



King's Norton Boys' School

HUMANI SEMPER CONTENDIMUS

YEAR 7 CURRICULUM BOOKLET

2023-2024



Endeavour

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

Year 7 Curriculum Overview

Dear Parent/Carer,

At King's Norton Boys' School, we have designed our year 7 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 7. 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 7 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

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

What is STRIVE?

'Humani Semper Contendimus' - we humans are always striving

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

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

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

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

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

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

We recognise that our younger students often need more support in managing situations that are difficult. Not only will your son have a Head of Year and his form tutor to support him but he will also have Miss 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 7, will introduce students to a range of texts from various times throughout history as well as exposing them to different genres to develop their skills. Within these different topics, we will explore society at different times, inequalities, morals, values, beliefs, and a whole range of cultural topics and how they relate to current culture and society. Throughout the year, students will touch upon, and develop, skills learnt in KS2 as well as learning new skills that will support them throughout KS3. The aim is to equip them with fluency in reading, writing and oracy and develop a love of literature, language and reading.

What will students study in year 7?

Throughout year 7, students will study a wide range of texts beginning with a short period of transition to KS3 to help them with the differences between KS2 and KS3 and their requirements.

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| Transition to KS3 | <p>World of Victorian Writers</p> <p>Studying a range of pre-1914 fictional texts to explore the ways that writers use language and structural methods to create effects. Students will make contextual links between the time period and the texts too.</p> | <p>Urban Literature</p> <p>Studying a range of texts, both fiction and non-fiction, by writers of different ethnic backgrounds. Students develop empathy with characters and learn about the different environments in which they live.</p> | <p>Myths and Magic</p> <p>A breadth of excerpts and texts will be studied from the Greco-Roman period to modern day. Students analyse the language and effects created by it, while writing to suit different purposes.</p> | <p>Shakespeare's World</p> <p>Through <i>A Midsummer Night's Dream</i>, students explore how a text reflects specific aspects of the context, in which it was written, while exploring moral decisions within society both past and present.</p> |
|-------------------|---|--|--|---|

Assessment for Learning

Students 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 criterion and model exemplars, so that they are able to explore what has been done well as well as what could be done to improve. Year 7 will provide them with the opportunity to learn and develop skills in both reading and writing across a range of texts and tasks. Throughout the year, your son will combine these skills in each of the units that they study which will help them as they progress through school.

Reading

- Analysing word classes and their connotations
- Developing vocabulary
- Using the PEA format
- Exploring the effect of writers' methods
- Reading for meaning
- Analyse how writers use vocabulary for effect
- Study how structural features are used

Writing

- How to structure sentences/paragraphs
- Developing vocabulary
- Building on creative writing from primary school
- Writing for meaning/effect
- How to vary your writing to suit purpose and audience
- Begin using structural features within writing
- Using a variety of punctuation consistently and accurately



Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

You can help at home by talking to your son about the work that they are doing in school, encouraging them to explain the meaning of the writer's methods used and the effects that they create. Your son could use the PEA writing frame to analyse language used within any given text.

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 their understanding of it. One of the easiest ways that you can support your son's learning is by exposing them to current affairs, encouraging them to read newspapers/articles and watching the news and then having conversations about the topics covered, supporting them in developing their own understanding and opinion of society and the events that take place within it.

Mathematics

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

Curriculum Intentions and building on prior learning

The Mathematics curriculum in year 7 provides a broad, coherent, satisfying, and worthwhile course of study. Students will develop skills learnt in Key Stage 2, as well as learning new skills that will support them throughout Key Stage 3.

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 students study in year 7?

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

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|-------------------|--|---|---|
| Transition to KS3 | <p>Number</p> <p>Develop numerical structure and calculations, and use this to explore fractions, decimals, percentages, measures and accuracy.</p> | <p>Algebra</p> <p>Develop understanding of Algebraic notation, vocabulary and manipulation, and use this to explore Graphs, Equations and Sequences.</p> | <p>Ratio and Proportion</p> <p>Use and apply ratio notation in context, and solve problems involving direct proportion</p> |
| | <p>Geometry and Measures</p> <p>Develop understanding of properties of angles and shapes, mensuration, and constructions</p> | <p>Probability</p> <p>An introduction and exploration of concepts in Probability</p> | <p>Statistics</p> <p>Interpret and construct tables, charts and diagrams and analyse and compare sets of data.</p> |

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 KS2 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 7 Maths curriculum by exploring a range of topics in context, including reading timetables, savings and expenditure, budgeting, recipes and proportion, understanding payslips, coding, the golden ratio, utility bills, currencies and exchange rates. 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 your son for progress such as:

- Hegarty Maths – working through topics as outlined on the termly numeracy newsletter 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
- Numeracy Ninjas (also approached in Form Time exercises)

How can you help at home?

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

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

Homework

Your son will be set homework tasks each week and this should take him approximately one hour. 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

The Science curriculum in year 7 will help students develop a deeper understanding of a range of scientific ideas in the subject disciplines of Biology, Chemistry and Physics. Students should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. They will learn that science is about working objectively, building upon prior knowledge and modifying explanations to take account of new evidence, resulting in evolving scientific understanding. Students will use the skills and knowledge learnt at Key Stage 2, in addition to performing scientific investigations within a laboratory setting, to nurture your curiosity and understanding of the world around them.

What will students study in year 7?

Throughout year 7, students will study various topics alternating between the three science disciplines. The introduction topic will assist them to adjust from Key Stage 2 to Key Stage 3 science, introducing them to concepts and terminology that are fundamental up to and including Key Stage 4 science.

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| Transition to KS3 | Biology | Chemistry | Physics |
| | 1) Cells (How to observe cells and learning about different types of cells) 4) Body systems (How complex structures in the body are made including examples) 7) Reproduction (How animals and plants reproduce sexually) | 2) Particles (The structure of the three states of matter and how they can change from one to another) 5) Elements, atoms and compounds 8) Reactions (Physical reactions compared to chemical reactions) 10) Acids and Alkalis | 3) Forces (Different types of forces and their effects upon objects) 6) Light and Sound (How light and sound waves transfer information, how they act and how they interact with different materials) 9) Space (How day and night, years, seasons and the phases of the moon are all caused) |

Assessment for Learning

Throughout the year students will be assessed both formally and informally including teacher STQ (strengths, targets, questions), self and peer assessment. They will be assessed, for each topic, with a peer assessed multiple choice end of topic test and will be assessed once in each term with a formal written examination. Year 7 will provide your son with the opportunity for practical investigations and the written aspects of their planning, analysis and evaluation. Throughout the year, they will combine these skills and newly acquired knowledge from each module to succeed in assessments this year and in their future education.

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

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

Pushing for Progress

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

- BBC Bitesize
- Active Learn (school subscription)
- Documentaries
- Discussions at home
- Revising topics studied
- Reading/watching news
- School or personal trips to educational centres

How can you help at home?

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

Homework

Homework throughout Year 7 should not be too onerous on students as the transition from KS2 to KS3 can sometimes be challenging. Students will be set a homework each week. Homework will be varied and will be a mixture of written tasks, research, the learning of keywords and terms or project work.

Where appropriate homework will be marked by the class teacher, peer marked or self-assessed.



Initiative

Self 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 important part of the curriculum. As well as encouraging and celebrating self-expression and creativity, students will develop a deeper understanding of themselves and the world around them. We will also develop their 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 students to study in year 7. Each one will enable them to discover new places and different cultures and evaluate their own ideas and beliefs. Students will produce personal and creative artwork for every topic and be able to explore their own personal identity in each piece. Students will build on knowledge and practical skills learned in primary school, but at a much deeper level. They will be able to verbally discuss their work and ideas with increasing fluency and accuracy.

What will students study in year 7?

Throughout year 7, students will study topics which will enhance their knowledge of the world and develop their practical skills.

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|--------------------------|--|--|--|
| <p>Transition to KS3</p> | <p style="text-align: center;">Non – Western Cultures: Mexican Day of the Dead Masks</p> <p>In the autumn term, students will study the exciting and unusual traditions behind the Day of the Dead. We will appreciate the differences in how this culture celebrates the passing on of their loved ones, and how this compares with our own culture. We will study the relevance of the bright and colourful artwork involved in the Day of the Dead, and create our own paper and clay masks in response.</p> | <p style="text-align: center;">Japanese Manga Art</p> <p>In the spring term, students study the Japanese Manga Art style. They will discover when, where and why Manga Art originated and how Manga Art is important to Japanese Culture. We will also draw comparisons between Japanese Manga Art, and traditional Japanese Art from the 1700s. Students create their own Manga character in response, which will require imagination, accurate drawing and a theme.</p> | <p style="text-align: center;">Pop Art</p> <p>In the summer term, students create a poster based on the exciting and vibrant Pop Art movement. They will learn about the origins of Pop Art, it's links to World War II and its impact on Western culture. Students learn about a range of Pop art painters, printers, and sculptors and will create a 2D or 3D outcome based on their own, carefully planned design.</p> |
|--------------------------|--|--|--|

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.

Students are assessed on their understanding and interpretation of the topic, and their application of practical techniques taught to them.

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 students 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 students the opportunity to discover things about themselves, their ideas and beliefs. We encourage them to represent their own life and experiences in their artwork. This makes the experience more interesting for them, whilst developing them into a creative and independent learner.

Homework tasks are included in their Art sketchbook. They will be able to select their own homework tasks, from a gold, silver and bronze challenge list. All homework tasks are geared towards helping to develop their creativity and fine motor skills.

Pushing for Progress

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

Students can add to their knowledge and skills by attending daily art club and researching skills and techniques via YouTube videos. They can also look at the BBC bitesize information on Art for KS3 and GCSE.

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.

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, war memorials, historical properties, large scale graffiti designs around the Custard Factory in Digbeth (to name but a few!) will encourage your son's love of art, history and culture.

Homework

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

Students 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 they will be given. Homework can be drawn, painted sculpted, collaged or photographed.

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 7 will introduce students to skills to create devised theatre. These skills will allow students to explore characters and different scenarios. This work is then applied to a variety of stimuli to allow students to create and analyse performances. These stimuli span from newspaper articles, to songs, to paintings, each allowing students to explore different viewpoints and emotions. Working in the Drama studio will help develop teamwork as well as leadership skills and empathy. Although students may not have had Drama lessons in KS2 we will still be building on skills they use every day such as verbal skills and use of body language. They will learn many new skills such as thought-tracking, proxemics and tableau.

What will students study in year 7?

| | Skills | Stimulus | Enrichment |
|-------------------|---|---|--|
| Transition to KS3 | Skills will be surrounding three key areas: vocal skills, movement skills and devising. For vocal skills the focus is pitch, pause, pacing, placing emphasis. For movement skills the focus is body language and facial expression, along with proxemics and levels. Devising will be based on their characterisation and storylines created from a stimulus. | The stimuli will be from a range of sources, covering a range of topics, issues and storylines. Some of our main stimuli include the painting 'The Scream'; the song lyrics to 'We will rock you' by Queen; the music of 'Hall of the Mountain King' and a photograph relating to our obsession with the internet and social media. | There are many extra opportunities with the Drama department. Each year there is a school play or performance showcase and opportunities to perform in a theatrical or musical way in the Christmas concert. Both of these include on stage, backstage and front of house roles. |

Assessment for Learning

Year 7 will allow your son to learn and develop Drama skills. These skills surround three areas, vocal skills, physical skills and devising. One of your son's first assessment will be focusing on the skill of tableaux and will be assessed based on their use of levels, proxemics, facial expression and body language. Their main assessment, which is linked to the GCSE AQA Drama devising component, will focus on devising from a stimulus regarding homelessness. It will be assessed on its creativity as well as your son's use of pitch, staging and spacing, facial expression, gestures, body language and facial expression.

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.

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 are also opportunities to see performances within school throughout the year.

Pushing for Progress

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

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

How can you help at home?

You can help at home by discussing what your son has learnt within the Drama studio. This does not just have to be Drama skills, but how he has become a better team player; how to deal with different people and different ideas and how he might have taken on a leadership role and how he dealt with that. It would also be beneficial to discuss their performance ideas with you. It will allow your son to formalise their ideas and consider the characters emotions and their motives. Our main assessment focuses on the subject of homelessness, you can support your son by discussing this topic and the issues surrounding this with them. One of the easiest ways to help support your son is asking them to read aloud to you. You can then help them to identify the emotions of the characters within what they are reading. From there you can help them work out which key words to emphasise and which tone of voice to use. Also, you can help remind them to project their voice and to be clear.

Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. Homework will include bringing in a prop, an image and a newspaper article all which will be the bases of their devised work. These tasks will help promote independence and creative thinking. They will also be completing a character questionnaire in preparation for their assessments. 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.

Computing

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

Curriculum Intentions and building on prior learning

We understand that everyone's technical experiences are vastly different from KS2. 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 7. Students will understand the purpose and how basic Microsoft Office software works. We will give them real life challenges to help build their knowledge and skills. Throughout the year we will embed a mixture of ICT and Computer Science topics. Students will begin to learn the foundation skills of basic programming and some more complex programming using Python (industry level programming language). By the end of year 7 not only will students have a new understanding of ICT, their new skills will come in very handy for not only their time at school but most likely their career.

What will students study in year 7?

To build up their skills using different software, we embed several topics across the year.

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| Transition to KS3 | <p>Flowol & Computing Kudo</p> <p>In this unit students will be introduced to Flowol to enhance students understanding of control systems and Kudo Gaming lab to enhance understanding of spatial and temporal aspects of programming.</p> | <p>Microbits</p> <p>Students will be introduced into the world of programming physical objects. Each student will have access to a Microbit and will complete a series of challenges in order to successfully programme the chip to do different tasks, such as act as a compass, a thermometer, and an 8 ball.</p> | <p>Python & Robotics</p> <p>This unit introduces computer programming. Students explore how programming can be adapted and designed to solve problems.</p> <p>They will be creating games and their very first program. Students will then use these skills to program our Lego Robots!</p> | <p>Web Design & Computing Theory</p> <p>Students will be introduced to the world of web design. They will analyse fitness for purpose of existing website structures.</p> <p>They will then design and create their first website using Adobe Dreamweaver.</p> | STEM/Coding Challenges throughout the year |
|-------------------|--|---|---|--|--|

Assessment for Learning

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

Written Tasks

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

Practical Tasks

- Developing new skills
- Using software that may be used in everyday life
- Understanding the purpose of various software and being able to make suitable choices in the future
- Developing basic programming skills

Cultural Capital and Enrichment

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

Pushing for Progress

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

- Code.org (a complete course that ranges from KS3 to KS4)
- Bitesize
- Scratch online
- Microbit online
- 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 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.

Design and Technology

Explore-Create-Evaluate

Curriculum Intentions and building on prior learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, students design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. During year 7, students will have the opportunity to gain confidence in using tools and equipment in the school workshop, become aware of Health & Safety requirements when using them and use these skills to solve practical problems. They will work with a range of materials and explore the material characteristics and how they can be used to solve problems. Students will build upon experiences from primary school on how to take risks, becoming resourceful, innovative, enterprising and capable problem solvers.

What will students study in year 7?

During year 7, students will experience the iterative process of designing and complete a variety of creative and practical activities.

| | | | |
|-------------------|--|--|--|
| Transition to KS3 | <p>Explore</p> <p>Explore different user needs.</p> <p>Use the iterative design process to develop design ideas using sketches and digital modelling techniques such as laser cutters or 3D printers.</p> | <p>Create</p> <p>Select from specialist tools, techniques and equipment safely, including computer-aided manufacture and create functioning prototypes.</p> | <p>Evaluate</p> <p>Investigate new and emerging technologies.</p> <p>Test and refine their prototypes against defined criteria considering views of intended users.</p> |
| | | | |

Assessment for Learning

During the Design & technology module students are expected to provide peer assessment for other students. They will be provided with written and verbal feedback from their teacher highlighting things they have done well and things they may need to improve on along with challenges to expand their technological knowledge.

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

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

Cultural Capital and Enrichment

An inquisitive mind is at the heart of any good D&T problem solver, so any opportunity to design and create something new or improve something that already exists is a bonus to a student's development. Whether it be solving problems on Minecraft, building a model from recycle products or just learning how to fix a bike are all valid activities that get their brain problem solving. And remember we learn more from failure than success, so if something goes wrong don't worry.

Pushing for Progress

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

Websites:

- YouTube
- BBC bitesize
- Technology student
- BBC micro:bit
- Robert Woolley
- Product Designer Sketching

How can you help at home?

You can support at home by talking about what they are doing at school and any successes and challenges they encounter. Maybe talk about your experiences with Design & Technology at school and how things may have changed with technological advances. Discuss how the skills and experiences may relate to a job you do or have done, or relative or family friend does, so it may spark an interest in potential careers etc.

When encountering problems in and around the home or out and about, ask how they would do it differently, fostering an inquisitive and problem-solving nature. Be aware of current affairs and the challenges facing the world around us by watching television programmes with a Design & Technology/engineering focus. Visit local exhibitions such as The Big Bang Fair at the NEC in March each year.

Homework

Design & Technology at secondary school can be very different than primary school, so a series of videos has been created for the boys to watch about the processes and equipment they'll be using. Some of the homework will be to watch these and make necessary notes ready for the following lesson, other homework will be design/sketching activities and online quizzes covering theory knowledge of materials and processes we use.

Food Technology

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

Curriculum Intentions and building on prior learning

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

Our intent for the curriculum is to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking. Students will start with some basic cooking skills – bridge and claw cutting methods and how to use the stove and oven. Once these essential skills have been established, the dishes become more difficult and the skills more complex. Within the short rotation of food technology, students will see a link between the theory lessons and the practical dishes so that they can practice the skills they are learning about. The aim is to equip them with enough cooking skills and background knowledge to start developing their own cooking style whilst being safe, hygienic and methodical.

What will students study in year 7?

During the year 7 rotation (9/10 weeks), students will prepare and make a range of dishes that each concentrate on a new skill.

| | Practical skills | Practical Dishes | Theory Content |
|-------------------|--|---|--|
| Transition to KS3 | <ul style="list-style-type: none"> • Knife skills • Washing up • Using the stove/oven • Using weighing scales • Peeling • Chopping • Grating • Boiling • Frying • Rubbing in • Combining flavours | <ul style="list-style-type: none"> • Fruit salad • Pasta salad • Pizza toast • Flapjacks • Tomato or vegetable soup • Shortbread • Fruit or cheese scones • Mini Fruit Cake • Raspberry Buns | <ul style="list-style-type: none"> • Health & safety • Hygiene & hazards • Names and uses of equipment • Food storage/ handling • High/low risk foods • What is a design brief? • How to design and plan recipes • Sensory evaluation • Cake making methods • How to evaluate a dish |

Assessment for Learning

During the year 7 rotation in Food Technology, students will be assessed in two ways:

Written understanding:

At the beginning of each lesson there are a set of recap questions that students will answer looking back at the previous lessons. They 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. The 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 students will be required to follow the recipe independently and accurately to produce a high-quality dish. They 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 the students rotation in year 7 they will be increasing their knowledge of dishes and how to follow recipes. They will be given tasks that require research and practice at home as well as opportunities to watch chefs cook and create dishes. Students 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 son's 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 son 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 7 you can encourage your son to get involved in cooking the family meals and also washing up afterwards. The more exposure to the kitchen and cooking the students get, the more confident they will be in the lessons.

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

Homework

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

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

French

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

Curriculum Intentions and building on prior learning

Students start the year by learning the fundamentals in order to help them to introduce themselves in French and to enable them to give basic information about themselves. We will introduce students to the essential grammatical knowledge to support written and spoken production over a range of different topics. We will consolidate and build on this grammatical knowledge each half term. By the end of the year students should be confident with the present tense of regular, and some key irregular, verbs and some students will be confident with the near future tense. Throughout the course students will also develop their knowledge about key cultural aspects of France and other French speaking countries/regions. The four skills are Listening, Speaking, Reading and Writing, 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 1.

What will students study in year 7?

| | | | |
|-------------------|---|---|---|
| Transition to KS3 | <p>Autumn 1 Active Learn / Textbook: Access</p> <ul style="list-style-type: none"> Classroom instructions Days and months, birthdays Counting to 31 Contents of your bag Pets and colours. <p>Culture: different form of address</p> <p>Grammar:</p> <ul style="list-style-type: none"> Pronunciation/ phonics Word order Adjectival agreement Connectives | <p>Spring 1 Active learn/Textbook: Studio 1</p> <ul style="list-style-type: none"> School subjects. Opinions and reasons. Times and timetables. School routines. School food. <p>Culture: School in France</p> <p>Grammar:</p> <ul style="list-style-type: none"> Irregular patterns in the present tense Intensifiers, adverbs Partitive article with food items. | <p>Summer 1 Active learn/Textbook: Studio 1</p> <ul style="list-style-type: none"> Places in my town. Giving directions. Where I go and what I do at the weekend. <p>Culture: Sport and leisure activities of France</p> <p>Grammar:</p> <ul style="list-style-type: none"> à + the definite article. aller (present tense). adverbs of frequency. |
| | <p>Autumn 2</p> <ul style="list-style-type: none"> Countries and nationalities. Family members. Physical descriptions. Personalities. Your favourite singer. <p>Culture: Christmas in France</p> <p>Grammar:</p> <ul style="list-style-type: none"> Present tense "er" verbs, first/third person Opinions Gender of adjectives, Negatives, articles Regular verbs in the present tense/ full paradigm. | <p>Spring 2</p> <ul style="list-style-type: none"> Use of computers and mobiles Technology Sports free time activities <p>Culture: Sport and leisure activities of France</p> <p>Grammar:</p> <ul style="list-style-type: none"> irregular verb faire use plural forms of verbs using the future tense with "aller" | <p>Summer 2</p> <ul style="list-style-type: none"> Holiday activities Ordering at the café Numbers up to 100 Talking about your daily routine <p>Culture: Geography of France</p> <p>Grammar:</p> <ul style="list-style-type: none"> agreement of preposition "à" using higher numbers using reflexive verbs |

Assessment for Learning

During year 7 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

Test yourself

- Use www.quizlet.com to test yourself on vocabulary for each topic –
- Looking up new words on 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

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.

Geography

Everything has to do with geography

Curriculum Intentions and building on prior learning

The Geography curriculum will develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

The topics covered will build on the knowledge and skills learnt at KS2 and enable students to understand in some detail what places are like, how and why they are similar and different and how and why they are changing. Running parallel to this, students will be able to carry out investigations using a range of geographical questions, skills and sources of information including maps, graphs and images. The intention is to stimulate the boys to think about their place in the world, their values and their rights and responsibilities to other people and the environment.

What will students study in year 7?

| | Introduction to Geography & Map skills | United Kingdom | Geology/ limestones landscapes | Weather and Climate | Industry / World of Work | The Geography of the Middle East |
|-------------------|--|---|--|---|---|---|
| Transition to KS3 | Explains what geography is and its connections. Students then develop their locational knowledge and O.S. map skills, include the use of direction, distance, and grid references. | Explores the human and physical Geography of the UK including why people have migrated to the UK, mapping population density, the link between relief /climate and density. | Explores the rock cycle and all the physical processes involved. Explores how natural limestone environments form and how they are used by people. | Explains the factors that affect weather and climate, then explores high and low pressure in the UK. Introduces tropical storms and investigates Hurricane Katrina. | Introduces the types of employment and how they differ around the world. Explores the factors that effect the location of industries and finally focusses on tourism and its economic and environmental impact. | Explores the physical and human Geography of the Middle East. Then explores the economic development of some of the countries with a focus on oil and tourism in the UAE. |

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 questions. Day to day assessment lends itself to peer and self-assessment using success criteria and model examples so that they 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, pupils 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 World of Work and Middle East topics, students explore the processes leading to the growth of urban areas and developed economies. This idea of place and interdependence is developed further in the United Kingdom unit of work and introduces the concept of UK immigration. 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 your son 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 7 introduces students to a range of historical societies chronologically and geographically. After an initial module on History skills, year 7 begin a brief study of what Britain was like: politically, socially, and economically, before the year 1066. Through this, students will develop on their understanding of change and continuity. Year 7 will then begin a depth study on the Norman invasion of England and then move onto looking at medieval societies. In the summer term, students will explore how people can be affected through studying the interactions between Native Americans and European settlers. Throughout the year, we explore how history can be interpreted and the various skills and techniques historians can use to learn about the past. Year 7 students will build upon cross-curricular skills developed in KS2 and combine these with the new historical skills of source interpretation, explanation, and significance. The aim will be to introduce students to history as its own subject, develop students' ability to make links and to nurture skills that will support students through their time in KS3.

What will students study in year 7?

Throughout year 7, students will study early British history in the first two terms and 19th century American History in the Summer term.

| | | | | | |
|-------------------|---|--|---|---|---|
| Transition to KS3 | <p><u>History Skills / Britain before 1066</u> An initial module concerning the skills students use as Historians at KNBS</p> <p>A short introduction to early British history and the composition of Britain before 1066. Students will interact with sources and will be able to draw links between KS2 and the subsequent topic.</p> | <p><u>Normans England: Depth study</u> Studying one of the most important dates in British history and its resulting impact. Students will look at and develop their ability to express the cause and consequence of events.</p> | <p><u>Aspects of Medieval Life</u> Students will look at the various aspects of life in medieval times, such as societal structure and the public health issues people faced during this era. Students will also look at the causes and consequences of key events in this period such as the Black Death and the Crusades.</p> | <p><u>How did the Native Americans lose their way of life?</u> Students will look at a variety of primary sources exploring the experience of Native Americans. This will be combined with the major events that eroded the natives' way of life.</p> | Local History depth Study - Bourneville |
|-------------------|---|--|---|---|---|

Assessment for Learning

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

Cultural Capital and Enrichment

The year 7 curriculum builds upon students' knowledge of British history and covers one of the most important years in British history, 1066. Students will study the events and the long-term impact of 1066. This will then be built upon, as students will begin to develop an understanding of societal structures and how these have changed when they look at the feudal system and the Magna Carta. Moreover, students will develop an understanding of the issues non-white minority groups have faced when they look at the erosion and destruction of the Native American way of life at the hands of European settlers. A local history project, centered around Bournville, will also open students' understanding of the school community and local area. Throughout the year, students will also be able to attend a lunchtime History Club.

Pushing for Progress

Reading

Iain Campbell, *Wolves in Armour: Norman Conquest Novels* – The story of the Norman invasion from the perspective of a Norman knight, it later goes into the issues Normans faced once in Britain.

James Aitchison, *Sworn Sword* series – Historical fiction detailing the aftermath and rebellions to William's rule in England.

Louise Erdich, *The Round House* – Based in the Native American, Ojibwe reservation in N. Dakota It is an exquisitely told story of a boy on the cusp of manhood who seeks justice and understanding in the wake of a terrible crime that upends and forever transforms his family.

Online

Norman + Medieval England

<https://www.bbc.co.uk/bitesize/guides/zsjnb9q/revision/1>

<https://www.britannica.com/event/Norman-Conquest>

<https://www.historic-uk.com/HistoryUK/HistoryofEngland/The-Norman-Conquest/>

<https://www.english-heritage.org.uk/learn/1066-and-the-norman-conquest/>

<http://www.medieval-life-and-times.info/medieval-life/>

<https://www.bbc.co.uk/bitesize/guides/zm4mn39/revision/6>

American West

<https://www.bbc.co.uk/bitesize/guides/z3xftyc/revision/1>

<https://www.historyforkids.net/native-americans.html>

America's Great Indian Nations - Full Length Documentary, <https://www.youtube.com/watch?v=MazI9dFA6ME>

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

Homework

Students will be set regular homework on a weekly basis in year 7. Often these homework's will either enable students to review and consolidate past learning by revision for small classroom knowledge tests or reviewing key subject specific vocabulary. Students may be asked to complete longer tasks for homework. However more often, students will also be asked to complete simple research tasks to prepare them for upcoming lessons and topics.

Personal Development

"Life isn't about finding yourself. Life is about creating yourself." — George Bernard Shaw

Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 7 introduces students to the three strands of PSHE: Health and Wellbeing, Relationships and Living in the Wider World. Students will develop their ability to express themselves and develop a deeper understanding of their community and the wider world that they live in, helping to navigate them through their next school stage.

What will students study in year 7?

Throughout year 7, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World

| | <u>Transition</u> | <u>Risk and Safety</u> | <u>Soft skills</u> | <u>Finance</u> |
|-------------------|--|--|---|---|
| Transition to KS3 | Students will look at the transition process from KS2 to KS3; students will study how their school experience will change now that they are in year 7 as well as how a person will begin to change as they experience both physical and emotional puberty. | Students will look and assess a variety of risky situations that they could potentially experience in real life -whether online or in person such as cyber safety, First Aid and risks on the road. Here they will gain the skills to be able to cope with risky situations and know how to navigate and respond to dangers. | Students will study a variety of different essential soft skills which they will need both in the world of work and as a member of the community. Students will be given time to demonstrate how these skills are essential for them as learners. | Students will learn what is meant by money management, to reflect on their own expenditures and how to manage this. Students will also look at the use of different financial products, such as debit cards, and how they might use them in the future. |

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 7 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.childline.org.uk/info-advice/you-your-body/puberty/puberty-boys/>

<https://themoneycharity.org.uk/advice-information/students/>

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

<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jlv>

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 7 students will build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and develop their techniques, and apply them 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.

What will students study in year 7?

| | | | | |
|-------------------|--|---|--|---|
| Transition to KS3 | <p>Autumn Term:</p> <ul style="list-style-type: none"> • Rugby • Football • Basketball • Cross Country • Gymnastics | <p>Spring Term:</p> <ul style="list-style-type: none"> • Badminton • Table Tennis • Fitness Or Dance | <p>Summer Term:</p> <ul style="list-style-type: none"> • Athletics • Cricket • Softball | Transition to KS3 PE routines at KNBS, including Fitness Testing. |
|-------------------|--|---|--|---|

Assessment for Learning

Throughout the year students will be assessed both formally and informally including teacher, self and peer assessment. They will be assessed, for each unit, with their teacher using success criteria related to that unit, so that they are able to explore what they have done well, as well as what they could do to improve for when they complete the unit again in year 8.

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 for students to:

- develop competence to excel in a broad range of physical activities
- physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Religious Education

" *Whether one believes in a religion or not and whether one believes in rebirth or not, there isn't anyone who doesn't appreciate kindness and compassion.*" 14th Dalai Lama

Curriculum Intentions and building on prior learning

The Religious Education curriculum in year 7 will introduce students to the foundations of religion and belief. They will begin by studying religious and non-religious beliefs using A-Z as a starting point. Each lesson is based on one of 26 video clips, students will watch the clips at the beginning of a lesson or for homework. They will use a conceptual approach, by focusing on understanding broader principles or ideas. This set of 26 lessons will be grouped into three themes, studied across the year. Each of the themes is centred around a key question; Does it make sense to believe in God? What does it mean to be a good person? Why are rules and laws important to us?

What will students study in year 7?

Does it make sense to believe in God?

Students will address the big questions about belief in God and the nature and purpose of human existence. Students will consider the following questions: What if you feel certain God does not exist? What if you are unsure? How did the universe begin and where did humans come from?

What does it mean to be a good person?

Students will focus on what it means to live a good and virtuous life. They will also learn about different beliefs about forgiveness and have an insight into religious leaders who are said to have lived a good life. Students will consider the following questions: What does it mean to live a good virtuous life? How best do we use our wealth? What examples do we have for living virtuously?

Why are rules and laws important to us?

Students will learn about some of the laws and rules followed by religious people as well as considering some actions which religious people might undertake which aren't a rule or law. Students will consider the following key questions: What are some of the religious rules, laws and rituals religious people follow? Why we follow rules/laws? Are all laws/rules to be followed strictly?

Assessment for Learning

Throughout the year students will be assessed both formally and informally including teacher, self and peer assessment. They will be assessed, for each topic, with a teacher assessment and an STR. They will be given success criteria for any assessed work to allow them to have the best chance of success.

Year 7 will provide students with the opportunity to develop their knowledge and understanding of religion but also analyse the significance and influence of the beliefs to religious people.

Demonstrate knowledge and understanding of religion and belief:

- Demonstrate mostly accurate and appropriate knowledge and understanding of a range of beliefs and practices with reference to sources of wisdom and authority.
- Demonstrate accurate and appropriate knowledge of influences on individuals, communities or societies. With relevant use of examples. Demonstrate some understanding of common and diverse views and practices within religions.

Analyse and evaluate aspects of religion and belief, including their significance and influence:

- Explain in detail the significance of a range of aspects of religion and belief and the influence on individuals, communities and society.
- Construct a reasoned point of view on matters of religion or belief based on some analysis and evaluation of different perspectives, and using some accurate specialist terminology.

Cultural Capital and Enrichment

The understanding of how culture and religion are linked is of paramount importance; the diverse beliefs and practices within one religion often stem back to the different places people are born and live. During this year students will really get a sense of how the core beliefs that underpin religion have an impact on religion in Britain. They will do this through exploring and investigating the beliefs people uphold and experiencing the way people worship and practice religious festivals; how they demonstrate their religious identity, looking at the food they eat, rituals they undertake and the importance of how these beliefs impact the way religious people live their lives.

Pushing for Progress

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

- BBC Teach - A-Z of religion and beliefs
- BBC Bitesize
- Seneca Learning
- Truetube
- Quizlet

Recommended documentaries found on Youtube:

Life of Jesus – Documentary, A Very British Ramadan, Sacred Journeys- Lourdes, The Story of God with Morgan Freeman, Epic Journey to the Holy Land, Tsunami: where was God?

How can you help at home?

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

Homework

Students will be set homework once a fortnight and will be given at least two days to complete it, depending on the timetable. Homework will usually involve some research and will either consolidate what he has learnt in class or will form the starter for the next lesson.

Enrichment

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 7 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.

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 an 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 7 is promoted through students' participation at extra-curricular clubs. Although this homework is not monitored, students are registered so we can gauge which students are accessing which clubs. The general expectation is that each student attends at least one club a week. Students are also expected to take part in House Games as often as possible. A House Game activity runs every half term.

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

Spanish

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

Curriculum Intentions and building on prior learning

Students start the year by learning the fundamentals: how to introduce themselves in Spanish and give basic information about themselves. Learning a language is made up of four key skills, *listening, speaking, reading* and *writing*, and most lessons will contain all four elements. Alongside the written and spoken production they learn essential grammatical knowledge to develop their understanding of how a language works. (*this is in line with the new GCSE exam*) We consolidate and build on this grammatical knowledge over a range of different topics during the year. By the end of year 7 students should be confident with the present tense of regular, (and some key irregular verbs) and some students will be confident with the near future tense. Throughout the course, students will also develop their knowledge of Spain and Spanish speaking countries in order to broaden their cultural horizons. The learning platform that students use to supplement their studies is **Activelearn**, and the digital textbook is *Viva 1*.

What will students study in Year 7?

| | | | | |
|-------------------|---|---|---|-----------------|
| Transition to KS3 | Autumn 1 | Spring 1 | Summer 1 | |
| | Viva 1– Module 1: Spanish phonics and the alphabet, greetings, family members, numbers, months, pets <i>Culture: different form of address</i> Grammar: pronunciation/ phonics, word order, gender of adjectives, negatives, articles | Viva 1– Module 3: School subjects, opinions, school facilities, break time activities, time, food <i>Culture: School in Spain</i> Grammar: present tense -er/ir verbs, plural form of opinion verbs, irregular, patterns, intensifiers, adverbs, adjectives | Viva 1– Module 5: where you live, places in a town, time <i>Culture: leisure activities of Spain</i> Grammar: use a/some and many in Spanish | Summer 2 |
| | Autumn 2 | Spring 2 | Viva 1– Module 5 cont. activities in the café, weekend plans. Grammar: present tense irregular verb ir (to go) and querer (to want) the future tense in Spanish | |
| | Viva 1– Module 2 opinions, free time activities, weather, sports <i>Culture: Christmas in Spain</i> Grammar: present tense ar verbs, first/third person, adjectival agreement, connectives, infinitive verbs + opinion | Viva 1– Module 4 Family, personality, appearance, where you live <i>Culture: Spanish speaking world</i> Grammar: present tense irregular verbs ser (to be), tener (to have) and estar (to be), possessive adjectives, adjectival agreement with opinions and reasons | Consolidation and Revision of topics / all grammar learnt this year. <i>Culture: Cultural topics learnt throughout the year:</i> | |
| | | | <ul style="list-style-type: none"> • <i>Día de los Muertos</i> • <i>Semana Santa</i> • <i>Carnaval</i> • <i>School in Spain</i> | |

Assessment for Learning

During Year 7 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).

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

Test yourself

- Use www.quizlet.com to test yourself on vocabulary for each topic –
- Looking up new words on 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.



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>Head Boy and Prefect Team</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>Student Council</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>School Cabinet</p> <p>The school cabinet are also chosen democratically from within the student school council. At the start of the year, the school council elect a treasurer, secretary, and communications officer. Two school council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within KNBS and help implement positive changes.</p> | <p>Eco-travel Reps</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>Sports Reps</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>Peer Mentoring</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

Self 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.

Residential trip:

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

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

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

Residential Trip

Year 8

Students select two activities out of:

Climbing
BRONZE/SILVER
AWARD

Mountain Biking
BRONZE/SILVER
AWARD

Dinghy Sailing
BRONZE/SILVER
AWARD

Canoeing
BRONZE/SILVER
AWARD

Bikeability
Level 3

Residential
Trip

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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