



# King's Norton Boys' School

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HUMANI SEMPER CONTENDIMUS

YEAR 9 CURRICULUM BOOKLET  
2022-2023



# Endeavour

Self Discipline   Teamwork   Resilience   Initiative   Vision   Endeavour

# Year 9 Curriculum Overview

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Dear Parent/Carer,

At King's Norton Boys' School, we have designed our year 9 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 9. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subject areas about the year 9 course. It will allow you to help them plan their studies and revision, and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



**Mr D Clayton**  
**Headteacher**

# Registration and Form Time

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

## Intentions behind form time

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

## What activities take place during form time?

### Assembly

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

### Striving for Success

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

### 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 9, aims to be a steppingstone to GCSE and will therefore continue to expose you to a range of texts from various times throughout history. The contents of the year 9 curriculum lend themselves to the different elements of both the English Language and Literature GCSE's. Within these different topics, we will explore society at different times and places such as: the origins of tragedy in literature, moral choices and values, society, science, and religion amongst others. Throughout the year, you will deepen your knowledge and application of texts and skills required for the next stage of your education. The aim is to reinforce and develop your fluency in reading, writing and oracy and help you to feel ready and confident for KS4.

## What will you study in year 9?

Throughout year 9, you will study a wide range of texts which span from Ancient Greece all the way through modern conflicts and the times in between.

Progression through KS3	<p><b>Conflict Through Time</b></p> <p>This topic explores the theme of conflict by analysing some of the Power and Conflict poetry; you will also read non-fiction texts from different genres from WW1 to the Iraq war. You will learn about different time periods in history.</p>	<p><b>Becoming an Author</b></p> <p>Focusing on 'Heroes,' you will explore the conventions of short stories and produce your own creative texts This will explore the impact that World War Two had on individuals and on society.</p>	<p><b>Lord of the Flies</b></p> <p>You complete an in-depth study of this modern prose, analysing the wide range of methods used by Golding to create meaning and how toxic masculinity is presented, challenged and explore how the text is a microcosm for World War Two society.</p>	<p><b>Greek Tragedy &amp; Shakespeare</b></p> <p>You will study the complete play Oedipus Rex and understand the origins of the tragic genre and how they influenced Shakespeare by looking at extracts from Hamlet. This provides a stable base to study Macbeth in Y10.</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 a milestone with whole class feedback. These opportunities will be peer and self-assessed using success criteria and model examples so that you are able to explore what has been done well as well as what could be done to improve. Year 9 will provide you with the opportunity to learn and develop skills in both reading and writing across a range of texts and tasks.

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analysing the development of a theme and character</li> <li>Analysing the use of structural methods</li> <li>Make detailed connections between the texts and their contexts</li> <li>Developing analysis of more complex texts</li> <li>Exploring alternative interpretations of language</li> <li>Writing extended responses increasing writing stamina, while linking across a text</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Using structural features inventively</li> <li>Varying punctuation consistently and accurately</li> <li>Increasing the sophistication of creative writing skills learnt in year 7 and year 8</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>Increasing vocabulary repertoire</li> </ul>
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## Cultural Capital and Enrichment

You should continue to aim to read for between 10-20 minutes per night, at home, throughout the year. English, in year 9, is not just about preparing you for GCSE but also exploring the world in which we live and who it has changed and where there is progress still to be made. Through the different topics we aim to equip you with the knowledge and empathy required to develop you as an individual.

## Pushing for Progress

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

BBC Bitesize	Scrabble	Literacy games online
Activities on Century	Discussions at home	Revising topics studied
Reading	Reading/watching news	Reading around current topics

## How can you help at home?

We often find that, as children get older and become more independent, their requirement (and willingness) for parental guidance with homework reduces. However, 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 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.

The vocabulary, from the knowledge organisers, should be revisited regularly. In addition, students should be encouraged to research the context of the given text and the background of the author.

## Homework

Homework throughout year 9 aims to build upon your son's experience in year 8 but also readies him for the requirements and expectations at GCSE. Your son will still be expected to learn spellings/key vocabulary as we continue to strive to develop and enhance your son's vocabulary, but he will also be set at least one other homework each week. This homework could vary in terms of the time required to complete or its complexity as your son's homework in year 9 will reflect the needs and requirements of the teaching and learning taking place.

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

## Curriculum intentions and building on prior learning

The Mathematics curriculum in year 9 provides a broad, coherent, satisfying and worthwhile course of study. You will develop skills learnt in year 7 and 8, as well as experiencing new topics that will develop your mathematical knowledge and understanding.

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 9?

From year 9, students will either follow a Foundation or Higher tier pathway. All students will explore a range of topics from the six strands of the Mathematics Curriculum.

	<b>Number</b>	<b>Algebra</b>	<b>Ratio and Proportion</b>	<b>Geometry and Measures</b>	<b>Probability</b>	<b>Statistics</b>
Progression through KS3	Continue to develop and refine numerical structure and calculations, and use this to explore fractions, decimals, percentages, and measures and accuracy.	Continue to develop and refine understanding of Algebraic notation and manipulation, and use this to explore Graphs, Equations, Inequalities and Sequences.	Use and apply ratio notation in context, and solve problems involving direct proportion and a range of compound measures.	Continue to develop and refine understanding of properties of angles and shapes, mensuration, and constructions	Continue to develop understanding of concepts in Probability using a range of diagrams and representations.	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 9 Maths curriculum by exploring a range of topics in context, including reading timetables and maps, personal finance- including savings and expenditure, understanding payslips and budgeting, recipes and proportion, utility bills, best buys, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

## Pushing for Progress

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

- Hegarty Maths - working through topics and completing weekly memri tasks.
- BBC Bitesize
- Discussions at home
- Adjusting recipes/weighing ingredients when cooking Involvement with family budgeting
- Corbett Maths 5-a-day
- Revising topics studied through Numeracy Ninjas

## 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 1-2 hours to complete. The vast majority of this will be completed on Hegarty/Maths, 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*

## Curriculum intentions and building on prior learning

Year 9 marks the all-important transition from KS3 to GCSE. Work at GCSE level requires greater accuracy, both a wider and more detailed knowledge base, a significant increase in the application of mathematical techniques and the skills required to plan, carry out and analyse complex practical investigations safely.

The year 9 Science curriculum has been developed to reinforce the knowledge taught at in years 7 and 8 whilst at the same time introducing students to the knowledge, skills and practical abilities they will need for success at GCSE.

## What will you study in year 9?

Progression through KS3	<b>Biology</b> The Key to Biology Students explore the key ideas in biology and prepare to apply these to wider contexts. <b>Genes and Evolution</b> <b>Diseases and Medicines</b> <b>Biology Investigation</b>	<b>Chemistry Reactions</b> The Key to Chemistry Students explore the key ideas in chemistry and prepare to apply these to wider contexts. <b>A Closer Look at States of Matter</b> <b>Separation Techniques</b> <b>Chemistry Investigation</b>	<b>Physics</b> The Key to Physics Students explore the key ideas in physics and prepare to apply these to wider contexts. <b>Waves and Communication</b> <b>Clean Energy and Efficiency</b> <b>Physics Investigation</b>
	<b>Autumn, Spring and Summer Term Assessments</b>		

## Assessment for Learning

Throughout the year you will be assessed both formally and informally through teacher marking, self-assessment, and peer-assessment. Each topic will conclude with a short knowledge check test consisting of either multiple choice or an exam style question

### Practical skills

- Select, plan and carry out the most appropriate types of scientific enquiry to test predictions
- Choose appropriate apparatus to make accurate recordings
- Make and record observations and measurements using a range of different methods
- Suggest possible improvements to the method

### Written work

- Develop subject specific vocabulary
- Use of direct, concise, unambiguous language
- Progression from statements to descriptions through to explanation and evaluations.
- Accurate summarisation
- Use of quantitative and qualitative evidence within texts to make arguments or conclusions.

## Cultural Capital and Enrichment

As part of the year 9 curriculum we introduce students to the wider roles of scientists and the bright futures that can be offered by STEM careers. Students are offered the chance to attend the Big Bang fair at the NEC in March which gives a fantastic insight into the world of Science, Technology, Engineering and Maths.

Students also begin to explore some of the ethical issues that scientists face as they develop their knowledge of aspects of environmental and biological sciences.

## 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?

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

We are aware that many parents do not feel confident helping their children complete science work however there is a wealth of information available online with the direct purpose of helping students at home. An excellent way to support your son is to familiarise yourself with what online resources are available so that you can quickly guide your son to appropriate help when needed. It is also of huge benefit if students can have supervised access to a laptop or desktop computer when working at home.

## Homework

Homework is set according to the wider school policy. Its purpose will vary and may include revision activities before assessments, research to support future or past lesson content, practice material or tasks to generate a wider interest in the subject.

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



# Initiative

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



# 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 9 which will continue to prepare you for GCSE by building on what you have learned in years 7 and 8. Each topic will enable you to think deeply about issues that are personal to you, whether this be about yourself, the world or the society you live in. You will produce personal and creative artwork for every topic and be able to explore a meaningful issue in each piece. You will practise and refine skills and techniques learned in year 7 and 8, whilst studying new topics. We will be building on our clay making techniques in our first project, just like we did in year 7. 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 9?

Throughout year 9, you will discover more about how art has been used to communicate important messages and ideas from the artist, and how art can be used to mark moments in history. These skills will be important for GCSE.

Progression through KS3	<b>Surrealism</b>	<b>Urban Art</b>	<b>Distortion</b>
	In the autumn term, you will delve into the unusual world of Surrealism. Surreal artists created work inspired by dreams and nightmares. We will explore artists such as Salvador Dali, Max Ernst, HR Giger and Vladimir Kush. This project links to the work of our year 8 artist, Frida Kahlo, who also used unusual symbols in her work to communicate a message. You will select a meaningful message to convey in your work, then produce a clay piece for this topic which you will design first.	In the spring term we will ask the question 'Is urban art actually art or is it just graffiti?'. You will learn about the origins of urban art, from prehistoric cave paintings, to Roman propaganda, to more modern uses of this style of art. We will investigate how different cultures have used urban art. You will use your well-practised drawing skills to create a challenging, urban art style composition which contains messages about news, war or conflict, politics, society, the environment or your personal identity. We will build techniques so your work comes alive, whilst discovering the artwork of Banksy and Shepard Fairey.	This is a GCSE style project. You will discover the artwork of artists such as Francis Bacon who have distorted their portraits to convey messages to you about their life. You will analyse these artists, and then plan your own meaningful distorted design which reflects something about you or the world you live in.

## 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 art work. 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 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 sons 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, particularly when going on to study GCSE Art.

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.

# 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 9 will be closely linked to the elements of AQA GCSE Drama. The main focus will be the play *Blood Brothers* by Willy Russell. You will develop your knowledge and understanding of the characters and the context of the whole play. From there you will explore the ideas of how the play may be interpreted through practical and written responses. This will be explored as an actor, director, lighting/sound designer. This year will be building on previous knowledge of working with only play extracts to look at a whole play. It will also be building on skills and knowledge of practitioners to apply to a full play text from year 8.

## What will you study in year 9?

Progression through KS3	<p style="text-align: center;"><b>Performance</b></p> <p>You will be building on skills you have learned in both year 7 and year 8 to continue to develop your performance skills. Within this scheme you will practically explore key extracts of the play. This will help you to understand the storyline and how the characters progress and change. In year 9 you will take on the role of a director as well as a performer.</p>	<p style="text-align: center;"><b>Written element</b></p> <p>Within this scheme you will consider the social and historical context of the play. You will consider, through a written answer, how to perform a specific extract as a performer or what you'd want to happen as the role of a director. Also, you will consider a designer's roles through exploring the lighting, sound and costumes for the play.</p>	<p style="text-align: center;"><b>Enrichment</b></p> <p>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.</p>

## 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 based on the GCSE AQA mark scheme.

Year 9 will allow your son to experience elements of GCSE Drama. The assessments will be building on all the skills learnt in previous years to create performances from scripted extracts. One of your son's assessments will be focusing on vocal skills, specifically pacing, pitch and emphasis. By having this focus your son can understand the characters motivations and why the text has been written this way. Their main assessment will focus on both vocal and physical skills. It will be assessed on how successful they have been at showing the social divide through body language, facial expression and use of voice. They will also be marked on how they can demonstrate the characters emotions through levels, proxemics and other applicable drama skills.

## 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?

Our main assessment focuses are set in 1970's Liverpool, therefore discussing what it was like whilst Margaret Thatcher was Prime Minister will help your son understand the emotions and issues of the extracts. 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. 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. 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.

## Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. The homework set will help your son to explore different elements of the play. They will be asked to conduct research into 1970's Liverpool and Thatcher, create costume design, initial lighting designs and complete a character questionnaire in preparation for their assessments. These tasks will help promote independence and 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.

# 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"*

## 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 9 we aim to equip you with the cooking skills needed when you leave school at the end of year 11 or prepare you for the GCSE Food Preparation and Nutrition option.

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 skills from year 7 and 8 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 9?

During your year 9 rotation (2x 5week blocks), you will prepare and make a range of dishes that can be adapted to flavours and ingredients eaten at home.

	<b>Practical skills</b>	<b>Practical Dishes</b>	<b>Theory Content</b>
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> <li>- Independent cooking</li> </ul>	<ul style="list-style-type: none"> <li>- Fajitas</li> <li>- Cheesy pasta bake</li> <li>- Lemon/jam muffins</li> <li>- Curry (student's own recipe)</li> <li>- Rocky road</li> <li>- Chilli Con Carne</li> <li>- Pie (student's own recipe)</li> <li>- Swiss roll</li> </ul> <p>All year 9 recipes are just a guide and students are expected to adapt or find their own recipes to cook with.</p>	<ul style="list-style-type: none"> <li>- Job roles in the catering industry</li> <li>- Hygiene and safety</li> <li>- Eatwell plate, healthy eating and recipe adaptation</li> <li>- Commercial vs home-made foods</li> <li>- Designs and specifications</li> <li>- Hazard analysis and controls</li> <li>- Environmental issues</li> <li>- Mass, batch and job production</li> <li>- Food packaging</li> <li>- Nutrients</li> <li>- Pastry &amp; cake making methods</li> </ul>

## Assessment for Learning

During the year 9 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 9 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 9 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 pupils 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 find your own recipe and read it through before the lesson, watch a video on the process of making or research changes to the original recipe.

# 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 and 8 but will also learn about modal verbs and other verb tenses. By the end of year 9 students will be confident in using four different time frames with regular and 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 3.

## What will you study in year 9?

Progression through KS3	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<u>Active learn/Textbook: Studio 2</u> <i>Studio 2 – Module 3</i>	<u>Active learn/Textbook: Studio 3</u> <i>Studio 3 – Module 2- Healthy lifestyle</i>	<u>Active learn/Textbook: Studio 3</u> <i>Studio 3 – Module 4 – Holidays</i> <i>Holiday destinations</i>
	<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>	<ul style="list-style-type: none"> <li>• Parts of the body</li> <li>• Sport</li> <li>• Healthy eating</li> <li>• Plans to keep fit</li> <li>•</li> </ul> <p><u>Culture:</u> Teenage health issues</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Use à + definite article</li> <li>• Use <i>il faut</i></li> <li>• Future tense</li> </ul>	<ul style="list-style-type: none"> <li>• Holiday activities</li> <li>• Accidents/ illness</li> <li>• Visiting a tourist attraction</li> </ul> <p><u>Culture:</u> French holiday resorts</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Asking questions</li> <li>• Conditional tense</li> <li>• Reflexive verbs</li> <li>• Combining different tenses</li> <li>• Using emphatic pronouns</li> </ul>
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
<u>Active Learn/Textbook Studio 3</u> <i>Studio 3 – Module 1- My social life</i>	<u>Active Learn/Textbook Studio 3</u> <i>Studio 3 – Module 3 - Careers</i> <i>Jobs</i>	<u>Active Learn/Textbook Studio 3</u> <i>Studio 3 – Module 5 - Me in the world</i>	
<ul style="list-style-type: none"> <li>• Social media</li> <li>• Describing your friends</li> <li>• Arranging to meet</li> <li>• Describing a social event</li> </ul> <p><u>Culture:</u> French music festivals</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Consolidate present tense</li> <li>• Direct object pronouns</li> <li>• Near future tense</li> <li>• Perfect tense</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of languages</li> <li>• Ambitions</li> <li>• Future plans</li> </ul> <p><u>Culture:</u> Jobs using languages</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Consolidation of m/f nouns</li> <li>• Modal verbs</li> <li>• Imperfect tense</li> <li>• Different tenses together</li> </ul>	<ul style="list-style-type: none"> <li>• My rights</li> <li>• My priorities</li> <li>• Shopping</li> <li>• Describe what makes you happy</li> </ul> <p><u>Culture:</u> Human rights issues</p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>• Expressions with <i>avoir</i></li> <li>• Direct object pronouns</li> </ul>	

## Assessment for Learning

During Year 9 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.

# Geography

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

## Curriculum intentions and building on prior learning

By the end of year 9, students cumulative learning means they will have an extensive knowledge relating to a wide range of places, environments and features at a variety of spatial scales, extending from local to global, building a solid foundation for GCSEs. Furthermore, the curriculum will enable students to explain various ways in which places are linked and the impact such links have on people and environments. Building on previous knowledge and skills, students will be able to, with increasing independence, choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these. 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 as well as promoting a thirst for knowledge.

## What will you study in year 9?

	<b>Ecosystems</b>	<b>Glaciation</b>	<b>Life in an Emerging Country</b>	<b>Energy</b>	<b>The Geography of Russia</b>	<b>Climate change</b>
Progression through KS3	Distribution of biomes. A focus on the rainforest: its key adaptations to climate and the cause/ impact of destruction. Explores the Sahara Desert with a focus on mining, energy, farming and tourism.	Introduces the characteristics and formation of the main glacial landforms. Then explores the opportunities for economic activity in the Lake District, UK.	Explores the change in employment structure in emerging countries. A focus on the opportunities and challenges of growing economies in India and China.	Introduces students to distribution of energy use and production globally, energy security and poverty. How the UK's energy mix has changed overtime and the pros and cons of renewable energy.	Explores the key human and physical features of Russia. Focus on population, biomes and extracting energy resources.	Explores the cause and effects of climate change. Focus on the impacts of global warming in Bangladesh. Then explores ways to mitigate for and minimise climate change

## 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. In year 9, there is greater emphasis on GCSE style questions requiring a more structured response. 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 Ecosystem, Russia and climate change topics, students explore in greater depth the relationship between people and resources and the significance of global co-operation with regard to issues such as deforestation. The concept of place and interdependence is developed further in the Life in an Emerging County 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

Seneca Learning

World atlas

'Time for geography'

Mapzone

Education Quizzes

Review documentaries

Active revision

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.

# History

*"The value of history is that it teaches us what man has done and thus what man is."*

R. G. Collingwood

## Curriculum intentions and building on prior learning

The History curriculum in year 9 will focus thematically on the 'age of extremes', the 20<sup>th</sup> century. We will look at conflict and tension throughout this century, concentrating not only on how global conflicts affected the course of History but also how they impacted on peoples' values, morals, culture and beliefs. Students will further develop their historical explanation, significance, source and interpretation skills, which will enable them to transition into KS4 History should this be one of their subject choices.

## What will you study in year 9?

You will study a range of key topics covering conflict and tension in the 20<sup>th</sup> century.

Progression through KS3	<p><b>Conflict and tension around World War One</b></p> <p>Studying the build up to World War One and the resulting conflict students will develop their skills of historical explanation and also focus on their source skills.</p>	<p><b>Conflict and tension around World War Two</b></p> <p>Studying briefly the interwar period and then the resulting conflict of WW2, students will focus on the issues of historical significance looking at turning points of the war.</p>	<p><b>Conflict and tension – The Cold War and modern world</b></p> <p>Studying the post war world up until the end of the 20<sup>th</sup> century. students will examine key topics such as the Cuban missile crisis, Vietnam, and the development of terrorism in the modern world. The focus will be on the key skills of historical explanation and significance. Students will also consolidate their source and interpretation skills.</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, 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 9 you will have the opportunity to develop the four key skills of History and will be focussing on the following aspects:

<p><b>Historical explanation</b></p> <ul style="list-style-type: none"> <li>Explaining causes and consequences of events</li> <li>Writing paragraphs that build an argument</li> <li>Focussing on the use of FACTORS in explanations</li> </ul>	<p><b>Historical Sources</b></p> <ul style="list-style-type: none"> <li>Explaining details in sources by using specific own knowledge</li> <li>Explaining the relevance of the provenance of sources</li> <li>Comparing and contrasting sources</li> </ul>
<p><b>Historical Significance</b></p> <ul style="list-style-type: none"> <li>Explaining the SHORT and LONGER term significance of events</li> <li>Making judgments on the significance of people and events using own knowledge as evidence</li> </ul>	<p><b>Historical interpretations</b></p> <ul style="list-style-type: none"> <li>Explaining the emphasis and focus of differing interpretations</li> <li>Supporting and challenging what different interpretations say by using own knowledge</li> </ul>

## Cultural Capital and Enrichment

Students will be focussing on key aspects of 20<sup>th</sup> century History which have relevance to their lives today. Students will consider issues such as remembrance of World War One in a modern-day setting, the relevance of the Holocaust to the modern world and issues surrounding its teaching at school. Students will also be examining other cultures throughout their studies in year 9 including the different peoples of the Middle East and Eastern Europe, the contributions of different cultures to both World Wars and the impact felt by that.

## Pushing for Progress

<p>Reading (fictional)</p> <ol style="list-style-type: none"> <li>1. <i>Medal for Leroy</i> by Michael Morpurgo – Inspired by the true story of Walter Tull, professional footballer and the first black officer in the British Army.</li> <li>2. <i>Anzac Boys</i> by Tony Bradman – Two orphan brothers are encouraged to emigrate to Australia, used as cheap labour and then join the army and find themselves at Gallipoli.</li> <li>3. <i>The Eagle has Landed</i> by Jack Higgins – The Second World War and the German government has given orders to capture Winston Churchill.</li> <li>4. <i>The Book Thief</i> by Markus Zusak – Narrated by death. Fostered, with parents taken away, a young book thief called Liesel lives in a community in Germany that death is visiting.</li> </ol>	<p><b>Websites (factual)</b></p> <p>WW1 <a href="https://www.bbc.co.uk/teach/world-war-one-video-resources/zmqxyc">https://www.bbc.co.uk/teach/world-war-one-video-resources/zmqxyc</a></p> <p><a href="https://www.youtube.com/user/TheGreatWar">https://www.youtube.com/user/TheGreatWar</a></p> <p>WW2</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zk94jxs">https://www.bbc.co.uk/bitesize/topics/zk94jxs</a></p> <p><a href="https://www.youtube.com/channel/UCP1AejCL4DA7jYkZAEIRhHQ">https://www.youtube.com/channel/UCP1AejCL4DA7jYkZAEIRhHQ</a></p> <p>POST WW2</p> <p><a href="https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1">https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwjwxnb">https://www.bbc.co.uk/bitesize/topics/zwjwxnb</a></p> <p><a href="https://www.bbc.co.uk/bitesize/guides/zwbrjty/revision/1">https://www.bbc.co.uk/bitesize/guides/zwbrjty/revision/1</a></p>
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## 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/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 is 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 9. Often these homework's will either enable students to review past learning by revision for small classroom knowledge tests or reviewing key subject specific 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.

# Computing

*"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

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 8. 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 9. 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 8 to more complex programming using Python (industry level programming language). You will also learn more about computer architecture and networks. By the end of year 9 will you have a solid understanding of ICT and Computer Science and in good position to include Creative iMedia studies and/or Computer Science in your GCSE subject choices. 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 9?

In order to build up your skills in preparation for Creative iMedia studies we embed some topics with a practical component through use of software such as Photoshop. In order to prepare for Computer Science in KS4, students will advance their knowledge on computer systems and networks, some computational thinking concepts and tools. Students will learn fundamental business concepts and explore a case study.

Progression through KS3	<p><b>Computer Systems</b></p> <p>This unit builds upon the network unit covered in year 8. Students will learn about the functions of the different components of the Central Processing Unit, primary and secondary memory.</p> <p>This unit will also include LANs and WANs and related security threats.</p>	<p><b>Computational thinking &amp; Boolean</b></p> <p>Students will be introduced to Computational thinking concepts – abstraction, decomposition, pattern recognition and algorithms.</p> <p>This unit will also cover Boolean logic using AND, OR and NOT logic operators and their use will be extended in databases search.</p>	<p><b>Binary &amp; Logic Circuits</b></p> <p>This unit builds upon the binary unit covered in year 8. Students will be able to convert to and from binary and will understand the mathematical process. Students will then strengthen their understanding of Boolean logic and will assess the use of input and out puts when creating logic circuits.</p>	STEM/Coding Challenges throughout the year using mini projects and booklet
	<p><b>Photoshop</b></p> <p>In this unit students will design their vector and Bitmap graphics. Students will need to draw 3 initial ideas, fully labelled and will then need to decide which idea they think is the most effective and then draw out the final idea in more detail.</p>	<p><b>Business</b></p> <p>This unit will introduce fundamental business concepts at a basic level. Students will learn about advertising methods, sales promotion methods, personal selling methods, public relation methods and explore a case study to reinforce their learning.</p>	<p><b>Python</b></p> <p>This unit will build upon their skills, and to deepen their understanding of how code should be structured and written. Students will create programs using sequential, selection and iteration programming control structures. Students will learn about string manipulation using index and slice operator.</p>	

## 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.

### 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

Python challenge books resourced by us (software can be downloaded for free at home)

Exploring websites for different purposes

## 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/Computer Science, 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.

# 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 9 will build on students' prior knowledge of music from years 7-8 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 9?

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

	<b>Film Music</b>	<b>Rock and Pop</b>	<b>Remix</b>	<b>Reggae</b>
Progression through KS3	<p>Students will learn about the context, features and development of Film Music, examining music from a range of composers. They will examine and create techniques such as fanfares, mickey-mousing, leitmotifs and musical clichés.</p> <p>Students will compose music to accompany film scenes, integrating key film music techniques and produce a more sophisticated use of the elements of music to create a suitable atmosphere to represent the given scene.</p>	<p>Students will discover how the Blues has influenced Rock and Roll music and how the genre has developed over time, looking at a range of different rock artists and bands.</p> <p>Students will then examine pop music, looking at how this has developed over time and how a pop song is typically constructed before working on a performance of a popular song either independently or in a small group.</p>	<p>Students will use their knowledge of different styles of music, to create an arrangement of an existing song into a contrasting genre. This will develop their ability to manipulate music through technology and use of the elements, whilst retaining key features</p>	<p>Students will learn about the cultural context and development of Reggae Music.</p> <p>Students will have the option to either perform a reggae song or create an arrangement of a popular song into a reggae style.</p>

## Assessment for Learning

Year 9 will provide students with the opportunity to build on prior knowledge and skills acquired from year 7 and 8, 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.

<p><b>Performing</b></p> <ul style="list-style-type: none"> <li>Developing ability to read traditional rhythmic notation including dotted rhythms</li> <li>Developing ability to read traditional pitch stave notation in both bass and treble clef</li> <li>Exploring and developing skills on instruments, vocals and music technology</li> <li>Developing ability to perform with musical expression.</li> </ul>	<p><b>Composing</b></p> <ul style="list-style-type: none"> <li>How to create inventive and stylistic initial musical ideas</li> <li>Development of creative musical ideas using genre specific techniques and advanced use of the elements</li> <li>Creation of specific effects through the sophisticated use of a variety of compositional techniques.</li> <li>Composing to a brief</li> </ul>	<p><b>Evaluation</b></p> <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 and using advance vocabulary, of how musical elements have been used, individually and in combination, through self and peer assessment</li> </ul>
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## 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.

# Personal Development

*"Within our dreams and aspirations we find our opportunities." - Sugar Ray Leonard*

## Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 9 builds upon the skills that students gained in years 7 and 8. Students will revisit the three strands of PSHE: Health and Wellbeing, Relationships and Living in the Wider World in ever maturing contexts. Personal Development aims to help support students with their upcoming GCSE option decisions, as well as to help prepare them for life in modern Britain and beyond.

## What will students study in year 9?

Throughout year 9, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World

<u>Setting goals</u>  Students will explore their character withing this topic so that they can recognise and reflect on his strengths. Students will use this opportunity to begin to consider his next steps entering in to Key Stage 4 and to set goals which will help him to achieve success.	<u>Healthy living</u>  Students will study the importance of a healthy lifestyle, exploring the value of sleep as well as healthy eating. Students will also explore unhealthy aspects of living and recognise the dangers and consequences of drugs and alcohol.	<u>Safe and positive relationships</u>  Students will explore the different types of families and relationships that there are and learn how to identify differences between genuine and toxic relationships.
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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 9 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.snhu.edu/about-us/newsroom/education/what-are-smart-goals>

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

<https://www.familylives.org.uk/advice/teenagers/drugs-alcohol>

<https://www.brook.org.uk/topics/abuse-and-violence/>

<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jvh>

## 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.

# 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 9 students will build on and embed the physical development and skills learned in years 7 and 8, become more competent, confident, and advanced in their techniques. Students progress to applying techniques across different sports and physical activities. 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. Students will also learn exam PE topic areas through their Fitness Unit (spring term), preparing and giving a taste of the content within the GCSE PE and BTEC Sport courses.

## What will you study in year 9?

Progression through KS3	<p><b>Autumn Term:</b></p> <p>Rugby</p> <p>Football</p> <p>Basketball</p> <p>Cross Country</p>	<p><b>Spring Term:</b></p> <p>Badminton</p> <p>Table Tennis</p> <p>Fitness/Theory PE</p>	<p><b>Summer Term:</b></p> <p>Athletics</p> <p>Cricket</p> <p>Softball</p>	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.

### 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 9 students will undertake two hours of PE a week. This will continue throughout KS3. Currently in KS4 students undertake three hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another five hours of PE a fortnight onto their exam timetable. Year 9 will have exam PE fully explained to them and undertake a bridging unit of 'Fitness' to give a taste of what exam PE looks like.

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

## Pushing for Progress

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

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

## How can you help at home?

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

Please ensure your son has the correct school kit and encourage him to organise this himself so he always has the appropriate kit in school for the given activity he is taking part in. We have very high kit expectations and all 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 9 is done through students' participation at extra-curricular clubs or online exam style questions or quiz. Students are encouraged to participate in after school and to develop more advanced skills through participation in these 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 activity takes place every half term for students to compete against one another.

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

# 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 years 7 and 8, but will also learn the conditional 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 9 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 2 and 3.

## What will you study in year 9?

Progression through KS3	<b>Autumn 1</b>	<b>Spring 1</b>	<b>Summer 1</b>
	<p>Viva 2 – Module 2</p> <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> <li>present and past together</li> </ul>	<p>Viva 2 – Module 4 (part II)</p> <ul style="list-style-type: none"> <li>clothes</li> <li>sporting events</li> </ul> <p><i>Culture: Spanish customs</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>near future tense</li> <li>demonstrative adjectives (<i>this/these</i>)</li> </ul>	<p>Viva 3 – Module 3</p> <ul style="list-style-type: none"> <li>talking about diet</li> <li>active lifestyle</li> <li>daily routing</li> <li>ailments</li> <li>getting fit</li> </ul> <p><i>Culture: Spanish speaking diet</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>negatives</li> <li>stem-changing verbs</li> <li>revise reflexive verbs</li> <li>revise modal verbs</li> <li>use the imperative</li> </ul> <p>demonstrative adjectives</p>
	<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>
	<p>Viva 2 – Module 4 (part I)</p> <ul style="list-style-type: none"> <li>invitations and excuses</li> <li>daily routine</li> </ul> <p><i>Culture: Spanish speaking routines</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>conditional tense (<i>I would...</i>)</li> <li>modal verbs <i>querer</i> (to want) and <i>poder</i> (to be able)</li> <li>reflexive verbs (present tense)</li> </ul>	<p>Viva 3 – Module 2</p> <ul style="list-style-type: none"> <li>activities at work</li> <li>future plans</li> <li>describing job</li> <li>what you did at work</li> </ul> <p><i>Culture: Spanish working routines</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>revise modal verbs</li> <li>revise <i>me gustaría</i></li> <li>revise adjectival agreement</li> <li>revise preterite of regular verbs</li> <li>using three tenses together</li> </ul>	<p>Viva 3 – Module 4</p> <ul style="list-style-type: none"> <li>children's lives</li> <li>children's rights</li> <li>journeys to school</li> <li>environmental issues</li> <li>raising money for charity</li> </ul> <p><i>Culture: Spanish working routines</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>revise modal verbs</li> <li>revise <i>me gustaría</i></li> <li>revise adjectival agreement</li> <li>revise preterite of regular verbs</li> </ul>

## Assessment for Learning

During year 9 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 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/examspecs/z4yyjhw>

## 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.



# 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

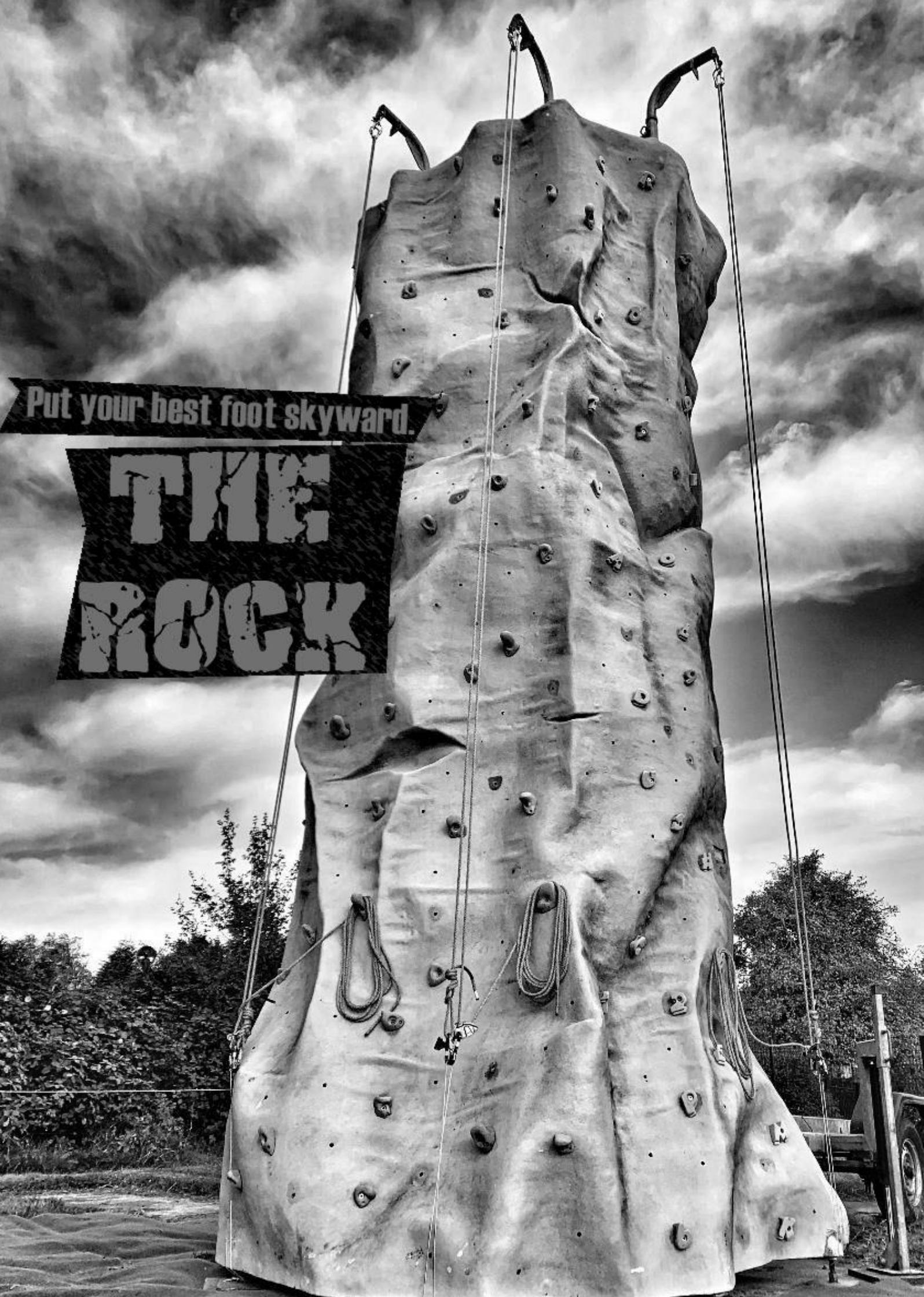
Duke of  
Edinburgh  
Award  
BRONZE

Residential Trip

## Year 10

Student Mentor Programme

Duke of Edinburgh  
Award  
SILVER



Put your best foot skyward.

# THE ROCK



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