



# King's Norton Boys' School

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HUMANI SEMPER CONTENDIMUS

YEAR 10 CURRICULUM BOOKLET  
2022-2023



# Endeavour

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

# Year 10 Curriculum Overview

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Dear Parent/Carer,

At King's Norton Boys' School, we have designed our year 10 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 10. 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 10 course. It will allow you to help them plan their studies and revision, and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



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

# Registration and Form Time

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

## Intentions behind form time

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

## What activities take place during form time?

### Assembly

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

### Striving for Success

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

### Thinking Task

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

### Current Affairs

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

### Word of the Week

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

### Weekly Attendance News

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

### SDfL points and student planners and equipment

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





# Teamwork

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

# What is STRIVE?

*'Humani Semper Contendimus'* - we humans are always striving

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

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

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

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

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

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

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

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

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

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

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

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

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





# English

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

## Curriculum intentions and building on prior learning

The English curriculum, in year 10, will build on your introduction to GCSE in year 9 and introduce you to the requirements of both the English Language and Literature GCSE's. The contents of the year 10 will simultaneously develop skills for both areas of English, so that you are able to see how the skills required are interchangeable for both Language and Literature. Within this year's topics, we will explore society at different times and places as well as other cultural ideal/issues such as: tragedy, moral choices and values, desire and greed, science, and religion amongst others. Throughout the year, you will deepen your knowledge and application of texts and skills required for GCSE, but also build on the enrichment of you as an individual by delving into topics and themes that can be controversial and help you to articulate your ideas appropriately.

## What will you study in year 10?

Throughout year 10, you will begin studying the requirements for English Literature as well as developing skills for English Language. The Spoken Language element of your GCSE will also be completed this year.

Transition to KS4	<p><b>Macbeth</b></p> <p>Studying the whole play, you will explore the writer's craft and how and why particular choices have been made. You will build on your knowledge of the tragic genre and explore religion, war, perceptions within society and the constructs within the play.</p>	<p><b>Spoken Language</b></p> <p>This is a requirement of your GCSE in which you will complete research, and deliver a speech, on a topic of your choice.</p>	<p><b>English Language</b></p> <p>Using a range of extracts, model answers and interaction with mark schemes, you will develop the skills required for both English Language papers. This will include both language and structural analysis, comparisons of texts and writing tasks.</p>	<p><b>Pigeon English</b></p> <p>Exploring the modern novel, your study of this text will again explore writer's methods but also a range of social and cultural issues which have influenced it. You will consider how and why symbolism is used as a motif throughout and its relevance.</p>

## Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. Your spoken Language element will be graded as a pass/merit/distinction in accordance with the exam board's mark scheme. For the other topics, you will be assessed with a teacher assessment, an STR, and milestone with whole class feedback. These opportunities will be peer and self-assessed using success criterion and model examples so that you are able to explore what has been done well as well as what could be done to improve. You will also complete PPE's in the summer term.

Year 10 will provide you with the opportunity to learn and develop skills in both reading and writing (as well as oracy) across a range of texts and tasks.

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Analysing writer's methods and their effects</li> <li>How to use common structures for each exam question</li> <li>How to use relevant textual references to form a convincing essay, in response to an exam question</li> <li>Making relevant and developed links between the texts and their contexts, exploring the writer's ideas</li> </ul>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writing, at length, to suit the task and purpose</li> <li>Crafting vocabulary for effect</li> <li>Using language devices for effect</li> <li>Manipulating punctuation for effect</li> <li>Using controlled sentence structures</li> <li>Writing in timed conditions</li> </ul>
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## Cultural Capital and Enrichment

Although you are now studying for GCSE, the importance of continuing to read cannot be underestimated and so you will be expected to keep up with reading for homework and, of course, for pleasure. You should continue to aim to read for around 15-20 minutes per night, at home, throughout the year. Although English in year 10 is predominantly focused on the requirements of GCSE, we still aim to develop your enrichment as individuals with the study of changes in society throughout time; morals and values; prejudice; beliefs and many others. Through the different topics we aim to equip you with the knowledge and empathy required to develop you as an individual. We will still aim to look at different mediums of studying English and hopefully have at least one trip or enrichment opportunity in year 10.

## Pushing for Progress

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

BBC Bitesize	Stacey Reay/Mr Bruff tutorials	Literacy games online
Activities on Century	Reading exemplar essays	Revising topics studied
Research about the texts	Reading/watching news	Reading around current topics
Independent study	Knowledge of current affairs	Forming & articulating opinions

## How can you help at home?

Ensure that your son is completing regular and effective revision. Encouraging your son to research the context of the text and the writer's background, examining how these factors shape the text. Completing revision mind maps, with quote explosions, is extremely valuable. Testing your son's memory of these quotes and their meanings will assist with them remembering key details for the closed book Literature examinations.

## Homework

Homework in year 10 will be predominantly focused on the requirements of GCSE. Your son will still be expected to learn key vocabulary as we continue to strive to develop and enhance your son's vocabulary and he will be set at least one homework each week. This homework could vary in terms of the time required to complete or its complexity as your son's homework in year 10 will reflect the needs and requirements of the teaching and learning taking place.

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

## Curriculum intentions and building on prior learning

The Mathematics curriculum in year 10 provides a broad, coherent, satisfying and worthwhile course of study. You will develop skills learnt in KS3, as well as experiencing new topics that will develop your mathematical knowledge and understanding.

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

## What will you study in year 10?

In year 10, students continue to follow either a Foundation or Higher tier pathway. All students will explore a range of topics from the six strands of the Mathematics Curriculum.

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

## Assessment for Learning

At the beginning of each half term, students will complete a diagnostic assessment on MS Forms; this will check the standard of KS3 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 10 Maths curriculum by exploring a range of topics in context, including reading timetables and maps, personal finance- including savings and expenditure, understanding payslips and budgeting, recipes and proportion, utility bills, best buys, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

## Pushing for Progress

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

HegartyMaths

BBC Bitesize

GCSE Hub on KNBS website

CorbettMaths 5-a-day

CGP Revision Guides

Mathsgenie

## How can you help at home?

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

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

## Homework

Your son will be set homework tasks each week and this should take him approximately 1-2 hours to complete. The vast majority of this will be completed on HegartyMaths, an online platform where your son will be expected to watch an instructional video, make notes, and complete a quiz on a specific topic. Your son will be given his individual username and password and shown how to use the software.



# Science

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

## Curriculum intentions and building on prior learning

During year 10 students make significant headway into the GCSE Syllabus and will have covered all of the content for Paper 1 as well as a significant proportion of Paper 2 by the end of the academic year. For the first time, some students will cover a slightly different Science GCSE format which will give them three full GCSE's rather than the standard double award of Combined Science. Almost all of the content delivered during year 10 builds on the work that students have done in KS3 and increases the levels of Knowledge, Understanding and Practical Skill to GCSE standard.

## What will you study in year 10?

Throughout the year, you will study a range of Biology, Chemistry and Physics topics often taught by a mixture of Science teachers. Practical work forms an integral part of the GCSE with 17 Core Practical's, over half of which are covered during year 10.

	<b>Biology</b>	<b>Chemistry</b>	<b>Physics</b>
Transition to KS4	Key Concepts in Biology Cells and Control Genetics Plant Structures and Their Functions Four Core Practical's	Key Concepts in Chemistry Bonding Acids and Alkalis Electrolysis, Reversible Reactions and Equilibria Three Core Practical's	Motion Motion and Forces Radioactivity Forces + Energy Doing Work Forces and Their Effects Two Core Practical's

## Assessment for Learning

Throughout the year you will be assessed both formally and informally through teacher marking, self-assessment, and peer-assessment. Each topic will conclude with an end of topic test using exam style questions and a formal pre-public style exam at the end of the year.

<b>Practical skills</b>	<b>Written work</b>
<ul style="list-style-type: none"> <li>Follow complex sets of instructions to collect valid and reliable data</li> <li>Carry out risk assessments using scientific knowledge and understanding.</li> <li>Make and record observations and measurements using a range of different methods</li> <li>Suggest possible improvements to methods</li> </ul>	<ul style="list-style-type: none"> <li>Develop subject specific vocabulary</li> <li>Use of direct, concise, unambiguous language</li> <li>Develop the ability to write longer answers that fully satisfy the demands of command words such as describe or compare.</li> <li>Use mathematical techniques to evaluate scientific phenomena.</li> </ul>

## Cultural Capital and Enrichment

The course has many opportunities for us to look at the wider roles of Science in society both today and throughout history. Students research the work of Charles Darwin in developing the theory of evolution through natural selection, Dimitri Mendeleev's life and work on the Periodic Table of Elements and Marie Curie's work on the discovery of radioactivity and its effects along with many other opportunities

## Pushing for Progress

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

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

## How can parents/carers help at home?

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

We are aware that many parents do not feel confident helping their children complete science work however there is a wealth of information available online with the direct purpose of helping students at home. An excellent way to support your son is to familiarise yourself with what online resources are available so that you can quickly guide your son to appropriate help when needed. It is also of huge benefit if students can have supervised access to a laptop or desktop computer when working at home. The pre public examination at the end of year 10 will mark the first time that students sit full GCSE exam papers under examination conditions. Supporting your son by encouraging him to take these examinations seriously and to revise and prepare properly will give him the best possible start to year 11.

## Homework

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

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



# Initiative

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





# Art

*Celebrating Creativity and developing independent learners*

## Curriculum intentions and building on prior learning

During year 10, you will direct your own learning by choosing your own topics to study. You will be set work on your chosen topic by your teacher. By the end of year 10 you will have two 'portfolio' projects (sometimes referred to as coursework) which consist of sketchbook work and large pieces of work. These will contribute 60% to your overall GCSE grade.

In studying the Art GCSE at KNBS you will use all the practical skills, media and techniques you have worked on and refined since year 7. These will provide you with a good foundation, and your teacher will deliver new and challenging media that you can experiment and experience success with. Your prior knowledge of different artists, art from other cultures and knowledge of working with a theme will help you to create meaningful work which will fulfil the GCSE assessment criteria. The GCSE assessment criteria bears a strong resemblance to how you were assessed in year 9.

## What will you study in year 10?

With some guidance from your teacher, you will dictate the topic you study. War Art, personal identity, music, film, human emotion – it's up to you. You will be given lots of support during the first project, and we will encourage you to be increasingly independent as the course develops.

	Portfolio (coursework) Topic 1	Portfolio (coursework) Topic 2
Transition to KS4	<p>You will select a topic you are interested in, with guidance from your teacher. The work below represents just some of the work you will produce:</p> <ul style="list-style-type: none"> <li>You will generate ideas for this topic by creating a detailed mind map of written ideas.</li> <li>This will then lead into a written brief, where you explain your topic and ideas in more detail.</li> <li>You will create visual collages, with high quality images which are relevant to your work.</li> <li>You will create artist research for your topic.</li> <li>Then you experiment will create A4 drawings relevant to your topic in different media.</li> <li>Work on a school visit to a local art gallery.</li> </ul> <p>All the above work will be done in your sketchbook and will influence a design for an A2 design sheet, a set of prints, a clay piece and another large design of your choice.</p>	<p>You will select a topic you are interested in, with guidance from your teacher. The difference here is that you will now be able to specialise in a media of your choice for all of your large pieces. The work below represents just some of the work you will produce:</p> <ul style="list-style-type: none"> <li>You will generate ideas for this topic by creating a detailed mind map of written ideas.</li> <li>This will then lead into a written brief, where you explain your topic and ideas in more detail.</li> <li>You will create visual collages, with high quality images which are relevant to your work.</li> <li>You will create artist research for your topic.</li> <li>Then you experiment will create A4 drawings relevant to your topic in different media.</li> <li>Work on a school visit to a local art gallery.</li> <li>Several large designs (perhaps in photography, Photoshop, collage, drawing, painting, clay, cardboard sculpture, print – any media of your choice).</li> </ul>

## Assessment for Learning

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

## Cultural Capital and Enrichment

Studying Art at GCSE presents you with the opportunity to delve deeper into the world of Art and truly understand its impact on the world and our daily lives. You will be encouraged to think more deeply about popular themes in Art and to make your own personal responses to the topic you choose. You have done this in year 9, but will be expected to do this to a higher standard in year 10. We are still encouraging you to represent your own life and experiences in your art work. You can choose to produce more work than we ask for – if you want to put a few pages of photography in your book at a time that we haven't asked you to do so – go for it.

Homework tasks are on your sketchbook list, which will be included in your A5 GCSE handbook. Refer to this list, and get ahead! You will participate in two trips to local galleries. The work produced on these trips will contribute to your portfolio sketchbook work. Regular Art clubs and workshops are available to all GCSE students who enjoy Art and wish to challenge themselves further.

## Pushing for Progress

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

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

## How can you help at home?

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

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

## Homework

All homework set is geared towards developing your creative and practical skills, and it also counts towards your portfolio (coursework) which is 60% of your final grade. Homework is set once a week or once every two weeks. Homework tasks are on your sketchbook list, which will be included in your A5 GCSE handbook.

All homework will receive either personalised verbal feedback or written STR feedback.



# BTEC Sport

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

## Curriculum intentions and building on prior learning

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

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

## What will you study in year 10?

Transition to KS4

### Unit 1: Fitness for Sport and Exercise (25% of course)

This unit looks at physical and skill-related fitness components and why they are important for successful sports performance, the training principles, different fitness training methods, and how fitness testing is used to determine and interpret fitness levels. This unit is **externally assessed** and complete on a computer-based assessment.

### Unit 2: Practical Sports Performance (25% of course)

This unit looks at rules, regulations, scoring systems, skills, techniques and tactics for performance in a range of different sports, allowing learners to participate practically in selected sports and review their own performance. This unit is **internally assessed**.

Preparation for Unit 5

## Assessment for Learning

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

### Physical Education curriculum at KNBS:

The KNBS physical education curriculum inspires all pupils 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 pupils to compete in sport, build character and help to embed values such as fairness and respect.

### Physical Education at KNBS aims:

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

## Enrichment

BTEC Sport students will receive five lessons of BTEC sport a fortnight. The lessons will be a range of practical and theory, depending on the unit of work being undertaken. Students undertaking BTEC Sport should either be involved in a minimum of one school team or club, or be competing in a sport outside of school. Students will also complete three lessons of practical 'Core PE' a fortnight along with the rest of their year group

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

## Pushing for Progress

Students will be given specific revision packs for their end of their Unit 1, externally assessed and exam. They are encouraged to work from these. Year 10 students are also given an exam board recommended revision guide which is an excellent revision resource. Students level of individual fitness in a key contributor to their overall assessment grade for a given sport. Regular fitness testing is done throughout the course to monitor student's fitness levels. These fitness levels need to be maintained and improved through their exercise levels when at home and at out of school clubs. We strongly encourage students to get involved in the many sporting clubs within the local area if they further wish to enhance a chosen sport further.

## 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

Many of the theory resources for BTEC Sport are verbal and created for parents to help. Please use these resources and work with your son on his revision when needed

## Homework

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

During Unit 1 your son will be set some form of theory homework every fortnight. This is often a revision tasks for a monthly assessment, ensuring he can revise well for when it comes to the big revision effort needed around February half-term.

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

# GCSE Business

*The true entrepreneur is a doer not a dreamer*

## Curriculum intentions and building on prior learning

In KS3 we introduce core principles into the business way of thinking. Students have completed several tasks throughout year 7, 8 and 9, where they look at existing products, and relate to the audiences needs and the design aspects associated. In year 9, students will have completed a business unit of work. This allowed them to investigate existing marketing strategies implemented by national companies. Students will use these new skills as a foundation to their business studies course. Their analytical and evaluation skills will be vital to their everyday lessons.

## What will you study in year 10?

All examination will take place at the end of year 11. This year we will cover unit 1 & 2- Paper 1

Transition to KS4	<p><b>Nature of Business Activity</b></p> <p>Students will look at the everyday running and structure of existing businesses- from micro to large. They will analyse the difference between private and public sectors. Aims and objectives will be investigated into how they impact businesses daily.</p>	<p><b>Business growth and globalisation</b></p> <p>Students will explore the advantages and disadvantages of international trade and how current factors impact this. They will investigate real life situations such as Brexit, and the impact on global markets.</p>	<p><b>Market Research &amp; Marketing Strategies</b></p> <p>Students learn the key concepts of various marketing strategies taken by businesses. They will evaluate ethical and legal considerations</p>	<p><b>Sales &amp; legislation</b></p> <p>Students will identify and explain consumer laws, trade descriptors, product quality and fitness for purpose. They will use case studies to create a portfolio for class discussion.</p>
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## Assessment for Learning

Students will be assessed formally, continuously throughout this year. Small end of topic assessments will take place in each half term. These will build up and each assessment will include all previous learning.

### Written Tasks

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



## Cultural Capital and Enrichment

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

## Pushing for Progress

- Youtube- Two Teachers
- GCSE Business- Bitesize
- Eduqas GCSE Business- Past Papers
- Eduqas GCSE Business-Case Studies
- [Businesscasestudies.co.uk](http://Businesscasestudies.co.uk)
- [Businessbuddyonline.weebly.com](http://Businessbuddyonline.weebly.com)

## How can you help at home?

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

## Homework

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



# Computer Science

*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 and interests vary whilst in transition of KS3 and as well as the level of understanding in year 9. With this in mind, we ensure that every student having made a choice to do Computer Science at KS4 is then supported fully with the intention of being technically confident and independent by the end of GCSE. You will be developing a deeper understanding of computational thinking concepts, tools and practices. We will give you real life challenges (projects) to help advance your knowledge and computer programming skills using Python. You will cover in depth some theory of computer architecture, computer networks, software development, logic and data representation.

## What will you study in year 10?

In order to advance your skills in GCSE Computer Science programming we embed some topics with a practical component through use of Python coding to provide solutions to given tasks.

Progressing in KS4	<p>Computational thinking, Python Programming and algorithms.</p> <p>Students will learn Computational thinking concepts: including sorting and searching algorithms. They will use pseudocode, flowcharts, trace tables, and Python coding to solve given problems.</p>	<p>Translators: assemblers, compilers and interpreters &amp; IDE and errors</p> <p>In this unit students will learn about roles of translators namely: assemblers, compilers and interpreters.</p> <p>Students will learn about common tools and facilities in IDE.</p>	<p>Computer Systems</p> <p>This unit will introduce types of computers and their suitability of use. This unit will build upon knowledge of computer systems focusing on John Von Neumann architecture computer system. Students will learn about CPU parts, PCI slots, primary and secondary storage devices.</p>	<p>Networks</p> <p>This unit will cover rationale for networking, types of networks, hardware, topology, protocols, The Internet, system security threats in their various forms (Network attacks, malware). Students will also learn about security threats.</p>	Python coding Project task to prepare for Year 11 GCSE 20hour project
	<p>Data Representation &amp; software functionality</p> <p>In this unit students will learn binary-denary-hexadecimal conversions, binary addition and binary shift.</p> <p>Students will learn purpose and functionality of system software: operating systems software and utility systems software.</p>	<p>Writing Reliable Programs and Query Methods</p> <p>In this unit students will reinforce programming learning by putting into practice defensive design, testing and review of significance of translators and IDE in computer programming. Students will learn to use Structured Query Language keywords to search tables usually in a database for specific data.</p>	<p>Computer Technology Issues</p> <p>This unit will introduce students to the copyright and other legal aspects relating to technology development, usage and disposal (environmental issues). This unit students will also learn about Ethical and cultural issues.</p>		

## Assessment for Learning

Students will be assessed formally, at four 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 group project work.

### Written Tasks

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

### Practical Tasks

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

## 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

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

- BBC Bitesize
- Youtube - coverage of various GCSE Computer Science topics
- OCR – Computer- Science Past Papers & Mark Schemes
- GCSE Hub - some lesson resources

## How can you help at home?

You can play a key role in your child's ICT/Computer Science 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. 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 Computer Science and we encourage them to research, and analyse new concepts. This allows us to embed these concepts into lessons, providing more time for various challenges and to be as practical as much as possible.

# Physical Education - Core PE

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

## Curriculum intentions and building on prior learning

Year 10 Students will tackle complex and demanding physical activities. Students will get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

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

## What will you study in year 10?

Transition to KS4	<b>Invasion Games pathway:</b> Football Basketball Softball (Rugby)	<b>Net/Wall pathway:</b> Table Tennis Badminton	<b>Individual performance pathway:</b> Fitness Suite Athletics Cross Country	Full extra-curricular programme of practices and fixtures, including DoE opportunity
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## Assessment for Learning

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

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

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 10 students will undertake three hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another five hours of PE a fortnight onto their exam timetable.

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

## Pushing for Progress

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

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

## How can you help at home?

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

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

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

## Homework

Homework throughout year 10 is done through students' participation at extra-curricular clubs. Although this is not strictly monitored, students are registered so we can gauge which students are accessing which clubs. The general expectation is that each student attends at least 1 club a week.

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

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

# Drama

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

## Curriculum intentions and building on prior learning

The Drama curriculum in year 10 will be working towards AQA GCSE Drama. This first year will be focusing on building the skills to create successful scripted and devised performances for your performance examinations. It will also cover some of the written elements which underpin the written exam paper. Throughout the year you will be considering the roles and responsibilities of theatre makers in professional practice. This year will be building on the fundamental skills you have learnt within KS3 regarding performance and the analysis of performed work.

## What will you study in year 10?

Transition to KS4	Practitioner Workshops	Devising	Blood Brothers
	<p>You will start the year with practical workshops relating to the practitioners that will influence the devising process. These will include Frantic Assembly, Brecht and Stanislavski. From these practical workshops you will be learning skills and rehearsal techniques to help with the devising unit.</p>	<p>Component two is Devising Drama from a stimulus. Your teacher will give you a selection of stimuli to base your performance on. These stimuli will then be researched before starting to create your final performance. Mock devising stimuli include the Hillsborough Incident and the lyrics to <i>Working Class Hero</i>.</p>	<p>We will revisit <i>Blood Brothers</i> by Willy Russell for Component One: Understanding Drama. Through practical exploration we will consider the characters arc. Also considered is the social, cultural and historical context which influences how one would perform a certain character.</p>

## Assessment for Learning

Year 10 will be the first year of their two-year GCSE AQA Drama course. Within the Drama studio the assessments will be focusing on both the performance and written elements that this course assesses. The performance assessments will be concentrating on vocal and physical skills, along with characterisation and inventiveness. The written elements will comprise of exam style questions related to Blood Brothers as well as documenting their devising journey through a log book. Their mock exam will be focusing on Blood Brothers to test physical and vocal interpretation of roles. It will also cover the understanding of the roles and responsibilities of theatre makers in contemporary professional practice.

## Cultural Capital and Enrichment

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

## Pushing for Progress

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

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

## How can you help at home?

Your son will need to learn his lines and having someone to run lines with them will be very beneficial. Discussing the time period of *Blood Brothers* is another way you can help, there may be someone in your family who remembers the impact of Thatcher's government and can give first hand knowledge to your son. Also, discussing the themes and issues within their devised performance work will help them to formalise their ideas and consider the characters emotions and their motives. One of the easiest ways to help support your son is asking them to read the scenes with you, or a monologue with them. You can then help them to identify the emotions of the characters within what they are reading. From there you can help them work out which key words to emphasise and which tone of voice to use. Reminding them that performing a scene and reading a scene is very different. Also, you can help remind them to project their voice and to be clear.

## Homework

Your son will be set a variety of homework throughout the course. Some weeks it will be asking your son to write practice answers for exam questions, ranging from 32-mark essays to multiple short 4-mark questions. Other weeks your son will be asked to undertake research tasks linking to their devised work and our set text *Blood Brothers*. This may consist of researching their chosen practitioner or looking at specific elements of life in 1970's Liverpool. They will additionally be asked to prepare for their performance how they see fit, such as sourcing props and costumes. Your son will be expected to use their own time to rehearse their performances which will count as a homework.



# Food Preparation & Nutrition

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

## Curriculum intentions and building on prior learning

GCSE Food Preparation and Nutrition is a creative course which focuses on practical cooking skills to develop a thorough understanding of nutrition, food provenance and the working characteristics of food materials. Learning how to cook is a crucial life skill for students so in GCSE we aim to equip you with the cooking skills needed when you leave school at the end of year 11.

The intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst continuing to instil a love a cooking. In GCSE you will be independently preparing and cooking dishes that demonstrate a range of complex skills. These skills are used to develop your practical ability and are assessed in year 11.

## What will you study in year 10?

During your GCSE year 10, you will concentrate on the theory content for the exam as well as practicing and improving the practical skills elements.

Transition to KS4	<b>Practical skills</b> <ol style="list-style-type: none"> <li>General practical skills</li> <li>Knife skills</li> <li>Preparation of fruit and vegetables</li> <li>Use of the cooker</li> <li>Use of equipment</li> <li>Cooking methods</li> <li>Prepare, combine and shape</li> <li>Sauce making</li> <li>Tenderise and marinate</li> <li>Dough</li> <li>Raising agents</li> <li>Setting mixtures</li> </ol>	<b>Theory Content:</b> There are 5 main topic areas each of which delve into more detail and different sub-topics.	
		<b>Food, Nutrition and Health</b> <ul style="list-style-type: none"> <li>Macronutrients</li> <li>Micronutrients</li> <li>Nutritional needs and health</li> </ul>	<b>Food Choice</b> <ul style="list-style-type: none"> <li>Factors affecting food choice</li> <li>British and international cuisine</li> <li>Sensory evaluation</li> </ul>
		<b>Food Science</b> <ul style="list-style-type: none"> <li>Cooking &amp; heat transfer</li> <li>Functional and chemical properties of food</li> <li>-</li> </ul>	<b>Food Provenance</b> <ul style="list-style-type: none"> <li>Environmental impact and sustainability</li> <li>Food processing and production</li> </ul>
		<b>Food Safety</b> <ul style="list-style-type: none"> <li>Food spoilage and contamination</li> <li>Principles of food safety</li> </ul>	

## Assessment for Learning

### Written understanding:

During lessons in year 10 you will regularly be given example exam style questions to practice your answering technique ready for year 11 and the final exam. These will be either self-marked, peer assessed or assessed by the teacher. There will also be regular STR assessment tasks where your teacher will view your classwork or practical work and an STR (Strength, Target, Student Response) will be provided.

At the end of each topic there will be a written test to demonstrate knowledge and recap what you have already learnt as well as your PPE towards the end of year 10.

### Practical skills:

All cooking lessons in year 10 are monitored against the GCSE food preparation controlled assessments standards, although not officially assessed until year 11, year 10 practical lessons are the opportunity to develop your cooking skills and practice for the graded practical lessons in year 11, these include: independence, preparation skills, cooking ability, presentation and hygiene and cleaning.





## Cultural Capital and Enrichment

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

## Pushing for Progress

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

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

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

BBC GCSE Bitesize: <https://www.bbc.co.uk/bitesize/levels/z98jmp3>

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

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

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

## How can you help at home?

You can help at home by talking to your child about the work and cooking lessons they are completing at school. It would be beneficial, once you have researched and chosen a recipe to cook, read it through carefully and discuss if they are able to complete the dish within the lesson time. This also allows your son time to understand the steps within the process before he starts cooking. Encourage your son to get involved in cooking the family meals and also washing up afterwards. The more practice in the kitchen and cooking of dishes the students get, the more confident they will be in the lessons and the more skills they can display in the assessed lessons in year 11. An easy way to support your sons learning is to allow access to cooking programs and recipe websites so they can research different foods and dishes and encourage an enjoyment of cooking.

## Homework

### Practical Tasks Homework:

The practical homework tasks will be related to the cooking lesson and recipe being made. Before the lesson to prepare you will be asked to find your own recipe and read it through before the lesson, possibly watch a video on the process of making or research changes to the original recipe. This is a standard part of GCSE as throughout the course, you will need to become independent in selecting and making your recipes in preparation for the assessed practical lessons in year 11.

### Written Tasks Homework's:

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

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

## Curriculum intentions and building on prior learning

The new AQA GCSE French course offers an excellent progression from Key Stage 3 and encourages students to develop a passion for language learning by studying up to date topics of interest to young people today. GCSE French focuses on the development of all four language skills; listening, speaking, reading and writing and also provides students with a firm grounding in grammar to prepare them for further study. Through the practical use of French in authentic speaking and listening contexts students learn to communicate effectively in the target language. Upon completion of this course students should be able to talk about themselves as well as matters which go beyond their immediate experience. They should be able to express and justify their own opinions in speech and in writing, building on the fluency and spontaneity developed in Key Stage 3. Linguistic and cognitive demands will increase at GCSE allowing students to make progress. The skill of translation will also be developed.

## What will you study in year 10?

	Autumn 1	Spring 1	Summer 1
Transition to KS3	<p>Theme 1: Identity and culture Unit 1: Me, my family and friends</p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Marriage/partnership</li> </ul> <p><i>Culture: Marriage/Partnership in French Speaking countries</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>avoir (to have) and être (to be)</li> <li>present tense reflexive verbs</li> <li>Comparative and superlative</li> <li>adverbs of frequency</li> <li>the immediate future and the future tense</li> </ul>	<p>Theme 1: Identity and culture Unit 3: Free-time activities</p> <ul style="list-style-type: none"> <li>Music/ Cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> </ul> <p><i>Culture: French speaking world society culture</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Perfect tense of regular &amp; irregular verbs</li> <li>time phrases, complex negative structures</li> <li>perfect tense with 'être'</li> <li>adverbs</li> </ul>	<p>Theme 2: Local, national, international and global areas of interest Unit 5: Home, town, neighbourhood and region</p> <ul style="list-style-type: none"> <li>Home</li> <li>Where I live</li> </ul> <p><i>Culture: French speaking countries</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Revision of the position and agreement of adjectives</li> <li>Negative phrases followed by 'de'</li> <li>The conditional of regular verbs/ irregular verbs</li> <li>Demonstrative adjectives</li> </ul>
	<p><b>Autumn 2</b></p> <p>Unit 2: Technology in everyday life</p> <ul style="list-style-type: none"> <li>Social media</li> <li>Mobile technology</li> </ul> <p><i>Culture: Christmas in France</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>The present tense of regular -er verbs</li> <li>The present tense of common irregular verbs</li> <li>Interrogative adjectives</li> </ul>	<p><b>Spring 2</b></p> <p>Unit 4: Customs and festivals in French-speaking countries /communities</p> <ul style="list-style-type: none"> <li>French and customs</li> <li>Festivals in France and Francophone countries</li> </ul> <p><i>Culture: French festivals</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>Reflexive verbs in the perfect tense – Foundation</li> <li>The imperfect tense of common verbs</li> <li>Deciding between the perfect and imperfect tenses</li> </ul>	<p><b>Summer 2</b></p> <p>Unit 8: Travel and tourism</p> <ul style="list-style-type: none"> <li>Holidays and travel</li> <li>Regions of France</li> </ul> <p><i>Culture: Geography of France</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> <li>prepositions for countries and modes of transport</li> <li>Sequencing words and phrases</li> <li>Revision of the perfect /Imperfect tense</li> </ul>

## Cultural Capital and Enrichment

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

## Assessment for Learning

- During year 10 students will learn and use a variety of skills: pair work and group work are frequently used for oral activities and games. Used on a regularly basis, they promote learning, as students learn effectively through experiencing and practising the target language.
- We always encourage students to use the target language; it provides enjoyment and the immediate success they get motivates students, as they realise, they are able to communicate.
- More formal, summative assessments take place every half term at the end of each unit of work. They comprise a combination of receptive skills (listening or reading) and productive skills (speaking or writing). In this way, students' progress across all four language skills is monitored during the course of the year.
- How will I be assessed for my GCSE? There are four exams at the end of the course, in Listening, Speaking, Reading and Writing. Each exam is worth 25% of your overall grade. You are entered for the same tier (Foundation or Higher) for all four papers.

## 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.kerboodle.com](http://www.kerboodle.com)

### Test yourself

- Use [www.quizlet.com](http://www.quizlet.com) to test yourself on vocabulary for each topic – search for AQA French and then the unit of work.
- Extend your vocabulary base by looking up new words on [www.wordreference.com](http://www.wordreference.com) or use it as an online dictionary
- BBC Bitesize has activities for each unit – you can revision activities on line and mark your answers <https://www.bbc.co.uk/bitesize/subjects/z9daqnb>

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

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

# GCSE PE

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

## Curriculum intentions and building on prior learning

**Theory** - Students explore how parts of the human body function during physical activity and the physiological adaptations that can occur due to diet and training. They also develop skills in data analysis, and an understanding of the principles of training, why we train in different ways and how training plans can be made to optimise results.

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

## What will you study in year 10 GCSE PE?

Transition to KS4	<b>Skeletal and Muscular Systems</b>  A look at the bones, joints and muscles within the human body and seeing how they adapt when we exercise.	<b>Movement Analysis</b>  Looking at the biomechanical movement of the body when we move in certain ways. Observing the different planes and axis of movement that the body creates when perform certain skills	<b>Cardio-Vascular and Respiratory Systems and short- and long-term effects of exercise</b>  Looking at the heart and lungs and their impact on the human body. Also seeing how the body reacts and adapt when the we exercise.	<b>Physical Training</b>  Looking at components of fitness, principles of training and the effects of injury on the body

## What will you study in GCSE PE – Practical

Rugby	Football	Table Tennis	Basketball	Badminton	Athletics/Cross Country
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## Assessment for Learning

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

## Enrichment

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

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

## Pushing for Progress

Students will be given specific revision packs for their end of year 10 PPE assessment and half termly assessment. They are encouraged to work from these.

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

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

## 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.

Many of the theory resources for GCSE are verbal and created for parents to help. Please use these resources and work with your son on his revision when needed.

## Homework

Theory – Your son will be set some form of theory homework every fortnight. This is often a revision task for a half termly assessment, ensuring he can revise well for when it comes to the big revision effort needed in the summer of year 11.

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



# Geography in Year 10

"Geography explains the past, illuminates the present and prepares us for the future"

## Curriculum Intentions and building on prior learning

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

## What will you study in Y10?

	<b>Hazardous Earth</b>	<b>Development Dynamics</b>	<b>Challenges of an Urbanising World</b>	<b>UK's Physical Landscape (Rocks and Rivers)</b>	<b>UK's Physical Landscape (Coasts)</b>	<b>Fieldwork: River processes and pressures</b>
Transition from KS3	A study of the global circulation of the atmosphere and changing climate. Also, two in-depth studies of an extreme weather hazard (Tropical Storms: Hurricane Katrina and Typhoon Haiyan).	An understanding of the scale of global inequality. Plus, an in-depth study of how one emerging country (India) is developing and the consequences for people, environment and the country's relationship with the wider world.	An overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of a megacity (Mumbai) in a developing or emerging country.	The UK's evolving physical landscape - an overview of the varied physical landscapes in the UK resulting from geology, geomorphic processes and human activity over time. Plus, an in-depth study of a river landscape.	The UK's evolving physical landscape continued – a detailed study of a coastal landscape looking at change and conflict.	Cardingmill Valley fieldwork follow-up: Assessing flood risk along the valley. The fieldwork will generate both qualitative and quantitative data that will be presented, analysed and conclusions drawn back in the classroom.

## Assessment for Learning

Pupils will be assessed both formally and informally using a combination of teacher, self and peer assessment. Topics are assessed using teacher assessment (Summative) following the completion of a topic (Past GCSE question). With regard to formative assessment, every lesson will start with a knowledge retrieval activity to test understanding and enhance long-term memory and there will be an exam-style question to apply the information learnt. Day to day assessment lends itself to peer and self-assessment using success criteria and model GCSE examples so that pupils are able to assess what has been done well as well as what could be done to improve. Furthermore, every lesson will involve sharing clear learning intentions, effective questioning and engaging in dialogue with individual pupils about their geographical learning. It is very important that they have a clear understanding about how well they are doing in geography and what they should do next to make further progress. As well as these formative and summative strategies, pupils undertake a PPE towards the end of year 10 to identify strengths and weaknesses in subject knowledge, understanding and skills.

## Cultural Capital and Enrichment

Geography has an important role to play with regard to cultural capital. Cultural capital is the accumulation of knowledge, behaviours and skills that a pupil can draw upon to demonstrate their cultural awareness, knowledge and competence. The curriculum is designed to inspire a curiosity and fascination about the world and its people as well as equipping them with knowledge about diverse places, people, resources and natural/human environments. In the summer term of year 10, pupils explore river processes and pressures in a visit to Cardingmill Valley, Shropshire. Also, the idea of place and interdependence is developed further in topic 2 (India) and topic 3 (Mumbai). Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world.

## Pushing for Progress

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

BBC Bitesize

'Time for geography'

TED Talks

Seneca Learning

Mapzone

Active revision (Revision guide on loan)

GCSE Pod

World Atlas

Pearson's (Edexcel) website

## How can you help at home?

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

## Homework

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

# History

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

## Curriculum intentions and building on prior learning

The History curriculum in year 10 will focus on two AQA GCSE modules. The first module studied is Britain: Health and the People, c1000-Present Day; this thematic study focuses on how medicine and public health has developed over a long period of time. Students will consider the scale, nature and consequences of events that took place, using the skills honed from Year 7-9 to form significant judgements and forming links on how developments occur. The second module studied will be a depth study of 'Germany 1890-1945: Democracy and Dictatorship'. This study focuses on the development of Germany during a turbulent half century of change and the development and collapse of democracy and the rise and fall of Nazism. This will build on the learning from year 9 about the twentieth century. Year 10 will finally have a chance to recap their year 9 learning of Conflict and Tension 1894-1918 and the relevant skills needed to succeed at GCSE.

## What will you study in year 10?

Transition to KS4	<b>Britain: Health and the People c.1000- present Day</b>	<b>Germany 1890-1945: Democracy and Dictatorship</b>	<b>Conflict and tension – the First World War. 1894-1918</b>
	<p>Medicine Stands still – medieval medicine</p> <p>The beginnings of change – renaissance medicine</p> <p>A revolution in medicine – 19th century medicine</p> <p>Modern Medicine – 20th century developments and beyond</p>	<p>Germany and the growth of democracy (1890-1928)</p> <p>Germany and the Depression (1928-1932)</p> <p>The experiences of Germans under the Nazis (1933-1945)</p>	<p>Causes of the First World War</p> <p>The stalemate of the First World War.</p> <p>The End of World War One</p>

## Cultural Capital and Enrichment

In year 10 we provide an opportunity for students to benefit from external professional speakers on topics such as 'Medicine and the fight against disease in the 19<sup>th</sup> century. Students are also given opportunities to enrich their understanding of the Germany module through interactions with Holocaust survivors and resources from the time period. Year 10 are also offered the opportunity to complete a WW1 Battlefields tour in Northern France and Belgium to compliment and recap their learning from year 9. It is also a valuable experience of commemoration.

## Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. For each module students will be assessed using success criteria from the exam board for the different question types covering the various Assessment objectives. Students will complete at least 1 PPE (pre-public examination).

Throughout year 10 you will be developing your History skills to enable you to reach the highest grades at GCSE level. This will include focussing on these abilities:

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

## Pushing for Progress

Make good use of the GCSE HUB which contains advice on exam technique, topic review activities and all kinds of revision aids.

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

We also encourage all of our year 10 students to attend catch-up sessions running in the History department throughout the academic year. The sessions will cover both exam technique and exam content.

## How can you help at home?

You can help at home by encouraging your child to complete homework tasks and any other activities set on SMHW. Discussing their learning is a great way of engaging with the topics being studied. Encourage your child also to experiment with different methods of revision, including mind mapping, flashcards, internet quizzes and so on. This will help students to review information in a variety of ways which helps to embed exam topics more thoroughly.

## Homework

Regular homework is set throughout year 10 encouraging students to both review topics studied in the past and also prepare for topics being studied in the academic year. Homework could include the completion of knowledge tests, complete revision activities or practice exam questions. Extra work is always available by talking to your teacher directly.

# iMedia

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

## Curriculum intentions and building on prior learning

In KS3 we developed key skills which are the foundation for this course. You have created documents for a purpose, you have solved problems independently and you are able to critique your own work. All these key skills are embedded in your KS4 learning. This year you will begin to develop the skills you need for a career using technology. We will begin to look at how industry use wide variety of devices, the design process behind such things as digital graphics, how web designers structure the most popular sites and so on. Each lesson gives you an insight into a possible design career in this sector.

## What will you study in year 10?

Coursework is worth 66% of this course. During this year you will complete all of your coursework – 66%. Your final component is exam based which will be studied for in year 11.

Transition to KS4	<p><b>R094: Visual Identity and Digital Graphics</b></p> <p><b>Coursework.</b></p> <p>You will work towards a client brief. You will need to research, plan and design a digital graphic using Adobe Photoshop. You will need strong creativity, analytical and evaluation skills throughout.</p>	<p><b>R097: Interactive Digital Media</b></p> <p><b>Coursework.</b></p> <p>You will plan, design and create a multipage website for a the set assignment brief. You must follow the criteria set and work throughout this project working in the eyes of the web development team.</p>	Possible opportunities for educational trips to Universal Studios in London
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## Assessment for Learning

Students will be assessed formally, continuously throughout this year. All coursework is compulsory, and every lesson contributes to their overall grade. Therefore, verbal feedback can be given for direction and support, however students must be independent in their learning and all work submitted must be their own.

### Written Tasks

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

### Practical Tasks

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



## Cultural Capital and Enrichment

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

## Pushing for Progress

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

- Youtube- Photoshop tutorials
- Youtube- Dreamweaver tutorials
- OCR – Creative iMedia- Past Papers & Mark Schemes
- GCSE Hub- all lesson resources

## How can you help at home?

All coursework should be completed during school hours. However, some students may wish to take copies of work home for proof reading or to get ideas down for possible evaluations or future designs etc. Students sometimes need a helping hand when it comes to self-reviewing work. Sit with your son and look at their work, after all they have worked very hard on it. It can show you a window in their effort in lesson but also it allows you to offer support if they feel stuck for ideas. Even just a well done from a parent can do the world of good for a student that lacks confidence. Another key thing to help support your son is to help them become organised. Workload in this course is very high and some students struggle with the transition from KS3. Students will be given deadlines for tasks to be complete and will be expected to catch up at school if incomplete. Please question your son and remind him of deadlines and expectations.

## Homework

Due to year 10 mainly being coursework based, traditional homework will not be set. Instead all students will follow strict deadlines to have chunks of work completed by. If students work at a slower pace in lessons or miss days due to absence it is their responsibility to catch up. They must catch up either at lunch times or after school. If students fall behind it has a knock-on effect for the rest of the unit and potentially the course, as they may have to re-visit units at a later date, when the majority of students will have finished. Advice is stay on top of your work and utilise each lesson. Students are essentially in charge of how much they need to compete for 'homework'.

# Music

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

## Curriculum intentions and building on prior learning

We believe that music is for everyone and encourage students to participate in a range of musical opportunities. The music curriculum in year 10 follows the Eduqas GCSE Music specification. This course will build on your current KS3 musical experience by broadening your musical experience and interests from a range of different genres and historical eras, fostering creativity through performance and composition and developing your appraising skills. Our aim is to instil students with confidence when performing, composing and appraising music. As well as developing their enjoyment of music and the ability to express themselves musically, their experience will prepare them for future musical study.

## What will you study in Year 10?

Transition to KS4	<b>Theory of Music</b> Students will look at the Elements of Music in more depth and study key music theory such as scales, chords, intervals, keys, cadences and some dictation practice so they can analyse music effectively and develop vocabulary.	<b>AoS3: Film Music</b> Students will delve into the film industry, looking at how composers use musical devices and the elements to create film music scores to suit specific genres and create an appropriate audience effect.	<b>AoS4: Popular Music and Set Work</b> Students will examine the musical idioms and techniques associated with a variety of popular music, with particular focus on Rock and Pop, Fusion and Bhangra music. Students will analyse the set work <i>Africa</i> - Toto	<b>AoS2: Music for Ensemble</b> Students will study how sonority and texture is used in a range of diverse musical styles composed for ensembles; such as Jazz and Blues, Folk, Musical Theatre and Chamber Music
	<b>NEA: Performance and Composition</b> Students will complete a range of compositional exercises to help build on and develop their compositional knowledge and skills from KS3. They will then embed this knowledge to begin creating their own 'free' composition. There will be opportunities to perform on their instrument, preparing them for recorded performances.			

## Assessment for Learning

Year 10 will build on your KS3 knowledge, looking at the Elements of Music and different areas of music in more depth, whilst continuing to develop your performing, composing, listening and appraising skills. Throughout the year, you will have a range of assessments which will determine your strengths and identify any misconceptions, allowing you to develop and progress further in preparation for Year 11.

<b>Performing</b> Performances should demonstrate: <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Technical Control</li> <li>• Expression and Interpretation.</li> </ul> Performances should be fluent, with a good sense of balance, keeping to the style of the intended piece, played accurately, with secure intonation and following all performance directions.	<b>Composing</b> Compositions should demonstrate: <ul style="list-style-type: none"> <li>• Creativity and development of musical ideas</li> <li>• Technical control of musical elements and resources</li> <li>• Structural and stylistic coherence</li> </ul> Compositions should use a wide range of musical elements sophisticatedly and skilfully, which demonstrate development and meet the intentions of the intended musical style of the piece	<b>Appraising</b> <ul style="list-style-type: none"> <li>• Exploring, explaining and evaluating how musical elements and devices have been used in different genres and eras of music</li> <li>• Extensive, accurate use of musical vocabulary.</li> <li>• Providing perceptive responses which give detailed explanations of musical features including critical judgements</li> </ul>
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music through the study of a variety of genres and styles in a wider context. It allows students to engage with and appreciate the diverse heritage of music in order to promote personal, social, intellectual and cultural

## Pushing for Progress

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

- Additional instrumental lessons (either through school or privately). *Students who are eligible for Pupil Premium funding may have financial support for instrumental lessons – please enquire with the Head of Music if you are interested.*
- BBC Bitesize KS4 Music Pages
- Listening to music and discussing with family members
- Revising topics studied in school
- Practicing an instrument (*essential at GCSE level*)
- Online / YouTube instrumental tutorials
- Composing using an online platform / DAW at home
- Music Theory activities / games online

## How can you help at home?

- Ensuring your son practices his instrument for at least 20 minutes, 4 times per week.
- Discuss the work we are completing in school with your son, as well as encouraging him to complete his homework and any additional musical activities with enthusiasm and to the best of his ability.
- Encourage your son to listen to a variety of music, particularly the composers who they are studying in each Area of Study but also composers who could inspire and motivate their composition work.
- To test them on their knowledge of the Elements of Music/terminology and their definitions.
- Purchase the Illuminate revision guide for Eduqas GCSE Music

## Homework

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

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

# Personal Development

*"Twenty years from now you will be more disappointed by the things that you didn't do than by the ones you did do. Explore. Dream. Discover." - Mark Twain*

## Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 10 builds upon the skills that students gained in Key Stage 3. Students will revisit the three strands of PSHE: Health and Wellbeing, Relationships and Living in the Wider World in ever maturing contexts. Personal Development aims to help support students with their investigation into career pathways and the soft skills needed to navigate the world of work.

## What will students study in year 10?

Throughout year 10, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World

<u>Work experience</u>	<u>Financial living</u>	<u>Well-being</u>	<u>Families</u>
Students will study the skills and traits desired to succeed in the world of work and how job sectors will fare in the future; students will investigate why experience of the work place is desired by employers and learn how to write a C.V and personal statement.	<p>Students will learn what is meant by financial decision making and through the use of research discover the costs of living based on different incomes.</p> <p>Students will also study how tax and National Insurance is calculated and how this money gets spent.</p>	<p>Students will explore a range of mental illnesses and the impact that this has on lives, whilst learning how to spot signs and know where and how to seek help if they are suffering from negative thoughts.</p> <p>Students will also study strategies on how to reframe their thinking and become resilient learners.</p>	Students will study different types of relationships and families; exploring the rights that married, civil-partnerships and parents have.

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

## Pushing for Progress

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

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

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

<https://www.studentjob.co.uk/career-advice>

<https://nationalcareers.service.gov.uk/pages/careers-advice>

## 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.



# Spanish

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

## Curriculum intentions and building on prior learning

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

## What will you study in Year 10?

Transition to KS4	<p><b>Autumn 1</b></p> <p>Theme 1 Identity and culture <u>Unit 1: Me, my family and friends</u></p> <ul style="list-style-type: none"> <li>Relationships with family and friends</li> <li>Marriage/partnership</li> </ul> <p><b>Culture:</b> <i>Marriage/Partnership in Spanish Speaking countries</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>subject pronouns</li> <li><b>tener</b> (to have) and <b>ser</b> (to be)</li> <li>present tense reflexive verbs</li> <li>interrogative adjectives</li> <li>adjectival agreement</li> <li>possessive adjectives</li> <li>adverbs of frequency</li> <li>the immediate future</li> </ul>	<p><b>Spring 1</b></p> <p>Theme 1 Identity and culture <u>Unit 3: Free-time activities</u></p> <ul style="list-style-type: none"> <li>Music/ Cinema and TV</li> <li>Food and eating out</li> <li>Sport</li> </ul> <p><b>Culture:</b> <i>Spanish speaking world (society and culture)</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li><b>gustar</b> (to like) + <b>encantar</b> (to love)</li> <li>time phrases, complex negative structures</li> <li>regular preterite (past) tense</li> <li>radical changing verbs</li> <li>adverbs</li> <li>present tense irregular verbs</li> <li>the simple future</li> </ul>	<p><b>Summer 1</b></p> <p>Theme 2: Local, national, international + global areas of interest <u>Unit 5: Home, town, neighbourhood and region</u></p> <ul style="list-style-type: none"> <li>Home</li> <li>Where I live</li> </ul> <p><b>Culture:</b> <i>Spanish speaking countries</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>using <b>hay</b> (there is), <b>ser</b> (to be) and <b>estar</b> (to be)</li> <li>prepositions of place</li> <li>using <b>puedo</b> (I can) and <b>se puede</b> (one can)</li> <li>demonstrative adjectives and pronouns</li> <li>possessive pronouns</li> </ul>
	<p><b>Autumn 2</b></p> <p>Theme 1 Identity and culture <u>Unit 2: Technology in everyday life</u></p> <ul style="list-style-type: none"> <li>Social media</li> <li>Mobile technology</li> </ul> <p><b>Culture:</b> <i>Christmas in Spain</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>the present tense of regular verbs</li> <li>comparatives and superlatives</li> <li>the perfect tense of regular and irregular verbs</li> <li><b>por</b> and <b>para</b> (for)</li> <li>verbs with prepositions</li> <li>the present continuous</li> </ul>	<p><b>Spring 2</b></p> <p>Theme 1 Identity and culture <u>Unit 4: Customs and festivals in Spain and Hispanic countries</u></p> <ul style="list-style-type: none"> <li>Spain and customs</li> <li>Festivals in Spain and Hispanic countries</li> </ul> <p><b>Culture:</b> <i>Spanish/ Hispanic festivals</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>irregular verbs in the preterite (past) tense</li> <li>reflexive verbs in the past tense</li> <li>the imperfect tense of regular verbs</li> <li>deciding between the preterite and imperfect tenses</li> </ul>	<p><b>Summer 2</b></p> <p>Theme 2: Local, national, international and global areas of interest <u>Unit 8: Travel and tourism</u></p> <ul style="list-style-type: none"> <li>Holidays and travel</li> <li>Regions of Spain</li> </ul> <p><b>Culture:</b> <i>Geography of Spain</i></p> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>weather</li> <li>sequencing words and phrases</li> <li>revision of preterite/ Imperfect</li> <li>points of the compass</li> <li><b>estar</b> + past participle</li> <li>passive voice</li> </ul>

## Cultural Capital and Enrichment

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

## Assessment for Learning

During Year 10 students will learn and use a variety of skills: pair work and group work are frequently used for oral activities and games. Used on a regularly basis, they promote learning, as students learn effectively through experiencing and practising the target language.

We always encourage students to use the target language; it provides enjoyment and the immediate success they get motivates students, as they realise, they are able to communicate.

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

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

## 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.kerboodle.com](http://www.kerboodle.com)

### Test yourself

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

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

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



# Resilience

Self Discipline   Teamwork   Resilience   Initiative   Vision   Endeavour

## Provision for Students with Special Educational Needs and/or Disabilities

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

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

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

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

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

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

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

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

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

#### **In PE:**

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

#### **In ICT:**

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

#### **In Food Technology:**

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

#### **In Drama:**

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



# Student Leadership

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

## What student leadership opportunities are available at KNBS?

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

The KNBS 'STRIVE' values of Self-discipline, Teamwork, Resilience, Initiative, Vision and Endeavour underpin all the efforts and projects undertaken by the different student leadership pathways throughout the year.

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

<p><b>Head Boy and Prefect Team</b></p> <p>Our Head Boy and Prefect Team are made up from Year 11 students who are outstanding role models and want to contribute to the life of KNBS. The Head Boy Team is made up of a Head Boy, alongside deputies and Head Prefects. Each Head Prefect is responsible for a specific student leadership area: Sports Rep; Peer Mentoring; Eco-travel Reps and School Council and help run these programmes in school. The whole team meet once a half term and have a presence at anything whole-school related.</p>	<p><b>Student Council</b></p> <p>The school council are democratically chosen from each tutor group to represent students' ideas and thoughts on KNBS.</p> <p>Students attend a year team meeting every half term to discuss and action ways to make the day-to-day life of a KNBS pupil as enjoyable and productive as possible. These discussions and actions are then taken to the school cabinet meetings to discuss further.</p>
<p><b>School Cabinet</b></p> <p>The school cabinet are also chosen democratically from within the student school council. At the start of the year, the school council elect a treasurer, secretary, and communications officer. Two school council reps from each year are also elected to represent their year group at these meetings. These students meet every half-term to discuss any immediate issues and projects in progress within KNBS and help implement positive changes.</p>	<p><b>Eco-travel Reps</b></p> <p>Here at KNBS, we want to play our part in helping climate change. Eco reps are democratically chosen from each tutor group.</p> <p>The eco reps create ideas and opportunities to make our school as environmentally friendly as possible. They meet every half term to discuss and implement ideas.</p>
<p><b>Sports Reps</b></p> <p>Sports reps are chosen democratically from within each form group. Their role is to organise and contribute to the success of our house games programme. Sports reps meet half termly to discuss all things sports including the extra-curricular provision at KNBS.</p>	<p><b>Peer Mentoring</b></p> <p>Our peer mentors are made up from Year 9 students who wish to help other students at KNBS. Our peer mentors are there to support new Year 7 students transition to secondary school, as well as aid any other student who may require help in school.</p>





# Vision

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



# Careers at KNBS

## The Careers Programme and Work Experience

As your son has progressed through King's Norton Boys' School, his knowledge of the world of work and career pathways has been developed through the Careers Education, Information, Advice and Guidance (CEIAG) Programme. The CEIAG Programme has been delivered in Personal Development lessons, form time and dedicated events such as enrichment days or careers fairs. With only two academic years left to go before your son moves on to Further Education, it is time for him to begin thinking about what Post-16 pathway he is going to follow. Please be aware that it is a requirement that young people stay in some form of education to 18 years of age.

The world is rapidly changing with the development of technology, the emergence of new industries and a shifting economic paradigm, partly driven by changes resulting from the COVID pandemic. Therefore, it is essential that your son is aware of current labour market information (LMI) which will inform him how different sectors are faring. Your son should spend time researching how the sectors that he is interested in are progressing and what their future projections are for employability. Your son should also take the opportunity to ask questions of his teachers and of staff at sixth forms and colleges that he visits on open events. It is essential for our students' success in later life that they have a vision for their future, setting themselves medium and long-term goals and create a plan for how they are going to reach that destination. We want our students to be certain that the course(s) or apprenticeship that they undertake after leaving KNBS is right for them and fits in with their vision.

Year 10 form tutors will keep students updated with information that we believe is relevant to them, such as work experience opportunities or careers fairs. It is your son's responsibility to listen to these notices and act upon the ones that are relevant to him. Students can also speak to Mr Kirk, the school's Careers Leader, should they want any help or guidance.

Last academic year, Year 10 students were offered an in-person work experience (WEx) week and the vast majority of the year group successfully secured a placement. Students who did not secure a WEx placement remained in school, primarily completing revision activities. It is, therefore, in your son's best interest to secure a WEx placement this academic year. The dates for this year's WEx week are 27th to 31st March 2023 and the deadline for the pre-approval form is Friday 10th February 2023. Students must hand the pre-approval form to Mr Kirk by the February deadline so that it can then be passed on to a third-party who perform necessary Health and Safety, and insurance checks. (Employers must have Employers Liability Insurance cover.) If these checks are not performed or are returned having not met our minimum requirements, the student will not be allowed to attend that placement. Handing in the form does not guarantee that a placement is confirmed, form tutors will inform students whether their placement has been granted or not. We encourage you to discuss work experience with your son so as to begin that dialogue and get him thinking about what kind of business, company or organisation he wants to work with.

The Careers pages on the school's website contain a wealth of information that students and parents can benefit from, including a page about WEx. Students and parents are urged to navigate through the careers pages and learn about the range of information available to them. If you do have any questions or would like help or guidance, please contact Mr Kirk by email at [s.kirk@knbs.co.uk](mailto:s.kirk@knbs.co.uk).

## **Outdoor Education Programme – KS4**

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

### **Duke of Edinburgh Award**

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

#### **Structure of the Award**

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

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

#### **Benefits**

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



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

## Year 7

Climbing  
BRONZE  
AWARD

'Learn to Ski'  
Lesson

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

Residential Trip  
SOUTH WALES

## Year 8

Students select two activities out of:

Climbing  
BRONZE/SILVER  
AWARD

Mountain Biking  
BRONZE/SILVER  
AWARD

Dinghy Sailing  
BRONZE/SILVER  
AWARD

Canoeing  
BRONZE/SILVER  
AWARD

Bikeability  
Level 3

Residential Trip  
SKI TRIP

## Year 9

Students continue with their two selected activities:

Climbing  
SILVER/GOLD  
AWARD

Mountain Biking  
SILVER/GOLD  
AWARD

Dinghy Sailing  
SILVER/GOLD  
AWARD

Canoeing  
SILVER/GOLD  
AWARD

Duke of  
Edinburgh  
Award  
BRONZE

Residential Trip

## Year 10

Student Mentor Programme

Duke of Edinburgh  
Award  
SILVER





Put your best foot skyward.

# THE ROCK



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