cope with stress and the importance of resilience, as well as how to learn how to confidently communicate with others.	<u>Healthy and unhealthy relationships</u> Students will explore the differences between healthy and unhealthy relationships, learning the law around consent and sexual harassment. Students will learn to spot the signs of toxicity and know where to seek help if needed.
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Assessment for Learning

Throughout the year students will be assessed informally using both self and peer assessment; these opportunities will be assessed using success criteria and model examples so that they are able to explore what has been done well as well as what could be done to improve. Personal Development is about developing oneself, so this is not graded, but instead measured by their confidence in their understanding and knowledge on the areas covered.

Cultural Capital and Enrichment

The year 11 curriculum has been designed to help develop a student's cultural capital; lessons have been created and arranged to provide students with tools that they need to learn in order to be successful in the world of work, in relationships forged throughout school and beyond, as well as helping them to mature in to a valued member of society as a whole.

Pushing for Progress

These are some websites that can be accessed at home should students wish to push for progress in Personal Development

<https://www.mind.org.uk/information-support/for-children-and-young-people/looking-after-yourself/>

<https://www.brook.org.uk/topics/relationships/>

<https://www.brook.org.uk/topics/my-body/>

How can you help at home?

You can help at home by talking to your child about the work that they are doing in lessons and by getting him to teach you about something that he has been studying; You could also support your son's learning by discussing current affairs and looking out for relevant television shows concerning the topics being studied.

Homework

Students will be set one piece of homework per topic which is to complete a student voice survey so that they are helping to identify areas which they feel is most relevant and purposeful to them as learners and young men navigating the world.



Religious Education in Year 11

'Whether one believes in a religion or not and whether one believes in rebirth or not, there isn't anyone who doesn't appreciate kindness and compassion.'

14th Dalai Lama

Curriculum Intentions and building on prior learning

The Religious Studies curriculum in year 11 follows the AQA syllabus. This year allows students to use the knowledge they have built, especially from year 9 and 10. They will use their understanding of Christianity and Islam and apply the religions to specific ethical issues. As focused on in year 10, students will use their evaluative skills to argue points and use evidence to support it.

What will you study in Y11?

<p>Theme B:</p> <p>Religion and Life</p> <p>Students will study religious teachings, and religious, philosophical and ethical arguments, relating abortion, euthanasia and animal experimentation and their impact and influence in the modern world.</p>	<p>Theme C:</p> <p>The Existence of God and Revelation</p> <p>Students will study religious teachings, and religious and philosophical arguments, vision, miracles and revelation, and their impact and influence in the modern world. They will also study arguments for and against the existence of God.</p>	<p>Theme D:</p> <p>Religion, Peace and Conflict</p> <p>Students will study religious teachings, and religious, philosophical and ethical arguments, relating to violence, war, weapons of mass destruction and pacifism. They must be able to explain contrasting beliefs.</p>	<p>Theme E:</p> <p>Religion, Crime and Punishment</p> <p>Students will study religious teachings, and religious, philosophical and ethical arguments, relating to corporal punishment, death penalty and forgiveness, and their impact and influence in the modern world.</p>
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Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. You will be assessed, for each topic, using within module milestone assessments and teacher assessed end of module milestone assessments. You will be given success criteria for any assessed work to allow you to have the best chance of success.

Year 11 will provide students with the opportunity to develop your knowledge and understanding of religion but also analyse the significance and influence of the belief to religious people.

<p>Demonstrate knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> • beliefs, practices and sources of authority • influence on individuals, communities and societies • similarities and differences within religions and beliefs. 	<p>Analyse and evaluate aspects of religion and belief, including their significance and influence:</p> <ul style="list-style-type: none"> • including the use of sources of authority • forming arguments which follow a logical process
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Cultural Capital and Enrichment

The understanding of how culture and religion are linked is of paramount importance; the diverse beliefs and practices within one religion often stem back to the different places people are born and live. During this year students will really get a sense of how this impacts religion impacts on the lives of the followers of that religion. They will do this through experiencing the way believers apply their religious beliefs to ethical issues that effect each and everyone of us.

Pushing for Progress

There are websites and activities that can be accessed/completed at home should you wish to push for progress such as:

BBC Bitesize	Recommended documentaries found on Youtube:
Seneca Learning	A Very British Ramdam, Sacred Journeys- Lourdes, The Story of God with
Truetube	Morgan Freeman, Richard Dawkins: The Root of all evil, Epic Journey to the
Quizlet	Holy Land, Tsunami: where was God? The Fight for women's bodies: Irelands
	Historic Abortion Referendum, Should Assisted Suicide be Legalised? Crime
	and Punishment series (ITV on YouTube).

How can you help at home?

The best help you can offer at home is to talk to your son about what he is learning, encourage him to tell you about the examples we have used in class about how religion impacts on the life of religious people in Britain. Watching the news together and discussing some of the relevant current affairs will also help your son to use what he is learning in school to relate to religious people in Britain today.

Homework

The expectation on homework in year 11 will become slightly more demanding than that in year 9 and 10. Homework will be based around knowledge retrieval and will generally be about learning key words, dates and concepts. There is also a focus on students devising their own questions to test others in the class. Students may also be asked to complete revision tasks along side their homework to help embed information in their long-term memory. Homework will be set on a weekly basis and will form the starter for the next lesson.

Spanish

"A different language is a different vision of life" - Federico Fellini

Curriculum intentions and building on prior learning

The new AQA GCSE Spanish course offers an excellent progression from Key Stage 3. It encourages students to develop a passion for language learning by studying contemporary topics, aimed at the young people of today. GCSE Spanish focuses on the development of key skills, (listening, speaking, reading and writing) whilst providing students with a firm grounding in grammar, to prepare them for further study. Students are encouraged to communicate effectively in the target language through the authentic Speaking and Listening contexts. They should be able to express and justify their own opinions in speech and in writing, building on the fluency and spontaneity developed in Key Stage 3. Linguistic and cognitive demands will increase at GCSE allowing students to make progress. The skill of translation will also be developed. Upon completion of this course students should be able to talk about themselves as well as matters which go beyond their immediate experience.

What will you study in year 11?

Transition to the final year of KS4

Theme 2: Local, national, international + global areas of interest

Unit 6: Social issues

- Healthy and unhealthy living
- Charity and voluntary work

Culture: Spanish speaking world (*society and culture*)

Grammar:

- expressions with *tener* (to have)
- using negative words
- the present subjunctive
- infinitive phrases
- *Me gustaría* (I would like)
- the conditional tense

Unit 7: Global issues

- Environment
- Poverty and homelessness

Culture: Spanish speaking world (*society and culture*)

Grammar:

- *me preocupa* (I am worried about)
- using 'if' sentences
- using modal verbs
- *algo* (something) and *alguien* (someone)
- reflexive constructions
- using *me encanta* (I love) etc. with the subjunctive.

Unit 8: Travel and tourism

- Holidays and travel
- Regions of Spain

Culture: *Geography of Spain*

Grammar:

- weather
- sequencing words and phrases
- revision of preterite/ Imperfect

- points of the compass
- *estar* + past participle
- passive voice

Theme 3: Current and future study and employment

Unit 9: My studies

- School and subjects

Unit 10: Life at school and college

- Life at school and college

Culture: *Spanish school system*

Grammar:

- revising comparatives and superlatives)
- the imperative
- using the personal *a*
- quantifiers and intensifiers
- revising *se debe* (one must)

Unit 11: Education post-16

- University or work?

Unit 12: Jobs, career choices and ambitions

- Choice of career

Culture: Spanish workplace

Grammar:

- revising 'if' clauses
- using *lo* and *lo que* (that which)
- present subjunctive
- using *quisiera* (I would like)
- using a variety of tenses

Every year we celebrate European Day of Languages (26th September) by holding a Languages competition. Homework drop in during lunchtime has also been part of our practice in MFL (*Modern Foreign Languages*). We are in the process of establishing a weekly language club where students will have the opportunity to watch films or play games using the target language.

Practise, practise, practise

- Use your student exercise book *regularly* to practice and consolidate vocabulary studied during the week.
- **Practice speaking** for your assessment be using <https://www.naturalreaders.com/online/> or Voki (www.voki.com). You can sign up to the basic package for free and it will allow you to select avatar/cartoon celebrities and type in things for them to say.
- **Practice listening, reading, grammar and vocabulary** using your individual login for www.kerboodle.com

Test yourself

- Use www.quizlet.com to test yourself on vocabulary for each topic – search for AQA Spanish and then the module you are studying for an accurate list (you also have a list in your book)
- Extend your vocabulary base by looking up new words on www.wordreference.com or use it as a dictionary to help you with your homework (there are grammar quizzes on here as well!!)
- BBC Bitesize has activities for each unit – you can revision activities on line and mark your answers to see how you have done <https://www.bbc.co.uk/bitesize/examspecs/z4yyjvh>

Cultural Capital and Enrichment

During Year 11 students will learn and use a variety of skills: Pair work and group work are frequently used for oral activities and games. Used on a regularly basis, they promote learning, as students learn effectively through experiencing and practising the target language. We always encourage students to use the target language; it provides enjoyment and the immediate success they get motivates students, as they realise, they are able to communicate.

More formal, summative assessments take place every half term at the end of each unit of work. They comprise a combination of receptive skills (listening or reading) and productive skills (speaking or writing). In this way, students' progress across all four language skills is monitored during the course of the year. There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade. You are entered for the same tier (Foundation or Higher) for all four papers.

How can you help at home?

At KS4 students receive two pieces for homework per week. The first is *key vocabulary* to learn off by heart (through SMH quizzes/ quizlet learning/ look, cover, write techniques). This will be assessed during the weekly spelling tests in class. The second weekly homework is a *consolidation task*: reading/listening exercise from the Kerboodle website, a grammar task, a piece of writing or further research). Towards the end of the unit, and prior to formal assessment, homework will be revision, including learning off by heart the answers they have produced to the *key questions*.

Show My Homework – Look out for additional resources put on there to support learning at home.

Homework

Help to test the spellings! Research has shown that the best and most effective way to learn a foreign language is 'little and often'. Learn and 'test' vocabulary *together* in small chunks. Remember the 'Look, say, cover, write & check' method used in primary school? It works just as well with a new language.

Help them learn their key questions: At the end of a unit students are requested to memorise their paragraphs for the writing and speaking core assessments. You can help your child by asking them the key question and then listen to their answer.



Resilience

Self Discipline Teamwork Resilience Initiative Vision Endeavour

Provision for Students with Special Educational Needs and/or Disabilities

Students with Special Educational Needs and/or Disabilities can expect to receive support in one or more of the following ways, according to their individual needs.

This list is not exhaustive; we provide support that is adapted to meet individual student need, and this is added to year on year:

The seating plan may be adapted to suit students' learning needs, for example:

- seated away from a window to avoid distractions
- seated next to/avoiding specific students
- seated next to a door to reduce anxiety
- seated at the front of the class or near a teacher for swift support

Learning resources may be differentiated to suit students' learning needs, for example:

- larger/different font
- different coloured paper for resources
- fill-the-gap exercises
- learning broken down into smaller chunks
- pictorial support to assist with understanding
- glossaries provided ahead of teaching to enable pre-tutoring to take place
- writing frames to support students with extended writing tasks
- pre-teaching vocabulary and revisiting this through knowledge organisers
- modelling used to scaffold longer tasks

Teacher intervention may be required to support students' learning needs, for example:

- checking his understanding, through questioning, to determine level of understanding
- monitoring progress regularly in the lesson
- explaining tasks more simply or in a different way to assist understanding
- providing differentiated outcomes to ensure all students achieve success
- live modelling to demonstrate the thought process
- personalised learning targets/feedback for STRs and summative assessments
- live marking in the lesson

In practical subjects, additional support may be offered, for example:

In PE:

- students are set by their physical ability, meaning equal and fair competition can take place and progress to be made by all.
- specialist equipment available to aid learning of new skills
- individual changing room needs can be catered for if required.

In ICT:

- provide access to all resources digitally for all students to allow them to follow at their own pace and for scaffolding

In Food Technology:

- encouraging peer support through deliberate pairing with those who show skill with cooking
- breaking down recipes into smaller chunks/steps if needed.

In Drama:

- allowing time out in a safe space if the studio becomes too loud
- pre-coaching students about 'shoes off' rule to prepare them for the different classroom experience
- differentiating approach to learning in drama – for example, not always working directly from a script to support those with less-developed literacy skills
- helping explore the emotions of a character as a class to support empathy work

Student Leadership

“It is in your hands, to make a better world for all who live in it.” - Nelson Mandela

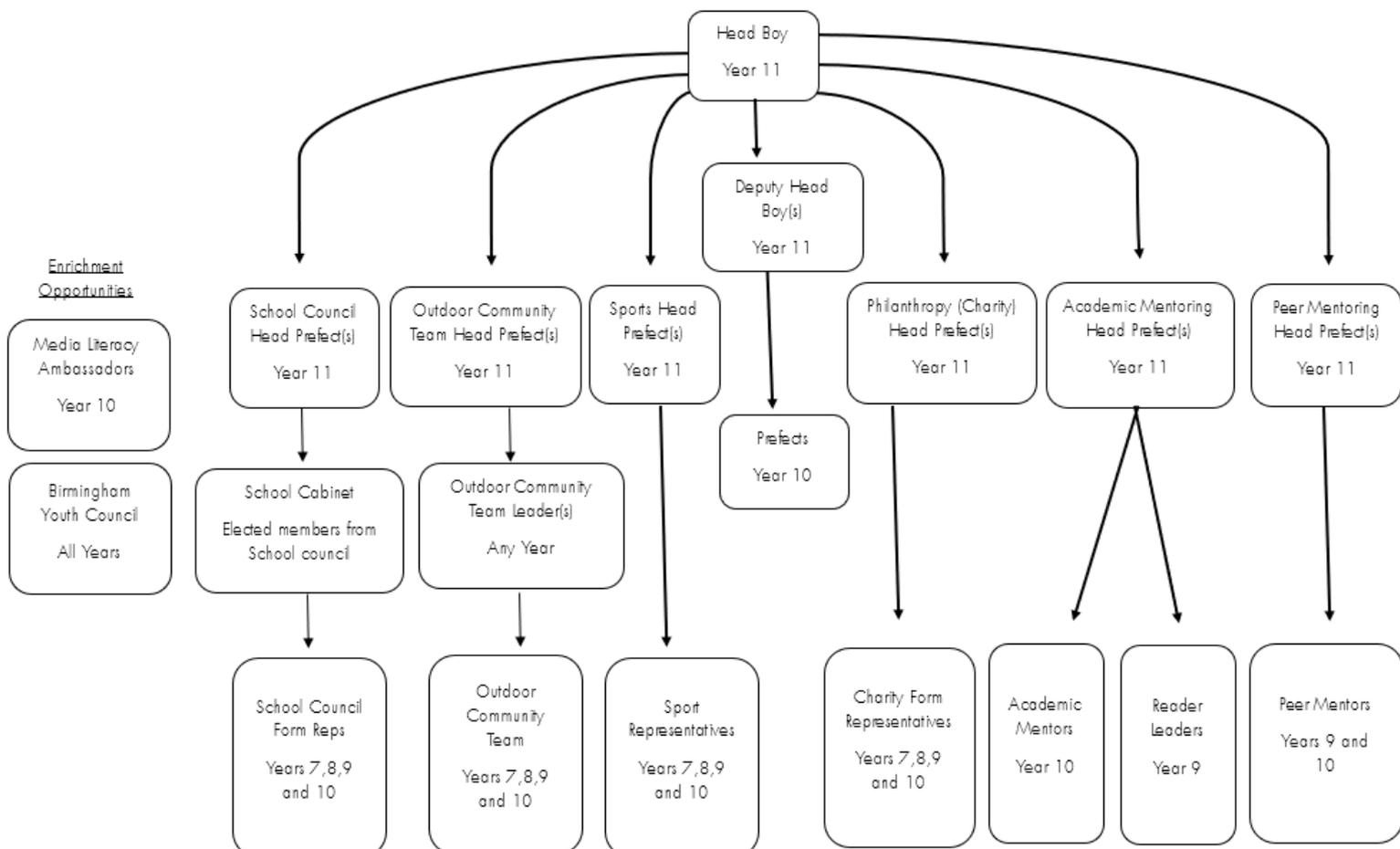
What student leadership opportunities are available at KNBS?

KNBS students are given the opportunity to lead on many areas within our school community. By experiencing a leadership position and working together as part of specific teams, students will be well equipped to take on and flourish in leadership roles once they leave KNBS. The creation of different leadership pathways also contributes to the successful school environment at KNBS, as students can play a direct role in the decision making on different projects and issues around the school.

The KNBS 'STRIVE' values of Self-discipline, Teamwork, Resilience, Initiative, Vision and Endeavour underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year. We strive to have a leadership programme here at KNBS that is run by students, for the students.

Head Boy Team

Our Head Boy Team are made up from Year 11 students who are outstanding role models and want to contribute to the life of KNBS. The Head Boy Team is made up of a Head Boy, alongside Deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area: Sports; Philanthropy (charity); Peer mentoring; Academic mentoring; Outdoor community team; House competitions and School Council. The Head Prefects help run these programmes in school. The whole team meet once a half term and have a presence at anything whole-school related.





<p>Prefect Team</p> <p>Our prefect team is made up of Year 10 and Year 11 students who volunteer to help with whole school community events, such as: guiding tours at open evenings; helping and guiding parents at parent and transition evenings; being present at remembrance services; helping show visitors and guests around the school; and helping run whole-school events such as charity and sports-day.</p>	<p>Student Council</p> <p>The school council are democratically chosen from each tutor group to represent students' ideas and thoughts on KNBS. Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNBS pupil as enjoyable and productive as possible. These discussions and actions are then taken to the school cabinet meetings to discuss further.</p>
<p>School Cabinet</p> <p>The school cabinet are also chosen democratically from within the student school council. At the start of the year, the school council elect a treasurer, secretary, and communications officer. Two school council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within KNBS and help implement positive changes around the school.</p>	<p>Sports Representatives</p> <p>Sports reps are chosen democratically within each form group. Their role is to promote sporting extra-curricular activities and report any results of fixtures back to their form. The sports reps work together with the nominated house rep to organise and contribute to the success of our house games programme. Sports reps meet half termly to discuss all the extra-curricular provision of sports at KNBS.</p>
<p>Philanthropy (charity) Representatives</p> <p>Philanthropy reps are chosen democratically within each form group. Their role is to work as a team with to decide on a chosen charity for the school to support during the academic year. They met on a half termly basis to decide on philanthropy events throughout the year ending in our Charity Day at the end of the summer term.</p>	<p>House Representatives</p> <p>House representatives are chosen democratically within each form group. Their role is to speak to members of their form and fairly allocate different people to represent their house at all house competitions. House representatives work with the nominated sports rep for sport-based house competitions.</p>
<p>Academic Mentoring Team</p> <p>Our academic mentors are made up from Year 10 students who are chosen to complete the SLQ's nationally recognised qualification: 'Leadership Skills Programme'. The academic mentors use the skills they acquire from their training programme to mentor students who require extra support in English, maths, and science.</p>	<p>Peer Mentoring Team</p> <p>Our peer mentors are made up from Year 9 and 10 students who wish to help other students at KNBS. Our peer mentors are there to support new Year 7 students transitioning to secondary school, as well as aid any other student who may require help in school.</p>
<p>Reader Leader Team</p> <p>Our Reader Leaders are made up from Year 9 students who want to help younger students improve their fluency. Reader Leaders meet on a weekly basis with their readers.</p>	<p>Birmingham Youth Council</p> <p>The Birmingham Youth City Board work with Birmingham City Council and other partners to make sure that the voices of young people are reflected in policy development and service delivery.</p>
<p>Outdoor Community Team</p> <p>The outdoor community team is split into 3 parts – eco, travel, and outdoor reps. Every year the outdoor community team work towards two accreditations - The Eco Schools Green Flag and Mode Shift Stars accreditation (Birmingham city council's safer travel to and from schools' initiative). In addition to this, the team oversee the maintenance of the outdoor equipment and the outdoor learning areas here in school. The outdoor community team is open to all students and is led by the nominated outdoor community team leader(s).</p>	<p>Media Literacy Ambassadors</p> <p>Our Media Literacy Ambassadors are made up from Year 9/10 students who co-deliver 'Fake or real' sessions. Media literacy ambassadors teach younger students during their personal development curriculum time all how to trust different online platforms and news. Ambassadors work alongside the other Leadership Teams to assist with election processes.</p>



Vision

Self Discipline **T**eamwork **R**esilience **I**nitiative **V**ision **E**ndeavour



Careers at KNBS

Introduction and purpose of our Careers Programme

As your son has progressed through King's Norton Boys' School, his knowledge of the world of work and career pathways has been developed through the Careers Education, Information, Advice and Guidance (CEIAG) Programme. The CEIAG Programme has been delivered in Personal Development lessons (formerly PSHE), form time and dedicated events such as enrichment days or careers fairs. It is now time for your son to be thinking about his Post-16 options and applying for Sixth Form, College, an Apprenticeship or an alternative pathway such as the military.

In 2015, the government raised the participation age of young people in education to 18 years. This means that it is a requirement for your son to stay in some form of education for two more years, after he has left KNBS.

The world is rapidly changing with the development of technology, the emergence of new industries and a shifting economic paradigm, partly driven by changes effected by COVID. Therefore, it is essential for he is aware of current labour market information (LMI) which will inform him how different sectors are faring, whether that be remaining stable, growing or declining. In addition to his own research about Post-16 pathways, your son should ask questions of his teachers as well as lecturers and employers whom he interacts with during visits. It is essential for our students' success in later life that they have a vision for their long-term future, setting themselves long-term goals and then create a plan for how they are going to reach that destination. We want our students to be certain that the course(s) or apprenticeship that they undertake after leaving KNBS is right for them and fits in with their long-term plan.

Year 11 form tutors will keep students updated with information that we believe is relevant to them, such as open days/evenings, deadlines and announcements. It is your son's responsibility to listen to these notices, record the ones that he thinks are relevant and then discuss them with you. The window for most College and Sixth Form applications runs between November and March but many Apprenticeship applications can be offered from September and may only be open for a couple of weeks. It is our experience that the majority of Apprenticeships are closed by the end of the Autumn term. It is your son's responsibility to search for Apprenticeships and apply for them, if that is a pathway that he wishes to pursue.

We advise that all students keep their options open, for example, if they apply for an Apprenticeship – make sure that they also apply for College courses at the same time. If a student is successful in his Apprenticeship application then he can reject his College offer but if he is unsuccessful then he will have a alternative that could still lead him along the right pathway for him to achieve his long-term goals.



All students are entitled to a meeting with the school's chosen external, impartial Careers Advisor and these appointments will be organised by the school's Careers Leader. It is fundamental that when your son attends the meeting with the Careers Advisor he knows what grades he is predicted and can describe his vision for his future. The Careers Advisor will be unable to help any student that isn't able provide this necessary information.

The Careers pages on the school's website contain a wealth of information that students and parents can benefit from, including a page with useful website links. Students and parents are urged to navigate through the careers pages and educate themselves about the Post-16 options that are locally available. For any queries or if you would like further assistance, please contact the Careers Leader, Mr P. Clifton (p.clifton@knbs.co.uk).

Outdoor Education Programme – KS4

King's Norton Boys' School has a long history of outdoor education, which to this day is still a popular addition to the students' school lives. While the wide range of activities on offer continues to grow, the impact remains the same, enriching students' lives and inspiring young people to achieve at the very highest level. Engaging in the wide spectrum of experiences available provides opportunities for students to participate in new and exciting activities and to develop skills imperative for adulthood.

Duke of Edinburgh Award

The Duke of Edinburgh (DofE) Award is a non-competitive, internationally recognised programme designed to encourage young people to develop positive skills and lifestyle habits. The Award is about personal challenge. It provides a balanced program of voluntary activities which encourages personal discovery and growth, self-reliance, perseverance, responsibility to themselves and service to their community.

Structure of the Award

The DofE programme consists of three progressive levels which, when completed, leads to a Bronze, Silver or Gold Duke of Edinburgh's Award. At KNBS students are offered the opportunity to participate with the Bronze DofE Award in year 9. If students successfully complete their Bronze DofE Award, they are offered the opportunity to progress onto their Silver DofE Award in year 10.

There are four sections to complete at Bronze and Silver level. They involve helping the community/environment; participating in a physical activity; developing new skills; and working as a team to plan, train and complete an expedition.

Benefits

Any student at KNBS can do their DofE – regardless of their ability or background. Achieving an Award isn't a competition or about being first. It's all about setting personal challenges and pushing personal boundaries. Through the DofE programme students have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing their CVs and university and job applications. Beyond academic achievements, universities want to see evidence of 'soft skills' that have been developed through extra-curricular activities, such as communication, commitment, leadership and teamwork. The DofE Award is a fantastic way to demonstrate and evidence these skills in practice.



Structure of Outdoor Adventure Programme at King's Norton Boys' School

Year 7

Climbing
BRONZE
AWARD

"Learn to Ski"
Lesson

Bikeability
Level 1, 2 or 3
(Dependent of previous
primary school
experience)

Residential Trip

Year 8

Students select two activities out of:

Climbing
BRONZE/SILVER
AWARD

Mountain Biking
BRONZE/SILVER
AWARD

Dinghy Sailing
BRONZE/SILVER
AWARD

Canoeing
BRONZE/SILVER
AWARD

Bikeability
Level 3

Residential
Trip
SKI TRIP

Year 9

Students continue with their two selected activities:

Climbing
SILVER/GOLD
AWARD

Mountain Biking
SILVER/GOLD
AWARD

Dinghy Sailing
SILVER/GOLD
AWARD

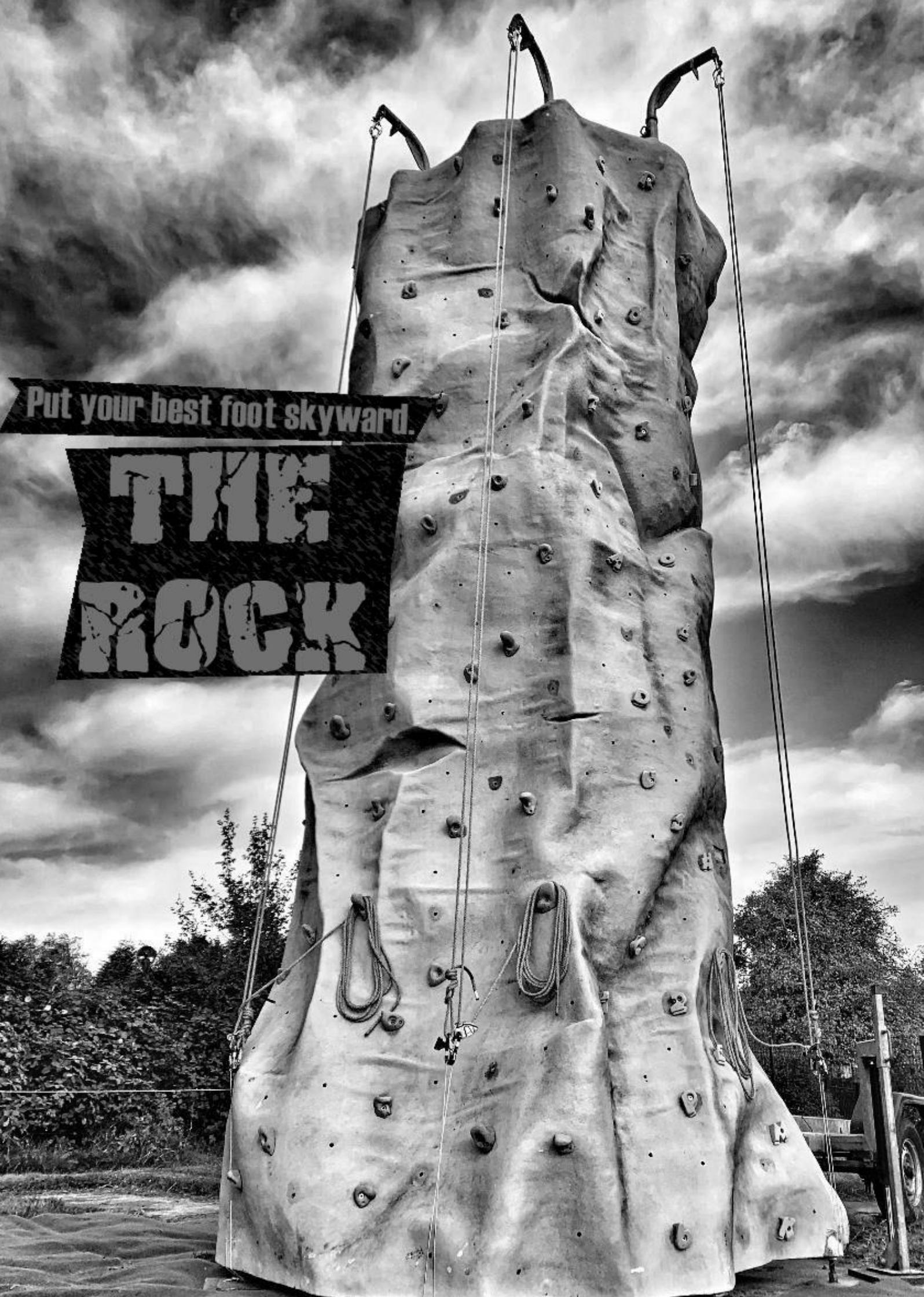
Canoeing
SILVER/GOLD
AWARD

Duke of Edinburgh Award
BRONZE

Year 10 & 11

Student Leadership
Programme

Duke of Edinburgh Award
SILVER



Put your best foot skyward.

THE ROCK



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