



# King's Norton Boys' School

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HUMANI SEMPER CONTENDIMUS

YEAR 8 CURRICULUM BOOKLET  
2022-2023



# Endeavour

Self Discipline   Teamwork   Resilience   Initiative   Vision   Endeavour

# Year 8 Curriculum Overview

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Dear Parent/Carer,

At King's Norton Boys' School, we have designed our year 8 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 8. 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 8 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.

### Thinking Task

Our thinking tasks are based around the PSHE curriculum. It may include a video clip with a discussion point, a quiz or a scenario to consider in pairs and report back to the whole class on.

### 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. Weekly attendance is recorded in their planner.

### SDfL points and student planners and equipment

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



# Teamwork

**S**elf 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 Mills, 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 planner 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 out-door 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

*'You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose'.*

## Curriculum Intentions and building on prior learning

The English curriculum, in year 8, will continue to expose you to a range of texts from various times throughout history and genres which will continue the development of skills that you were introduced to in year 7. Within these different topics, we will explore society at different times and places such as: The Great Depression, inequalities, morals, healthy/unhealthy relationships, current affairs and a whole range of cultural topics and how they relate to current culture and society. Throughout the year, you will develop, and revisit, the skills learnt in year 7 as well as learning new skills that will support you throughout KS3. The aim is to reinforce and develop your fluency in reading, writing and oracy and continue to develop a love of literature, language and reading.

## What will you study in year 8?

Throughout year 8, you will study a wide range of texts:

Progression through KS3	<p><b>The Oppressed</b></p> <p>Through reading the whole text, you will explore the social and historical context including The Great Depression and prejudice, analysing the use of language, presentation of characters and themes.</p>	<p><b>Disturbed Minds</b></p> <p>You'll read a range of Victorian poetry texts and short stories exploring &amp; comparing the various ways that poets create meanings to reflect the contexts in which they are produced. You'll use these texts as stimuli for your own creative writing.</p>	<p><b>Shakespeare's Romeo &amp; Juliet</b></p> <p>Through studying a whole Shakespeare play, you will explore the ways that Shakespeare uses language, structure and form to create meaning. Links to the Elizabethan era will also be made.</p>	<p><b>Our World</b></p> <p>You will explore the ways that writers communicate their opinions on a range of current affairs topics by analysing non-fiction texts including blogs, travel writing and autobiographies &amp; the issues that they discuss.</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, with a teacher assessment, an STR, and milestone with whole class feedback. These opportunities will be peer and self-assessed using success criterion and model examples, so that you are able to explore what has been done well as well as what could be done to improve.

Throughout the year, you will combine new skills in each of the units that you study which will help you as you progress through school.

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Developing your inference skills and how characters are used as constructs</li> <li>• Embedding quotations</li> <li>• Developing understanding of writer's methods used across different texts</li> <li>• Using subject terminology</li> <li>• Understanding how context can influence a text and making contextual links and the audience's reception of it</li> <li>• Exploring alternative interpretations</li> <li>• Developing exploration of structural choices</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Developing understanding of sentence and paragraph structure</li> <li>• Varying punctuation consistently and accurately</li> <li>• Building on creative writing from Y7</li> <li>• Present a viewpoint in a convincing manner</li> <li>• Writing for meaning/effect</li> <li>• How to vary your writing to suit purpose and audience</li> <li>• Reinforce using structural features within writing</li> <li>• Developing vocabulary</li> </ul>
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## Cultural Capital and Enrichment

The importance of continuing to read cannot be underestimated and so, over the two-week timetable, you will have at least one hour dedicated to a reading lesson. The majority of this lesson will be spent reading your own book (or one that you have borrowed) but you will also have a reading journal to complete. As you will have a lesson dedicated to reading, one of your homework tasks will be from the spicy reading tasks that are included in your reading booklet. You should continue to aim to read for at least 10 minutes per night, at home, throughout the year.

## 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

Activities on Century

Reading

Scrabble

Discussions at home

Reading/watching news

Literacy games online

Revising topics studied

Reading around current topics

## 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 reading at home and discussing their books with them. It would also be beneficial to, wherever possible, get involved in what your son is learning: getting him to teach you about something that he has been studying; asking him to tell you about the issues that a text might address, helping with spellings, listening to your son read and asking questions about the book to ensure understanding. However, one of the easiest ways that you can 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.

## Homework

Homework throughout year 8 aims to replicate and build upon your son's experience in year 7. Your son will be set homework each week one of which should be spellings/key vocabulary as we continue to strive to develop and enhance your son's vocabulary. As he will also have a reading lesson every other week, the other homework will be one that he chooses from the 'Spicy Menu' in his reading booklet. This 'Spicy Menu' contains a range of tasks, some of which are all about writing and some which include little to no writing at all, to encourage your son to try different things as well as promoting independence.

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.

You will also have a knowledge organiser for each topic that defines and teaches the vocabulary required for a particular unit of work.

# Maths

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

## Curriculum Intentions and building on prior learning

The Mathematics curriculum in year 8 provides a broad, coherent, satisfying and worthwhile course of study. You will develop skills learnt in year 7, as well as learning new skills that will support you throughout the rest of KS3.

It encourages students to develop confidence in, and a positive attitude towards mathematics, and to recognise its importance in their own lives and to society.

## What will you study in year 8?

All students will explore a range of topics from the six strands of the Mathematics Curriculum.

	<b><u>Number</u></b>	<b><u>Algebra</u></b>	<b><u>Ratio and Proportion</u></b>	<b><u>Geometry and Measures</u></b>	<b><u>Probability</u></b>	<b><u>Statistics</u></b>
Progression through KS3	Continue to develop numerical structure and calculations, and use this to explore fractions, decimals, percentages, and measures	Continue to develop understanding of Algebraic notation and manipulation, and use this to explore Graphs, Equations, Inequalities	Use and apply ratio notation in context, and solve problems involving direct proportion and a range of compound measures.	Continue to develop understanding of properties of angles and shapes, mensuration, and constructions.	Continue to develop understanding of concepts in Probability	Interpret and construct tables, charts and diagrams and analyse and compare sets of data.

## Assessment for Learning

At the beginning of each half term, students will complete a diagnostic assessment on MS Forms; 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 two topics. These are peer assessed with whole class feedback. These tests are used to further identify and address misconceptions and to confirm progress on skills learnt.

At the end of each term, students will sit a summative assessment. This will cover a wider range of topics from across the term, and rigorously tests students' application of knowledge and reasoning skills. This will be teacher assessed, with individual strengths and targets. Students will be given a score, and a progress indicator.

## Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 8 Maths curriculum by exploring a range of topics in context, including reading timetables, savings and expenditure, budgeting, recipes and proportion, understanding payslips, coding, the golden ratio, utility bills, currencies and exchange rates. 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:

- HegartyMaths - working through topics as outlined on the termly numeracy newsletter and completing weekly memri task.
- Discussions at home
- Adjusting recipes/weighing ingredients when cooking
- Involvement with family budgeting
- CorbettMaths 5-a-day
- Revising topics studied through Numeracy Ninjas
- BBC Bitesize

## 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 homework tasks each week and this should take him approximately one hour to complete. The vast majority of this will be completed on HegartyMaths, an online platform where your son will be expected to watch an instructional video, make notes, and complete a quiz on a specific topic. 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

## Intentions and building on prior learning

The Science curriculum in year 8 will help you develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics and further develop your skills producing greater success in higher thinking tasks. You should continue to make links between the information you learn in the classroom and the big ideas underpinning scientific knowledge to help you understand the world and Universe around you. You will continue to learn that science is about working objectively, utilising existing knowledge but modifying it by accounting for new evidence, to help you understand new phenomena. You will combine knowledge learnt at KS2 and in year 8 to build a strong foundation, allowing you to build upwards for future success.

## What will you study in year 8?

Throughout year 8, you will study various topics alternating between the three science disciplines. The introduction topic will assist you adjust from KS2 to KS3 science, introducing you to concepts and terminology that are fundamental up to and including KS4 science

Progression through KS3	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
	Health and Lifestyle Ecosystem Processes Adaptation and inheritance	The Periodic Table Acids and Alkalis Separation Techniques The Earth Metals and Acids	Energy Electricity and magnetism Motion and pressure
Autumn, Spring and Summer term assessments			

## Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher STRs, self and peer assessment. You will be assessed, for each topic, with a peer-assessed multiple-choice end of topic test and you will be assessed once in each term with a formal written examination.

In year 8 will continue to perform practical investigations with a greater degree of autonomy and independence, including the written aspects of their planning, analysis and evaluation. Throughout the year, you will enhance the skills that you already have to allow you to succeed in more challenging tasks, giving you a greater chance of success in your future education.

<p style="text-align: center;"><b>Practical skills</b></p> <ul style="list-style-type: none"> <li>• Select, plan and carry out the most appropriate types of scientific enquiry to test predictions</li> <li>• Choose appropriate apparatus to make accurate recordings</li> <li>• Make and record observations and measurements using a range of different methods</li> <li>• Suggest possible improvements to the method</li> </ul>	<p style="text-align: center;"><b>Written work</b></p> <ul style="list-style-type: none"> <li>• Develop subject specific vocabulary</li> <li>• Use of direct, concise, unambiguous language</li> <li>• Progression from statements to descriptions through to explanation and evaluations.</li> <li>• Accurate summarisation</li> <li>• Use of quantitative and qualitative evidence within texts to make arguments or conclusions.</li> </ul>
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## Cultural Capital and Enrichment

In a world where misinformation is rapidly spread on social media and the internet, it is imperative that you have the skills to investigate the accuracy of facts that you read and are told and develop an inquisitive, enquiring mind. The ability to think scientifically and evaluate information is developed within KNBS science to help you become more aware of the world around you and more competent in all aspects of your life. Science impacts every aspect of life, from construction to medicine and technology to archaeology. We want you to have the power to be aware of the importance of science and how it shapes you, your career, society and the world around you.

## 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	Active Learn (school subscription)	T.V. documentaries
Activities on Century	Discussions at home	Revising topics studied
School or personal trips to educational centres		Reading/watching news

## How can parents/carers help at home?

Parents and carers, you can help your son's learning at home by talking to your son about the work that they are doing in school. Ask him to recall three to five facts that he has learnt since starting the topic, what he is enjoying about the topic, what aspects he finds difficult and try to come up with a solution to any problems he is encountering. If you feel the topic your son is learning about is a strength of yours then you could teach him something and discuss it with him. If you don't feel very confident on that topic, ask your son to teach you something about it so that he becomes the teacher. To succeed in Science, your son will need to have a scientist's vocabulary and so we recommend keeping a notebook of subject specific keywords and researching what those keywords mean. This can then be extended by testing your son on that vocabulary or their meanings. Like other subjects, we also recommend exposing your son to current affairs, encouraging them to read newspapers/articles and watching the news. There are regular articles like new and emerging technologies, the environment, space exploration and the development of new materials which will broaden his outlook on the subject and the world.

## Homework

Students in year 8 will experience an increased emphasis on homework and an increased volume of homework from year 7. This is because homework and revision are an integral part to achieving high results at GCSE and every student must be familiar with, and competent at, performing work independently in their home environment. Students will be set a homework each week. Homework will be a mixture of written tasks, revision activities, learning tasks and research tasks.



# Initiative

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



# Spanish

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

## Curriculum Intentions and building on prior learning

Students will further consolidate and build on what they have learnt in year 7 but will also learn the past tense. Learning a language is made up of four key skills, listening, speaking, reading and writing, and most lessons will contain all four elements. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Alongside the written and spoken production they learn further grammatical knowledge to develop their understanding of how a language works. (*this is in line with the new GCSE exam*) By the end of year 8 students will be confident in using three tenses with regular, (and some key irregular verbs) over a variety of topics. Throughout the course, students will further develop their knowledge of Spain and Spanish speaking countries in order to broaden their cultural horizons and understanding of the world in which they live. The learning platform that students use to supplement their studies is **Activelearn**, and the digital textbooks are Viva 1 and 2.

## What will you study in year 8?

Progression through KS3	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	Viva 1 – Module 4	Viva 2 – Module 2	Viva 2 – Module 4
	<ul style="list-style-type: none"> <li>• where you live</li> <li>• activities you do</li> <li>• places in a town</li> <li>• time</li> <li>• activities in the café</li> <li>• weekend + holiday plans</li> </ul> <p><i>Culture: Spanish speaking world</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• present tense verbs <b>estar</b> (to be)</li> <li>• use a/some and many in Spanish</li> <li>• present tense irregular verb <b>ir</b> (to go) and <b>querer</b> (to want)</li> <li>• the near future tense in Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• technology</li> <li>• music</li> <li>• TV</li> <li>• activities</li> </ul> <p><i>Culture: Spanish media</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• present and past tenses</li> <li>• complex opinion phrases</li> <li>• comparative with correct adjectival agreement</li> </ul>	<ul style="list-style-type: none"> <li>• invitations and excuses</li> </ul> <p><i>Culture: Spanish customs</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• conditional tense (<i>I would...</i>) modal verbs <b>querer</b> (to want) and <b>poder</b> (to be able)</li> </ul>
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
Viva 2 – Module 1	Viva 2 – Module 3	Viva 2 – Module 4	
<ul style="list-style-type: none"> <li>• countries and transport</li> <li>• accommodation</li> <li>• holiday activities</li> <li>• food</li> <li>• a previous holiday</li> <li>• an amazing holiday</li> </ul> <p><i>Culture: Tourism in Spain</i></p> <p>Grammar</p> <ul style="list-style-type: none"> <li>• past tense of regular and key irregular verbs</li> <li>• use sequencers and time phrases</li> </ul>	<ul style="list-style-type: none"> <li>• food and mealtimes</li> <li>• restaurant</li> <li>• celebrations</li> </ul> <p><i>Culture: Spanish festivals</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• a wide range of opinions</li> <li>• negatives</li> <li>• word order</li> <li>• formal address</li> <li>• three tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• daily routine</li> <li>• clothes</li> <li>• sporting events</li> </ul> <p><i>Culture: Spanish speaking celebrities</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• reflexive verbs (present and past tense)</li> </ul>	

## Assessment for Learning

- During year 8 students will learn and use a variety of skills:  
Pair work and group work are frequently used for oral activities and games. (e.g. *battleships, noughts & crosses, roleplays, surveys etc..*)
- Self and peer-assessment are used in MFL as an effective way for students to learn how to improve. This is particularly true during listening, reading and translation activities, where students gain instant feedback on their performance and can discuss with others how to improve.
- 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.

## Pushing for Progress

### Practise, practise, practise

- Use your student exercise book regularly to actively practice and consolidate vocabulary studied during the week.
- Practice speaking for your assessment by using <https://www.naturalreaders.com/online/> or Voki ([www.voki.com](http://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.Activelearn.com](http://www.Activelearn.com)

### Test yourself

- Use [www.quizlet.com](http://www.quizlet.com) to test yourself on vocabulary for each topic –
- Extend your vocabulary base by looking up new words on [www.wordreference.com](http://www.wordreference.com) or use it as an online dictionary
- BBC Bitesize has activities for each unit – <https://www.bbc.co.uk/bitesize/examspecs/z4yyjihv>

## 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.

## How can you help at home?

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.

## Homework

At KS3 homework for week 1-4, we provide for homework on a weekly basis vocabulary learning or grammar features usually in a format of an online "Spelling test" or quiz, both are available on SMHW. Homework could also be a reading/listening exercise from the Active Learn 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.

# Physical Education

*'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 8 students will build on and embed the physical development and skills learned in year 7 and become more competent, confident and Develop their techniques. Students apply their technique across different sports and physical activities throughout the year. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

## What will you study in year 8?

Progression through KS3	Transition to KS3 PE routines at KNBS including Fitness Testing	<b>Autumn Term:</b> Rugby Football Basketball Cross Country	<b>Spring Term:</b> Badminton Table Tennis Leadership in Sport (Dance)	<b>Summer Term:</b> Athletics Cricket Softball	Full extra-curricular programme of practices and fixtures
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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 unit, with your teacher using success criteria related to that unit, so that you are able to explore what you have done well, as well as what you could do to improve for when you complete the unit again in year 8.

### Physical Education curriculum at KNBS:

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.

### Physical Education at KNBS aims:

- 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.

## Enrichment

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 8 students will undertake 2 hours of PE a week. This will continue throughout KS3. Currently in KS4 students undertake 3 hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another 5 hours of PE a fortnight onto their exam timetable.

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 & 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.

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 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 school.

## Homework

Homework throughout year 8 is done through students' participation at extra-curricular clubs. Although this is not monitored, students are registered so we can gauge which students are accessing which clubs. The general expectation is that each student attends at least one club a week.

Students are also expected to take part in House Games as often as possible. A House games activity takes place every half term.

Students will also be given tasks regarding their lessons. This is often to research or observe good practice of the skill they are currently learning. It maybe researching a specific performance, skill, or a rule within a sport.

# Personal Development

*"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what." — Maya Angelou*

## Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 8 builds upon the skills that students gained in year 7. 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 produce confident, tolerant and well-rounded students who are both resilient and resourceful in all areas of their life, both in the school community and out.

## What will students study in year 8?

Throughout year 8, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World

<p><u>Wellbeing</u></p> <p>Students will study what it means by having good mental health and emotional wellbeing. Students will gain the skills to be able to make healthy decisions when it comes to both mental and physical health.</p>	<p><u>Influences</u></p> <p>Students will study and learn how to recognise healthy and unhealthy peer relationships, so that they are able to spot the signs of negative peer influence and know how and where to seek help against exploitation.</p>	<p><u>Discrimination</u></p> <p>Students will explore the impact of stereotyping, prejudice and discrimination on individuals and different types of relationships. Students will see the need to promote inclusion and challenge discrimination in a safe way.</p>	<p><u>Addressing extremism and radicalisation</u></p> <p>Students will explore what is meant by extremism and radicalisation and to know the dangers that come with these views. Students will learn how and where to seek help to prevent radicalisation.</p>
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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 8 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.youngminds.org.uk/young-person/>

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

<https://teentalk.ca/learn-about/appreciating-diversity-2/>

<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jhv>

## 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.

# Music

Celebrating Creativity - *"Music can change the world because it can change people"*

## Curriculum Intentions and building on prior learning

We believe music is for everyone and encourage pupils to participate in a range of musical opportunities whilst at KNBS. The music curriculum in year 8 will build on students' prior knowledge of music from year 7 and prepare them for future musical experiences, by continuing to study and develop the Elements of Music; whilst building on their knowledge and skills in performance using a variety of different instruments, composing using music technology and further developing their listening skills. Our aim is to instil students with confidence when performing, composing and appraising music, as well as developing their enjoyment of music and the ability to express themselves musically.

## What will you study in year 8?

The order of topics may be slightly different depending on which music room you are timetabled for.

Progression through KS3	<b>Blues to Rap</b>	<b>Developing Notation</b>	<b>Music &amp; Rhythms of the World</b>
	<p>Students will learn about the cultural context, features and development of Blues Music. They will perform and record the key features of Blues music, including chord progressions, blues scales, walking bass lines and improvisation.</p> <p>Students will then look at how the Blues has influenced hip hop and rap music. They will learn about riffs and writing rap music, as well as exploring the use of rap in musical theatre.</p>	<p>Students will explore tab notation on the ukulele. They will begin by understanding what a riff is, performing these on one string before performing using multiple strings to determine their understanding of tab notation and ukulele technique.</p> <p>Students will return to traditional notation, building on their keyboard skills by performing a piece of classical music. They will also learn about musical symbols and analyse how classical music has been used and arranged in more recent times.</p>	<p>Students will learn about the cultural context and features of different styles of music and rhythms used in different parts of the world.</p> <p>Students will partake in a mixture of independent, small group and whole class activities which will develop both independent and ensembles skills. As well as developing their knowledge of rhythm and producing stylistic performances, students also learn djembe drumming techniques.</p>

## Assessment for Learning

Year 8 will provide students with the opportunity to build on prior knowledge and skills acquired from year 7, developing their knowledge and skills in performing, composing, listening and evaluation of music. Throughout the year, students will complete milestone assessments to determine their understanding and complete the topic with an STR assessment. The assessments will focus on either/or a combination of performing, composing, listening and theory knowledge.

<b>Performing</b>	<b>Composing</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>Developing ability to read traditional pitch and rhythmic notation</li> <li>Acquiring the ability to read TAB notation</li> <li>Exploring and developing skills on keyboards, ukuleles, percussion, vocals and music technology</li> <li>Developing musical expression.</li> </ul>	<ul style="list-style-type: none"> <li>Learning how to create inventive initial musical ideas</li> <li>Development of creative musical ideas using genre specific techniques and the elements of music</li> <li>Creation of specific effects through the sophisticated use of a variety of compositional techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Exploring in detail how musical elements have been used, individually and in combination, in different genres</li> <li>Evaluation in detail of how musical elements have been used, individually and in combination, through self and peer assessment.</li> </ul>

## Cultural Capital and Enrichment

In the music curriculum we place emphasis on the importance of students engaging with a wide range of genres of music. This includes both historical and modern genres and composers, from the Baroque era to modern remixes. We aim to enable students to become knowledgeable about a wide range of music and be comfortable discussing its value and merits. 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:

- Additional instrumental lessons (either through school or privately). *Funding may be available for students who are eligible for Pupil Premium funding – please enquire with the Head of Music if you are interested.*
- BBC Bitesize KS3 Music Pages
- Listening to music and discussing with family members
- Revising topics studied in school
- Practicing an instrument
- Online / YouTube instrumental tutorials
- Composing using an online platform
- Music Theory activities / games online
- Learning new music (e.g. Little Kids Rock Song Sheets [www.jamzone.littlekidsrock.org/songs/](http://www.jamzone.littlekidsrock.org/songs/))

## How can you help at home?

You can help at home by discussing the work we are completing in school with your son, as well as encouraging him to complete his homework and any additional musical activities with enthusiasm and to the best of his ability. In addition, the more music he is exposed to or involved with, the more his musical skills and knowledge will develop. Discussing your own musical taste and experience with your son will help him to understand more about different genres and artists and enable him to begin developing his own musical understanding.

## 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
- Comprehension activities
- Revision activities
- Quizzes
- Key vocabulary research
- Flip learning (where homework will prepare for an upcoming lesson)
- Self-assessment/reflection
- Choices from a homework menu.

# Computing

*"Technology is not an event. It is just part of everyday learning"*

## Curriculum Intentions and building on prior learning

We understand that everyone's technical experiences are vastly different from both KS2 and as well as the level of understanding at the end of year 7. With this in mind, we ensure that every student is supported fully with the intention of being technically confident and independent by the end of year 8. You will be developing a deeper understanding on the purpose of digital products and how to use appropriate software to create and save them in various file formats. We will give you real life challenges to help build your knowledge and skills. Throughout the year we will embed a mixture of ICT and Computer Science topics. You will advance your learning from the foundation skills of basic programming gained in year 7 to more complex programming using Python (industry level programming language) and other graphical programming languages. You will also learn more about computer architecture and networks. By the end of year 8 you will have a solid foundational understanding of ICT and Computer Science. Your enhanced skills will come in very handy for not only your time at school but most likely your career.

## What will you study in year 8?

In order to build up your skills in preparation for KS4, we embed some topics with a practical component through use of software to create digital products such as magazine covers, animation and website. In order to build a firm foundation for Computer Science, we introduce basic knowledge on networks, some computational thinking ideas and tools.

Progression through KS3	<b>Photoshop</b>	<b>Computer hardware &amp; networks</b>	<b>Algorithms</b>	<b>Python &amp; Robotics</b>	STEM/Coding Challenges throughout the year
	In this practical unit students will be designing and crating magazine covers using Adobe Photoshop.  Students will explore media influence and design choices in order to create a product that is wholly suitable for purpose.	This unit reviews computer hardware with an emphasis on CPU, memory and ports/interfaces.  Students will also explore types of networks, their differences and suitability for various uses.	In this unit students will be introduced to Algorithms. They will learn how some sort and search algorithms work and evaluate them.  Students will also do binary to denary conversions and vice versa as well as binary addition.	This unit introduces data types and data casting functions using Python. Students will create programs using sequential and selection programming control structures. Students will then implement these skills whilst programming our Lego Robots.	

## Assessment for Learning

Students will be assessed formally, at three different stages within the year. Each assessment will build upon knowledge and skills learnt from all previous units. Due to the nature of the subject, students will be assessed via practical and written tasks. Informal assessment takes place continuously in lessons. This can range from peer assessment, class discussions and student teacher/student dialogues.

### Written Tasks

- Applying practical understanding to different scenarios
- Learning key vocabulary
- Being able to analyse and evaluate design choices

### Practical Tasks

- Developing new skills
- Using software to create digital products
- Understanding the purpose of various software and being able to make suitable choices in the future
- Advancing programming skills

## Cultural Capital and Enrichment

Technology is everywhere and is almost a guarantee use within our everyday lives. We appreciate not every student will have access to a computer at home, therefore lessons also focus on other tech devices such as consoles, tablets and smart phones. It enables students to have a greater understanding if technology outside of the classroom. The computer suites are available most lunch times and after school for students to use. We also suggest online courses and interactive websites students can use outside of lessons to help challenge them even further.

## Pushing for Progress

Using technology doesn't just begin and end in the classroom. We have many suggestions to further extend your sons knowledge, and to have some fun whilst learning:

- Code.org (a complete course that ranges from KS3 to KS4)
- Bitesize
- Scratch online
- Python challenge books resourced by us (software can be downloaded for free at home)
- Exploring websites for different purposes
- Using software such as Excel to create spreadsheets for pocket money tracking or creating homework timetables etc

## How can you help at home?

You can play a key role in your child's ICT development. You may use some of the same software within your job, or you may have previous experience. This support can help build your child's confidence when using new things. Even if you are not experienced or have not used the tools before. Allow your child to teach you the skills they learn in the classroom. Not only does it re-enforce their own understanding, but it allows them to develop a new understanding of different users' needs from a new perspective.

## Homework

Homework will be aimed to be set once a week. These tasks may include practical or written tasks. Understanding people's different technology access, we do not expect homework to be completed on a computer if it is not possible. However, we do offer the use of our computers each day at lunch and after school most days.

Each task will either re-enforce a key concept from lessons, or it will extend knowledge further. We aim to create independent learners in ICT and we encourage them to research, and analyse new concepts. This allows us to embed these concepts into lessons, providing more time for various challenges and to be as practical as much as possible.

# History

*Those who don't know history are destined to repeat it" – Edmund Burke*

## Curriculum Intentions and building on prior learning

The History curriculum in year 8 will begin with a study of British Depth, exploring the Elizabethan Age. Students will investigate if this can be known as a 'Golden Age' by studying the impact Elizabeth's reign had on society, religion, foreign relations and politics. Students will then study the short and long-term impacts Britain had on other countries through empire and control as the country Industrialised and expanded. Through a range of scholarship students will gain an understanding of the time periods being studied and begin to further develop their Historical explanation, significance, source and interpretation skills, which will enable them to transition into year 9 History.

## What will you study in year 8?

Progression through KS3	<b>The Tudors</b>	<b>The Elizabethan Age</b>	<b>Empire and Industry</b>	<b>Slavery and Civil Rights</b>	Local History depth Study - Birmingham
	Students will study a brief history of the changing roles of the Tudor monarchs, up to Mary I, and the impact they had on England.	Students will explore how a Queen could drastically impact peoples' political, religious and cultural beliefs.	Students will explore how two themes of British history do not develop in isolation; making links between how a quickly developing industry was aided in the Empire Britain controlled. Students will study the socioeconomic and political impacts of this era	Following the sequence of the previous learning, students will learn how empire socially impacted countries via slavery. Exploring the fight for abolition in the late 19 <sup>th</sup> century to the struggle for social justice continuing into the 21 <sup>st</sup> century.	

## 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, and an STR. These opportunities could also 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.

Throughout year 8 you will have the opportunity to develop the four key skills of History and will be focussing on the following aspects:

<b>Historical explanation</b> Explaining causes and consequences of events Writing paragraphs that build an argument Using supporting evidence for explanations	<b>Historical interpretations</b> Explaining the emphasis and focus of differing interpretations Identifying different threads within interpretations.	<b>Historical Sources</b> Explaining details in sources by using specific own knowledge Identifying relevance of provenance and aspects of source content	<b>Historical Significance</b> Identifying and explaining different types of significance Making judgments on the significance of people and events using own knowledge as evidence
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## Cultural Capital and Enrichment

In year 8 we provide an opportunity for students to enrich their understanding of the social and economic impact of the Industrial Revolution with a fieldtrip to a local living museum. Students will be examining how law, ethics and culture have been influenced throughout history and the impact this has had at home and abroad. Students will be able to make connections between justice and equality to their lives today making their learning relevant.

## Pushing for Progress

### Reading (fictional)

**A Traveller in Time by Alison Uttley** -An ancient farmhouse forms the link that allows Penelope to step back into Elizabethan times.

**Coram Boy by Jamila Gavin** - the story of Toby, saved from an African ship as a son, and Aaron, the illegitimate son of the heir to a great estate. The two boys' lives are linked by the Coram Man, a shady figure who collects abandoned and unwanted children from across the country, supposedly to deliver them to a safe new life at the Coram Hospital in London... or does he?

**Sawbones by Catherine Johnson** – the story of sixteen-year-old Ezra McAdam has much to be thankful for: trained up as an apprentice by a well-regarded London surgeon, Ezra's knowledge of human anatomy and skill at the dissection table will secure him a trade for life.

### Websites (factual)

- Elizabethan Age:  
<https://www.bbc.co.uk/bitesize/guides/zq37frd/revision/2>
- Empire and Industry:  
<https://www.britannica.com/place/British-Empire>  
<https://www.history.com/topics/industrial-revolution/industrial-revolution>  
<https://www.bbc.co.uk/bitesize/topics/zm7qftr>
- Slavery and Civil Rights:  
<https://www.bbc.co.uk/bitesize/topics/z2qj0sg>  
<https://www.bl.uk/learning/histcitizen/campaignforabolition/abolitionbackground/biogs/greatcampaigners.html>  
<https://www.bbc.co.uk/bitesize/topics/zh4cwmn>

## How can you help at home?

You can help at home by talking to your son about the work that they are doing in school as well as ensuring that they are reading/researching on the web around topics from the classroom. It would also be beneficial to, wherever possible, get involved in what your son is learning: getting him to teach you about something that he has been studying; looking out for relevant television shows concerning the topics studied. You could also support your son's learning by discussing current affairs, encouraging them to see the links between the modern-day world and the events of the last 100 years or so.

## Homework

Students will be set regular homework on a weekly basis in year 8. Often these homework's will either enable students to review past learning by revision for small classroom knowledge tests or reviewing key subject specific Tier 3 vocabulary. Students will also be asked often to complete simple research tasks to prepare them for upcoming lessons and topics. Occasionally students will be asked to complete a more extensive piece of work at home which could take the form of a research project or extended piece of writing. These are designed to promote more independent learning and building confidence for the GCSE course.

# Geography

*"Geography is about understanding the complexity of our world"*

## Curriculum Intentions and building on prior learning

The Geography curriculum in year 8 will continue to develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. The topics covered will build on the knowledge and skills learnt in year 7 and enable students to understand in some detail what places are like, how and why they are similar and different and how and why they are changing. Running parallel to this, students will be able to carry out investigations using a range of geographical questions, skills and sources of information including maps, graphs and images. The intention is to stimulate the students to think about their place in the world, their values and their rights and responsibilities to other people and the environment.

## What will you study in year 8?

	<b>Rivers and flooding</b>	<b>Welcome to Earth Village</b>	<b>Coasts</b>	<b>Tectonics</b>	<b>Issues of urbanisation</b>	<b>Geography of Africa</b>
Progression through KS3	Explores the formation of the key physical features in a river drainage basin. Then analyses causes of flooding and the strategies we can use to manage flood risk in the UK.	This topic explores population change, factors affecting birth and death rates, population distribution and the relationship between population and resources.	Identifying coastal features from maps and photos. Coastal processes of erosion, transport and deposition. Assessment of strategies to defend the coast.	Explains the structure of the earth and plate boundaries. Investigates a number of tectonic hazards including earthquakes, volcanoes and tsunamis, through a variety of located studies.	Explores where people live in the UK, the impact of de-industrialisation and the issues linked to urban living such as the lack of affordable housing in some cities. Pupils also investigate sustainable urban living.	Explores the physical and human features of the continent. Investigates the importance of the Nile and Rift Valley and the issues of urbanisation in Kenya.

## Assessment for Learning

Students will be assessed both formally and informally using a combination of teacher, self and peer assessment.

Topics are assessed using teacher assessment, an STR, knowledge retrieval activities and exam-style questions. Day to day assessment lends itself to peer and self-assessment using success criteria and model examples so that you are able to assess what has been done well as well as what could be done to improve. Every lesson will involve sharing clear learning intentions, effective questioning and engaging in dialogue with individual students 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 strategies, students undertake termly summative assessments to identify strengths and weaknesses in student's 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 student 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.

Through the Earth Village topic, students explore the relationship between people and resources and begin to deepen their understanding of sustainability. This idea of place and interdependence is developed further in the Africa unit of work.

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

'Time for geography'

Review documentaries

Seneca Learning

Mapzone

Active revision

World atlas

Education Quizzes

Reading around current topics

## How can you help at home?

One of the most valuable things you can do for your son is to talk about their learning and encourage them to share their knowledge and understanding of the topics covered, promoting deeper thinking and checking homework has been completed. Encouraging your child to access 'Geography in the news' articles and watching relevant documentaries will help to promote conversations about the topics covered and encourage the development of their own understanding and opinion of society and the events that take place within it.

Keeping up with current affairs of a social, economic and environmental nature is core to being a great geographer. With regard to skills, using Ordnance Survey maps/extracts for planning local walks or trips in the car would help to consolidate map work. Finally, a child's progress can be enhanced further by parent(s) having high aspirations and expectations for their child; including how important school is.

## Homework

Homework allows students 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 and teachers will strive to give students at least five days to complete the task.

There will be a variety of tasks to develop different geographical skills, knowledge and understanding, for example, learning definitions or spellings of key vocabulary, developing quizzes, fact-files to improve knowledge of places, active revision etc. Learning can be extended by accessing the previously mentioned websites and students should also be encouraged to review and revise the work they do in school as a matter of course.

# French

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

## Curriculum Intentions and building on prior learning

Students will further consolidate the grammar they have learnt in year 7 but will also learn the past tense. By the end of year 8 students will be confident in using three tenses with regular and some irregular verbs over a variety of topics. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Throughout the year students will further develop their knowledge about key cultural aspects of France and other French speaking countries. The four skills are Listening, Speaking, Reading and Writing and most lessons will contain all four elements. There is a strong focus on grammar in line with the new GCSE Modern Foreign Language specification. The learning platform that students use to supplement their studies is Activelearn, and the digital textbook is Studio 2.

## What will you study in year 8?

Progression through KS3	<p><b>Autumn 1</b> <u>Active Learn / Studio 1</u></p> <ul style="list-style-type: none"> <li>• Use of computers and mobiles</li> <li>• Technology</li> <li>• Sports</li> <li>• free time activities</li> </ul> <p><i>Culture: Sport and leisure activities of France</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>• irregular verb faire</li> <li>• use plural forms of verbs</li> <li>• using the future tense with "aller"</li> </ul>	<p><b>Spring 1</b> <u>Studio 2 – Module 2</u> <i>Tourist activities</i></p> <ul style="list-style-type: none"> <li>• Attractions in Paris</li> <li>• Transport</li> <li>• Asking questions</li> </ul> <p><i>Culture: Exploring Paris Landmarks</i></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• opinions in the past tense</li> <li>• sequencers and time phrases</li> <li>• perfect tense with avoir and être questions in the perfect tense</li> </ul>	<p><b>Summer 1</b> <u>Studio 1 – Module 4</u> <i>Town</i></p> <ul style="list-style-type: none"> <li>• Where I live</li> <li>• Giving directions</li> <li>• Where I go at the weekend</li> <li>• What we can do in town</li> </ul> <p><i>Culture: French towns</i></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• 'aller' present tense</li> <li>• Adverbs of frequency</li> <li>• Faire + sport</li> <li>• 3<sup>rd</sup> person verb forms present tense</li> <li>• 'on peut' + infinitive</li> </ul>
	<p><b>Autumn 2</b> <u>Studio 2 – Module 1</u></p> <ul style="list-style-type: none"> <li>• TV Cinema</li> <li>• Reading</li> <li>• Technology</li> <li>• Opinions</li> </ul> <p><i>Culture: French programmes/films</i></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• Consolidate present tense of regular verbs</li> <li>• key irregular verbs avoir and être</li> <li>• the perfect tense with avoir</li> <li>• irregular past participles</li> <li>• some irregular past participles</li> </ul>	<p><b>Spring 2</b> <u>Active learn/Textbook: Studio 2</u> <u>Studio 2 – Module 3</u></p> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Relationships</li> <li>• Music</li> <li>• Clothes</li> <li>• Passions</li> </ul> <p><b>Culture:</b> French music</p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• adjectival agreement</li> <li>• word order</li> <li>• reflexive verbs</li> <li>• three tenses together</li> </ul>	<p><b>Summer 2</b> <u>Studio 2 – Module 4</u> <i>Accommodation</i></p> <ul style="list-style-type: none"> <li>• Rooms in the house</li> <li>• Food Mealtimes</li> <li>• Buying food</li> <li>• Carnival</li> </ul> <p><i>Culture: France carnivals /cuisine</i></p> <p><u>Grammar:</u></p> <ul style="list-style-type: none"> <li>• comparative</li> <li>• prepositions with agreement</li> <li>• Using infinitive constructions</li> </ul>

## Assessment for Learning

During year 8 students will learn and use a variety of skills:

Pair work and group work are frequently used for oral activities and games. (e.g. *battleships, noughts & crosses, roleplays, surveys etc..*)

Self and peer-assessment are used in MFL as an effective way for students to learn how to improve. This is particularly true during listening, reading and translation activities, where students gain instant feedback on their performance and can discuss with others how to improve.

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.

## 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.

## Pushing for Progress

### 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 \(www.voki.com\)](http://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.Activelearn.com](http://www.Activelearn.com)

### Test yourself

- Use [www.quizlet.com](http://www.quizlet.com) to test yourself on vocabulary for each topic –
- Extend your vocabulary base by looking up new words on [www.wordreference.com](http://www.wordreference.com) or use it as an online dictionary
- BBC Bitesize has activities for each unit <https://www.bbc.co.uk/bitesize/subjects/zgdqxn>

## How can you help at home?

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.

## Homework

At KS3 homework for **week 1-4**, we provide for homework on a weekly basis vocabulary learning or grammar features usually in a format of an online "Spelling test" or quiz, both are available on SMHW. Homework could also be a reading/listening exercise from the Active Learn 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.

# Food Technology

*"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

Learning how to cook is a crucial life skill for students both now and in later life so in year 8 we aim to continue with the independent learning through practical cooking skills we started in year 7.

Our intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking. Once you have recapped the basic skills from year 7 you will start to cook more difficult dishes with more complex skills. Within the short rotation of food technology, you will see a link between the theory lessons and the practical dishes so that you can practice the skills you are learning about. The aim is to equip you with enough cooking skills and background knowledge to start developing your own cooking style whilst being safe, hygienic and methodical.

## What will you study in year 8?

During your year 8 rotation (9/10 weeks), you will prepare and make a range of dishes that each concentrate on a new skill.

	Practical skills	Practical Dishes	Theory Content
Progression through KS3	<ul style="list-style-type: none"> <li>- Knife skills</li> <li>- Washing up</li> <li>- Using the stove/oven</li> <li>- Using weighing scales</li> <li>- Peeling</li> <li>- Chopping</li> <li>- Grating</li> <li>- Boiling</li> <li>- Frying</li> <li>- Rubbing in</li> <li>- Combining flavours</li> </ul>	<ul style="list-style-type: none"> <li>- Ratatouille</li> <li>- Seasonal fruit crumble</li> <li>- Vegetable stir-fry</li> <li>- Jam tarts</li> <li>- Lemon cheesecake</li> <li>- Irish soda bread</li> <li>- Pizza whirls</li> </ul>	<ul style="list-style-type: none"> <li>- Hazard analysis and controls</li> <li>- Cleaning and hygiene</li> <li>- Eatwell plate and healthy meal planning</li> <li>- Recipe adaptation</li> <li>- Reduce, reuse, recycle</li> <li>- Methods of making and quality of ingredients</li> <li>- Product development</li> <li>- Fairtrade</li> <li>- Bread - functions of ingredients</li> <li>- Evaluations of products</li> </ul>

## Assessment for Learning

During the year 8 rotation in Food Technology, you will be assessed in two ways:

### **Written understanding:**

At the beginning of each lesson there are a set of recap questions that you will answer looking back at the previous lessons. You will be given time to answer then swap with a fellow classmate to assess their answers and understanding. There are written sections in the booklet to complete feedback. Your teacher will view these feedback opportunities and an STR (Strength, Target, Student Response) will be provided.

### **Practical skills:**

There will be one assessed practical dish, which will be towards the end of the rotation. For this dish you will be required to follow the recipe independently and accurately to produce a high-quality dish. You will be assessed using success criteria simplified from the Food Preparation and Nutrition GCSE controlled assessment standards, which will include: independence, preparation skills, cooking ability, presentation and hygiene and cleaning.

## Cultural Capital and Enrichment

Learning to cook is an essential skill for everyone, whether for now or in later life. So, during your rotation in year 8 you will be increasing your knowledge of dishes and how to follow recipes. You will be given tasks that require research and practice at home as well as opportunities to watch chefs cook and create dishes. 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.

## Pushing for Progress

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

BBC Good Food

Food a Fact of Life

BBC Bitesize

MasterChef

Great British Bake Off

Great British Menu

## 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 to read through the recipe before the cooking lesson to allow your son time to understand the steps within the process.

During year 8 you can encourage your son to get involved in cooking the family meals and also washing up afterwards. The more exposure to the kitchen and cooking the students get, the more confident they will be in the lessons.

An easy way to support your sons learning is to allow access to cooking programs and recipe websites so they can start to research different foods and dishes and encourage an enjoyment of cooking.

## Homework

The main homework tasks for food technology lessons will be to bring into school the correct ingredients for the practical lesson, along with a container to take the prepared food home in and an apron for your son to wear.

Homework tasks will always relate to the cooking lesson and recipe being made. Before the lesson to prepare you may be asked to read the recipe sheet, watch a video on the process of making or research changes to the original recipe.

# D&T

*Explore-Create-Evaluate*

## Curriculum Intentions and building on prior learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. During year 8, students will have the opportunity to build confidence in using tools and equipment in the school workshop, be able to use CAD/CAM equipment to design products and use these skills to solve problems. They will continue to work with a range of materials, including soldering electronic circuits and using these to develop the products they're making.

## What will you study in year 8?

During year 8, you will experience the iterative process of designing and complete a variety of creative and practical activities.

	Explore	Create	Evaluate
Progression through KS3	Use the iterative design process to develop design ideas from a given context and create your own design brief. Digital modelling techniques such as laser cutters or 3D printers will also be used.	Select from specialist tools, techniques and equipment precisely, including computer-aided manufacture, soldering irons and electronic circuits to create functioning prototypes.	Investigate new and emerging technologies.  Test and refine their prototypes against defined criteria considering views of intended users.

## Assessment for Learning

During the Design & Technology module you'll be expected to provide peer assessment for other students. You'll be provided with written and verbal feedback from your teacher highlighting things you've done well and things you may need to improve on along with challenges to expand your technological knowledge.

You will complete a design booklet with a variety of activities and a record of your problem-solving journey, this will be assessed by your teacher along with the practical solution you create.

To create truly original solutions, we activity encourage you take risks with your ideas, unfortunately these may fail from time to time but don't worry it will build confidence and resilience to become an accomplished problem solver.

## Cultural Capital and Enrichment

An inquisitive mind is at the heart of any good D&T problem solver, so any opportunity to design and create something new or improve something that already exists is a bonus to your development. Whether it be solving problems on Minecraft, building a model from recycle products or just learning how to fix your bike are all valid activities that get your brain problem solving.

And remember we learn more from failure than success, so if something goes wrong don't worry.

## Pushing for Progress

These are some online resources that can be accessed at home should students wish to push for progress in Design & technology.

### Websites

BBC bitesize  
Technology student  
BBC micro:bit

### YouTube

YouTube How-to Videos  
Product Designer Sketching

### Free on-line software

Tinker CAD  
Google SketchUp  
Autodesk Fusion 360

## How can you help at home?

You can support your son at home by talking about what he is doing at school and any successes and challenges they've encountered. May be talk about your experiences with Design & Technology at school and how things may have changed with technological advances. Discuss how the skills and experiences may relate to a job you do or have done, or relative or family friend does so it may spark an interest in potential careers etc. When encountering problems in and around the home or out and about, ask how would they do it differently, fostering an inquisitive and problem-solving nature. Be aware of current affairs and the challenges facing the world around us by watching television programmes with a Design & Technology/engineering focus. Visit local exhibitions such as The Big Bang Fair at the NEC in March each year.

The World Economic Forum's top three skills for 2020 are Complex problem solving, critical thinking and creativity.

## Homework

Design & Technology homework will follow a similar format as in year 7, a series of videos have been created for the student to watch about the processes and equipment they'll be using. Some of the homework will be to watch these and make necessary notes ready for the following lesson, other homework will be design/sketching activities and online quizzes covering theory knowledge of materials and processes we use.

# 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 8 will introduce you to different styles of acting and performances through practical exploration of theatre practitioners. This will include being introduced and discover different practitioners' theatrical views such as Stanislavski, Brecht and Grotowski. This knowledge is worked through practically with set rehearsal techniques to help create the practitioners' style. You will then be able to demonstrate your knowledge and ability by applying this to play extracts and devising in this style. This scheme will build on foundation drama skills whilst applying to different practitioners and theorist. You will also be building on devising skills from year 7 to apply knowledge to scripted texts.

## What will you study in year 8?

	<b>Plays</b>	<b>Practitioners</b>	<b>Enrichment</b>
Progression through KS3	Throughout this scheme there will be a variety of play extracts from different era which will match practitioners' style. The play extracts include 'The Cherry Orchard' by Chekhov, 'The Caucasian Chalk Circle' by Brecht and 'Metamorphosis' by Berkoff. They will also transform a text from one practitioners' style into another.	There will be six main practitioners that will be covered. The order these are taught in show how each practitioner influences the next. The practitioners covered include Stanislavski, Brecht, Grotowski, Kneehigh, Berkoff and Boal.	There are many extra opportunities with the Drama department. Each year there is a school play or performance showcase and opportunities to perform in a theatrical or musical way in the Christmas concert. Both of these include on stage, backstage and front of house roles.

## Assessment for Learning

Throughout their time in Drama your son will be assessed both formally and informally including teacher, self and peer assessment. During this module they will undertake a diagnostic assessment, to gauge where the learners are, a selection of formative assessments and a main performance assessment. This assessment task will be a group task, but your son will receive individual feedback. All feedback will be in relation to a success criterion for the assessments.

Year 8 will allow your son to explore different practitioners and a variety of play extracts from different time periods and character experiences. Your son's first assessment will be focusing on their understanding of Brecht and his non-naturalistic style. They will be assessed on their performance of a scripted extract using skills such as 'gestus'; levels and proxemics; exploration of the breaking the fourth wall, placards and multiroling along with their facial expression and pitch. Their main assessment will focus on the style of Berkoff, focusing on his non-naturalistic physical style. Your son will be assessed on their use of pitch; staging and spacing; gestures and body language and use of facial expression to create a successful character.

## 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 and see the Hippodrome pantomime at a highly discounted rate. Through the Hippodrome we can take part in projects which include seeing a professional show and then work with professional actors and directors. The final part of these projects is to perform at the Patrick Centre, the studio theatre at the Hippodrome. There also opportunities to see performances within school throughout the year.

## 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?

You can help at home by discussing what your son has learnt within the Drama studio. This does not just have to be Drama skills, but how he has become a better team player; how to deal with different people and different ideas and how he might have taken on a leadership role and how he dealt with that. It would also be beneficial to discuss their performance ideas with you. It will allow your son to formalise their ideas and consider the characters emotions and their motives. Our main assessment focuses on the subject of feeling overworked and overwhelmed by it, you can support your son by discussing this topic and your knowledge surrounding this with them. One of the easiest ways to help support your son is asking them to read aloud to you. 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. Also, you can help remind them to project their voice and to be clear.

## Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. It will be flip-learning tasks researching the practitioner or the theatre group we will be exploring that lesson. Homework will include researching Grotowski, Berkoff, Boal and another practitioner such as DV8, Frantic Assembly or Artaud.

These homework tasks will allow your son to understand how the life of these practitioners might influence their work. It will also allow your son to develop independence which will then link to their creative thinking.

They will additionally be asked to prepare for their assessment how they see fit, be in sourcing props and costumes or rehearsing lines with others.

# Art

*Celebrating Creativity and developing independent learners*

## Curriculum Intentions and building on prior learning

Art is an integral part of the curriculum. As well as encouraging and celebrating self-expression and creativity, you will continue to develop a deeper understanding of yourself and the world around you. We will also develop your fine motor skills such as hand eye coordination, problem solving skills, lateral thinking and critical thinking skills. All are important skills for life beyond school.

We have some exciting topics for you to study in year 8. Each one will enable you to discover new places and different cultures and evaluate your own ideas and beliefs. You will produce personal and creative artwork for every topic and be able to explore your own personal identity in each piece. You will practise and refine skills and techniques learned in year 7, whilst studying new topics. You will be able to verbally discuss your work and ideas with increasing fluency and accuracy, incorporating a high level of artistic vocabulary.

## What will you study in year 8?

Throughout year 8, you will discover more about how the history of art, and art from other cultures has impacted our world, and you will continue to develop your practical skills.

Progression through KS3	<p><b>Portraiture</b></p> <p>In the autumn term, you will study the intriguing and unusual art work of Mexican artist, Frida Kahlo. You will learn about her strange and surreal portraits, and how she used symbols in her portraits to show you important events in her life and culture. You will analyse her work, and the work of similar artists, and produce your own portrait. Your portrait will be all about you, your life, your likes and dislikes, beliefs and opinions. You will build on media and techniques you have learned in year 7 topics to create your work.</p>	<p><b>Body Adornment</b></p> <p>In the spring term, you will discover how and why different cultures throughout history who have used body adornment – from tattoos found on ancient Peruvian mummies, Celtic warriors, prisoners in Auschwitz to decorative henna and modern-day tattoos. You will build on the style of work you created in your year 7 project on masks by creating a black card design filled with tattoo designs. For extra challenge you will link this design with your own personal identity, which links back to your portrait project too.</p>	<p><b>Traditional Japanese Art</b></p> <p>In year 7, you studied the Modern style of Japanese art – Manga. Now we go back though history to see where this style originated from. We will look at artist Kuniyoshi's exciting but strange prints which tell stories of Japanese myths. Then we will learn about the life and culture of the samurai warrior through the printed artwork of Hiroshige and Hokusai. You will use paint and pen to emulate the style of these artists, whilst creating your own unique composition.</p>
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## Assessment for Learning

Students will undergo diagnostic, formative and summative assessment in Art. They will also receive weekly verbal feedback on their progress in lessons.

You will be assessed on your understanding and interpretation of the topic, and your application of practical techniques taught to you. In every project we will discuss the assessment criteria for your work and make this available to you in lessons.

At all points we emphasise that you are still growing in your artistic ability, and that all work should be the best of your own ability.

## Cultural Capital and Enrichment

Studying Art presents you with endless opportunities to discuss and discover different cultures, countries, morals, beliefs and religions. The topics we study allow us to do this. They also give you the opportunity to discover things about yourself, your ideas and beliefs. We encourage you to represent your own life and experiences in your artwork. This makes the experience more interesting for you, whilst developing you into a creative and independent learner.

Homework tasks are included in your Art sketchbook. You will be able to select your own homework tasks, from a gold, silver and bronze challenge list. All homework tasks are geared towards helping you to develop your creativity, knowledge of art and history of art, and your fine motor skills.

Art clubs and workshops are available to all students who enjoy Art and wish to challenge themselves further.

## 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 also 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 videos. You can also look at the BBC bitesize information on Art for KS3.

## How can you help at home?

Parents and carers can help by giving your son the skills to be an independent learner. Ensure 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. It will also ensure that he is pleased with the standard of his work.

Parents and carers can also help by encouraging your son to read around the subject and to research new skills and media at home. A lot of students enjoy watching videos of artists producing artwork on YouTube for example. Visiting areas of cultural interest can also cultivate an appreciation of the arts. Taking a trip to the Barber Institute of Art in Selly Oak, Birmingham Museum and Art Gallery, Walsall Art Gallery, Lapworth Museum of Geology in Selly Oak, Birmingham war memorials, historical properties, large scale graffiti designs around the Custard Factory in Digbeth (to name but a few!). This will cultivate and encourage your son's appreciation of art, history and culture.

## Homework

All homework set is geared towards developing your creative and practical skills, which supports your learning and development in lessons. Completing homework is an essential task.

You are given creative freedom and can select of or adapt a range of tasks from the gold, silver, bronze homework list in the back of the Art sketchbook that you will be given. Homework can be drawn, painted sculpted, collaged or photographed. All homework will receive verbal feedback.



# 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 leading certain projects and working as part of specific teams, students will be well equipped to take on and flourish 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 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.

Students will often be asked to relate and reflect on these values throughout their tasks.

<p><b>Head Boy and Prefect Team</b></p> <p>Our Head Boy and Prefect 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 Rep; Peer Mentoring; Eco-travel Reps and School Council and help run these programmes in school. The whole team meet once a half term and have a presence at anything whole-school related.</p>	<p><b>Student Council</b></p> <p>The school council are democratically chosen from each tutor group to represent students' ideas and thoughts on KNBS.</p> <p>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><b>School Cabinet</b></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.</p>	<p><b>Eco-travel Reps</b></p> <p>Here at KNBS, we want to play our part in helping climate change. Eco reps are democratically chosen from each tutor group.</p> <p>The eco reps create ideas and opportunities to make our school as environmentally friendly as possible. They meet every half term to discuss and implement ideas.</p>
<p><b>Sports Reps</b></p> <p>Sports reps are chosen democratically from within each form group. Their role is to organise and contribute to the success of our house games programme. Sports reps meet half termly to discuss all things sports including the extra-curricular provision at KNBS.</p>	<p><b>Peer Mentoring</b></p> <p>Our peer mentors are made up from Year 9 students who wish to help other students at KNBS. Our peer mentors are there to support new Year 7 students transition to secondary school, as well as aid any other student who may require help in school.</p>



# Vision

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

## **Outdoor Education Programme – KS3**

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.

The following information outlines the different outdoor education activities available for students during KS3:

### **Year 7**

#### **Climbing:**

Every student has the chance to participate in a climbing session on our purpose-built tower situated in the school grounds. During the Autumn term, students in year 7 will have a 2-hour session on the climbing wall in their form groups. The purpose of this session is to build student confidence, help develop friendships and aid in the transition from primary school to secondary school. All students will work towards their Bronze award.

#### **Bikeability award (Levels 1, 2 or 3):**

Open for students who can ride a bike. Some students may have previous experience of the Bikeability programme in their primary school, therefore the level students complete will be dependent on any prior awards achieved.

#### **'Learn to ski' lesson:**

Students have the opportunity to visit the SnowDome in Tamworth to learn how to ski. This lesson is an ideal introduction for students who want to understand how to ski as a beginner, with little to no experience on the snow. This lesson significantly enhances the student's progress making it the ultimate learning experience.

#### **Residential trip to South Wales:**

Residential experiences have been a traditional core element of outdoor education. This residential trip is open for all year 7 students to attend.

### **Year 8**

Students have the choice to participate in two outdoor programmes from the following activities:

#### **Climbing; Mountain biking; Canoeing or Dinghy Sailing:**

Students will work towards their Bronze or Silver award in both their chosen activities – For more information see the outdoor education programme on the school's website.

#### **Bikeability award (Level 3):**

Open for students who had no previous experience of the Bikeability programme at primary school and have completed their Levels 1 and 2 in year 7.

#### **Residential Ski Trip to the French Alps**

### **Year 9**

Students will continue with the same two outdoor programmes they completed in year 8:

#### **Climbing; Mountain biking; Canoeing and Dingy Sailing:**

Students will continue to work towards their Silver or Gold award in both their chosen activities – For more information see the outdoor education programme on the school's website.

#### **Duke of Edinburgh – Bronze Award**

#### **Residential trip**

For more information see the outdoor education programme on the school's website.

At KNBS the 'STRIVE' values of Self-discipline, Teamwork, Resilience, Initiative, Vision and Endeavour are reinforced by the work of all staff and students. These principles are core values that underpin all outdoor education. The outdoor programmes are a means of challenging students to develop their knowledge, skills and confidence. Challenge can be used to encourage all students to 'strive' to do their best, and, having done so, to take pride in their achievements.

# 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  
SOUTH WALES

## 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

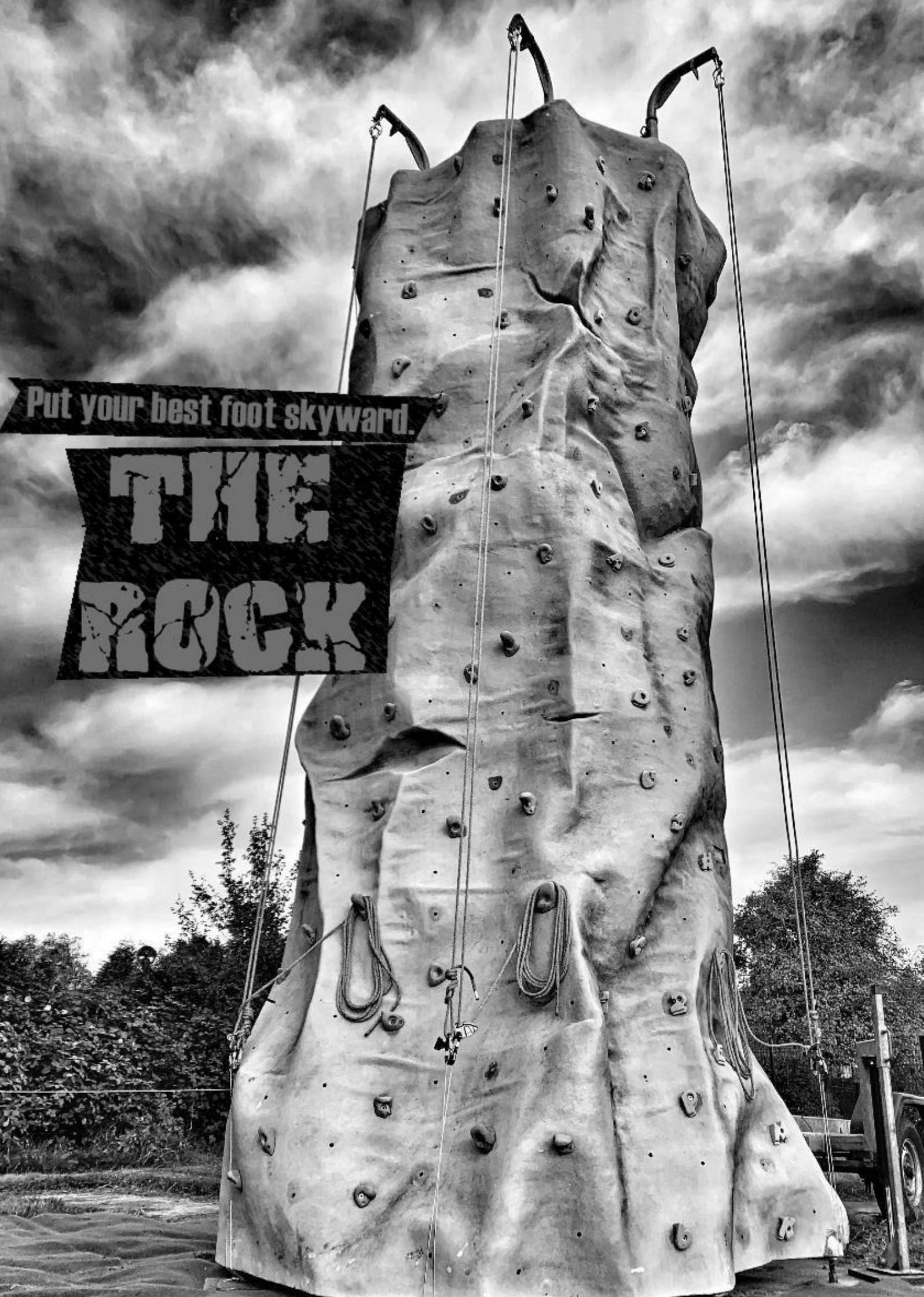
Duke of  
Edinburgh  
Award  
BRONZE

Residential  
Trip

## Year 10

Student Mentor Programme

Duke of Edinburgh  
Award  
SILVER



Put your best foot skyward.

# THE ROCK



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