



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

**Year 9 Curriculum Booklet
2024/25**

Year 9 Curriculum Overview

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 9 curriculum with our students' learning at the centre. We have devised a curriculum that provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At KNSB 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 KNSB and we offer our student a wide range of new and exciting experiences through extra-curricular activities that are designed to build self-discipline, teamwork, resilience, initiative, vision and endeavour. These are our core STRIVE values.

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

Yours sincerely,



Mr D Clayton
Headteacher

Registration and Form Time

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

Intentions behind form time

Every school, by law, has to register students twice a day which is the reason we have two form periods a day. However, form time is about much more than registration, it is a key part of pastoral engagement at King's Norton School for Boys. 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 KNSB is to allow the year group to meet collectively. Assemblies are based around topics which are generally outside of the usual school curriculum yet are still important to the lives of our students. They provide students with an opportunity to reflect.

Striving for Success

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

Reflection Task

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

Current Affairs

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

Word of the Week

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

Weekly Attendance News

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

SDfL points and student handbook and equipment

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

STRIVE SELF DISCIPLINE



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

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

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

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

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

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

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

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

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

Personal Development

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

Curriculum Intentions and building on prior learning

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

The Relationships and sex education (RSE) and health education statutory guidance is currently under government review, any changes made will be reflected within our delivery.

What will students study in year 9?

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

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

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

Cultural Capital and Enrichment

The year 9 curriculum has been designed to help develop a student's cultural capital; lessons have been created and arranged to provide students with tools that they need to learn in order to be successful in the world of work, in relationships forged throughout school and beyond, as well as helping them to mature in to a valued member of society as a whole.

Pushing for Progress

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

<https://www.snhu.edu/about-us/newsroom/education/what-are-smart-goals>

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

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

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

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

How can you help at home?

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

Homework

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

STRIVE TEAMWORK



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Core Subject Information

English

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

Curriculum Intentions and building on prior learning

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

What will you study in year 9?

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

Progression through KS3	Conflict Through Time This topic explores the theme of conflict by analysing some of the Power and Conflict poetry; you will also read non-fiction texts from different genres from WW1 to the Iraq war. You will learn about different time periods in history.	Modern Fantasy You will read one of a selection of novels which explores culture. This aims to build on reading resilience and explore how fantasy can be used to reflect upon revolution, faith, war, love, race, power and injustice.	World Seminal Literature You will read a selection of extracts from World seminal literature and explore the ways Literature can be used to expose, and challenge, issues within society.	Greek Tragedy & Shakespeare You will study the complete play Oedipus Rex and understand the origins of the tragic genre and how they influenced Shakespeare by looking at extracts from Hamlet. This provides a stable base to study Macbeth in Y10.
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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 assessed 'End of Module Milestone' and a milestone with whole class feedback. There will also be opportunities for peer and self-assessment using success criteria and model examples so that you are able to explore what has been done well as well as what could be done to improve. Year 9 will provide you with the opportunity to learn and develop skills in both reading and writing across a range of texts and tasks.

Reading <ul style="list-style-type: none">Analysing the development of a theme and characterAnalysing the use of structural methodsMake detailed connections between the texts and their contextsDeveloping analysis of more complex textsExploring alternative interpretations of languageWriting extended responses increasing writing stamina, while linking across a text	Writing <ul style="list-style-type: none">Using structural features inventivelyVarying punctuation consistently and accuratelyIncreasing the sophistication of creative writing skills learnt in year 7 and year 8Writing for meaning/effectHow to vary your writing to suit purpose and audienceReinforce using structural features within writingIncreasing vocabulary repertoire
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Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

We often find that, as children get older and become more independent, their requirement (and willingness) for parental guidance with homework reduces. However, you can help at home by talking to your son about the work that they are doing in school as well as ensuring that they are reading at home and discussing their books with them. It would also be beneficial to, wherever possible, get involved in what your son is learning: getting him to teach you about something that he has been studying, asking him to tell you about the issues that a text might address, helping with spellings, listening to your son read and asking questions about the book to ensure understanding.

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

Homework

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

Maths

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 9?

Students in Year 9 will either follow the 'Core' or the 'Core+' scheme of work, where they will explore a range of topics from the six strands of the Mathematics Curriculum. Students who follow the 'Core+' scheme of study will experience a range of more challenging topics that will stretch and challenge our most able pupils.

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

Assessment for Learning

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

Students will then sit a series of milestone assessments covering up to two topics. These are peer assessed with whole class feedback. These tests are used to further identify and address misconceptions and to confirm progress on skills learnt.

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

Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 9 Maths curriculum by exploring a range of topics in context, including reading timetables and maps, personal finance- including savings and expenditure, understanding payslips and budgeting, recipes and proportion, utility bills, best buys, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

Pushing for Progress

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

- SparxMaths – working through topics as outlined on the termly numeracy newsletter and completing the Boost and Target tasks.
- BBC Bitesize
- Discussions at home
- Adjusting recipes/weighing ingredients when cooking Involvement with family budgeting
- Corbett Maths 5-a-day
- Revising topics studied through Numeracy Ninjas

How can you help at home?

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

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

Homework

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

Science

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 9?

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

Assessment for Learning

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

Practical skills

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

Written work

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

Cultural Capital and Enrichment

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

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

Pushing for Progress

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

BBC Bitesize

Active Learn (school subscription)

T.V. documentaries

Activities on Century

Discussions at home

Revising topics studied

School or personal trips to educational centres

Reading/watching news

How can parents/carers help at home?

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

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

Homework

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

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

STRIVE INITIATIVE



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Non-Core Subject Information

Art

Celebrating Creativity and developing independent learners

Curriculum Intentions and building on prior learning

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

We have some exciting topics for students to study in year 9 which will prepare them for GCSE if they choose art. Each one will enable them to discover new places and different cultures and evaluate their own ideas and beliefs. Students will produce personal and creative artwork for every topic and be able to explore their own personal identity in each piece. Students will build on knowledge and practical skills learned in primary school, but at a much deeper level. They will be able to verbally discuss their work and ideas with increasing fluency and accuracy.

What will students study in year 8?

Throughout year 9, students will study topics which will enhance their knowledge of the world and develop their practical skills.

Transition to KS3

Creatures

The first module is a very big module covering an extensive range of skills, artists and techniques. Students will study a range of traditional and contemporary animal and mythical creature artists, for example Vexx who is a famous Youtuber and Tiktoker. Students will work in a huge range of materials ranging from clay, fineliner, paint, oil pastels and some GCSE materials. Students will create larger scale and more intricate work in this module pushing their skills and material knowledge.

Typography

For the second module students will be creating artwork in graffiti style and using other typography design principles. Students will create two-dimensional and 3-dimensional work using a range of materials and influence by a variety of artists and designers. Students will also create an anatomical heart typography illustration which not only teaches art principles but increases knowledge needed in GCSE PE and Science.

Assessment for Learning

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

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

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

Cultural Capital and Enrichment

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

Homework tasks are regularly set and allow for students creativity and individual approach. All homework tasks are geared towards helping to develop their creativity and fine motor skills.

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

Pushing for Progress

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

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

How can you help at home?

Parents and carers can help by giving your son the skills to be an independent learner. Ensure that your son takes a well organised approach to homework. It would be helpful to set out times that your son is expected to complete homework at home during the evening and at weekends. Please encourage your son to spread Art homework out over the one or two-week period that it has been set, rather than completing it at the last minute. This will reinforce what he is being told by his Art teacher at school and will ensure that we see the best of his ability.

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

Homework

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

Computing

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

Curriculum intentions and building on prior learning

We understand that everyone's technical experiences are vastly different from both KS2 and as well as the level of understanding at the end of year 8. With this in mind, we ensure that every student is supported fully with the intention of being technically confident and independent by the end of year 9. You will be developing a deeper understanding on the purpose of digital products and how to use appropriate software to create and save them in various file formats. We will give you real life challenges to help build your knowledge and skills. Throughout the year we will embed a mixture of iMedia, Business and Computer Science topics. You will advance your learning from the foundational skills of basic programming gained in Years 7 and 8, to more complex programming using Python (industry level programming language). By the end of year 9 will you have a solid understanding of computing and will be in a good position to include Creative iMedia, Business Studies and/or Computer Science in your GCSE subject choices. Your enhanced skills will come in very handy for not only your time at school but most likely your career.

What will you study in year 9?

In order to build up your skills in preparation for KS4 Creative iMedia, Business Studies, and Computer Science, we embed some topics with a practical component through use of software such as Photoshop, as well as advance their knowledge of computational thinking concepts and tools, and learn fundamental business concepts.

Progression through KS3	Visual Identity In this module students will explore the relationship between brand identity and the design process of digital graphics. They will research existing brands and will explore the psychology of aspects such as colour, conventions, and typography.	Digital Graphics and assets Students will use their understanding from the visual identity module, to plan and create digital, artwork for a project (computer game). They will develop their photoshop skills and will need to create a product following a client's brief.	Marketing and branding your product This module explores how the digital graphic they created, can be marketed and promoted. Students will learn about the marketing mix which consists of market segmentation, pricing strategies, product lifecycles and promotional strategies.	STEM/Coding Challenges throughout the year
	Introduction to Python The focus of this topic is for pupils to understand the process of developing programs, the importance of writing correct syntax, being able to design and create algorithms for simple programs and be able to debug their programs. The pupils' final programs are put into a learning portfolio for assessment	AI & Machine Learning The unit first looks at what AI is and the history and developments behind it. Ethics of AI are covered with students being able to consider several different areas of ethical concern. Students then apply theory to knowledge with three projects : an image detection program, a chatbot to serve customers in an online shop, and a program that can create a rating on a text review		

Assessment for Learning

Students will be assessed formally at three different stages within the year. Each assessment will build upon knowledge and skills learnt from all previous units. Due to the nature of the subject, students will be assessed via practical and written tasks

Written Tasks

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

Practical Tasks

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

Cultural Capital and Enrichment

Technology is everywhere and is almost a guaranteed 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 of technology outside of the classroom. The computer suites are available most lunch times and after school for students to use. We also suggest online courses and interactive websites students can use outside of lessons to help challenge them even further.

Pushing for Progress

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

Code.org (a complete course that ranges from KS3 to KS4)

Bitesize

Exploring websites for different purposes

How can you help at home?

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

Homework

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

Each task will either reinforce a key concept from lessons, or it will extend knowledge further. We aim to create independent learners in ICT/Computer Science, and we encourage them to research, and analyse new concepts.

Drama

"Don't act "in general", for the sake of action; always act with a purpose" Stanislavski

Curriculum intentions and building on prior learning

The Drama curriculum in year 9 will be closely linked to the elements of both component 2 and 3 of the AQA GCSE Drama specification. The focus will be Verbatim theatre. Your son will develop their knowledge and understanding of what Verbatim Theatre is and how this style of theatre can be effective in storytelling. What are the key components of Verbatim Theatre? What are the mannerisms of a character and how can they be applied in role to demonstrate emotions, attitudes and behaviours? From there, they will explore the ideas of how this style of theatre may be interpreted through practical and written responses. This will be explored as an actor and director. This year will be building on previous knowledge of working with only extracts to look at using text to create performance, focus on spoken dialogue, use of voice and stage directions.

What will you study in year 9?

Progression through KS3	Skills Students will explore throughout the lessons the following techniques: Verbatim, Monologues, Duologues, Documentary, Cross Cutting, Evaluation.	Verbatim extracts Throughout this scheme your son will explore different extracts including 'The colour of Justice' based on verbatim transcripts of the Stephen Lawrence inquiry. There will be a focus on a comprehensive chronology of events which supports the application of Verbatim performance skills. They will be developing an understanding of the powerful impact, Verbatim theatre offers. Students will also explore 9/11 transcripts, documentaries and interviews.	Enrichment Students will develop a variety of transferable skills that will not only support their progress in drama but also across the whole curriculum. For example, their confidence will improve through group work and performances to support them with the ability to share creative work with peers. Students will have the opportunity to explore creatively and develop different ways to express themselves, which will allow them to deal with challenging situations.
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Assessment for Learning

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

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

Cultural Capital and Enrichment

Students gain an understanding of why Verbatim Theatre is important and how it enhances their lives. Verbatim Theatre is a great way for students to work on creating a physical character and to hear/analyse natural dialogue. This style of theatre can break down complex social issues and promote change, by presenting a digestible, authentic piece of theatre, with clear messages to take-home. Verbatim transcripts capture the exact spoken word, including pauses, stutters and other noises. During this unit, students will look at discrimination and prejudice within society and how it can impact daily lives.

Pushing for Progress

Seeing theatre live will help immensely and will help push for progress. There are a wide range of theatres in and around Birmingham which cater to different budgets. Birmingham Hippodrome, MAC, the REP, Crescent 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
- Netflix (Les Misérable, Shrek the Musical, The Prom)
- Disney plus (Annie, Beauty and the Beast, Hamilton, Into the Woods, Mary Poppins)
- Theatres sites such as the National Theatre and the RSC

How can you help at home?

You can help at home by discussing what your son has learnt within the Drama studio. This does not just have to be Drama skills, but how he has become a better team player; how to deal with different people and different ideas and how he might have taken on a leadership role and how he dealt with that. It would also be beneficial to discuss their performance ideas with you. It will allow your son to formalise their ideas and consider the characters emotions and their motives. You can discuss Verbatim theatre and help them to identify the emotions of the characters within what they are reading, as the extracts will be real life experiences, he may want to ask you further questions or conduct his own research. From there you can help them work out which key words to emphasise and which tone of voice to use. Also, you can help remind them to project their voice and to be clear.

Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. The homework set will help your son to explore different events and extracts. They will be asked to conduct research into the Stephen Lawrence inquiry and 9/11, create performance ideas, explore skills required to perform convincingly in the style of Verbatim. These tasks will help promote independence and creative thinking. They will additionally be asked to prepare for their assessment how they see fit, be in sourcing props and costumes or rehearsing lines with others.

Design Technology

Design, Create, Evaluate

Curriculum Intentions and building on prior learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. During year 9, students will be able to select appropriate tools and equipment to enable their own products to evolve. They will be competent CAD designers thus enabling effective use/selection of CAM if required. They will continue to work with a range of materials, including soldering electronic circuits and using these to develop the products they're making.

What will you study in Y9?

During year 9, you will experience the iterative process of designing and complete a variety of creative and practical activities.

Explore

Explore the use of a range of new tools, equipment and stock forms of materials. Understand their capabilities and limitations and use the findings appropriately by using prototype modelling.

Create

Use different stock forms of aluminium to manufacture products. Use pop riveting, centre lathe and shaping and forming tools to complete a model aeroplane. Solder motor electronic circuit to power propeller/fan.

Evaluate

Evaluate their final product with their chosen client and gain feedback using video and photographs. Use this feedback to suggest improvements and any modifications.

Assessment for Learning

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

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

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

Cultural Capital and Enrichment

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

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

Pushing for Progress

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

Websites

BBC bitesize

Technology student

BBC Micro:bit

YouTube

Robert Woolley

Product Designer Sketching

Free on-line software

Tinker CAD

Autodesk Fusion 360

How can you help at home?

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

The World Economic Forum's top three skills for 2023 are Complex problem solving, creative thinking and resilience.

Homework

Design & Technology homework will follow a similar format as in year 8, I've created a series of videos for the children to watch about the processes and equipment they'll be using. Some of the homework will be to watch these and make necessary notes ready for the following lesson, other homework will be design/sketching activities and online quizzes covering theory knowledge of materials and processes we use in some aspect of year 10 so the students get a feel for the type of work we'll be covering next year.

Food Technology

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

Curriculum intentions and building on prior learning

Learning how to cook is a crucial life skill for students both now and in later life so in year 9 we aim to equip you with the cooking skills needed when you leave school at the end of year 11 or prepare you for the GCSE Food Preparation and Nutrition option.

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

What will you study in year 9?

During your year 9 rotation you will prepare and make a range of dishes that can be adapted to flavours and ingredients eaten at home.

	Practical skills	Practical Dishes	Theory Content
Progression through KS3	<ul style="list-style-type: none">- Knife skills- Washing up- Using the stove/oven- Using weighing scales- Peeling- Chopping- Grating- Boiling- Frying- Rubbing in- Combining flavours- Independent cooking	<ul style="list-style-type: none">- Fajitas- Pasta bake- Curry (student's own recipe)- Chilli Con Carne- Swiss roll- Sweet and sour chicken- Tiramisu- Own choice <p>All year 9 recipes are just a guide and students are expected to adapt or find their own recipes to cook with.</p>	<ul style="list-style-type: none">- Food poisoning- Food poisoning bacteria- Allergens- Food choice- Nutritional labelling- British and International cuisine

Assessment for Learning

During the year 9 rotation in Food Technology, you will be assessed in two ways:

Written understanding:

At the beginning of each lesson there are recap questions that you will answer looking back at the previous lessons. You will be given time to answer then swap with a fellow classmate to assess their answers and understanding. There are written tasks to complete and your teacher will give feedback on these.

Practical skills:

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

Cultural Capital and Enrichment

Learning to cook is an essential skill for everyone, whether for now or in later life. So, during your rotation in year 9 you will be increasing your knowledge of dishes and how to follow recipes. You will be given tasks that require research and practice at home as well as opportunities to watch chefs cook and create dishes. You will be encouraged to watch cooking programs at home, help with the family meal preparations and assist in the washing up and cleaning afterwards.

Pushing for Progress

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

BBC Good Food

Food a Fact of Life

BBC Bitesize

MasterChef

Great British Bake Off

Great British Menu

How can you help at home?

You can help at home by talking to your child about the work and cooking lessons they are completing at school. It would be beneficial to read through the recipe before the cooking lesson to allow your son time to understand the steps within the process.

During year 9 you can encourage your son to get involved in cooking the family meals and also washing up afterwards. The more exposure to the kitchen and cooking the pupils get, the more confident they will be in the lessons.

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

Homework

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

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

French

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

Curriculum intentions and building on prior learning

Students will further consolidate the grammar they have learnt in year 7 and 8 but will also learn about modal verbs and other verb tenses. By the end of year 9 students will be confident in using four different time frames with regular and irregular verbs over a variety of topics. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Throughout the year students will further develop their knowledge about key cultural aspects of France and other French speaking countries. The four skills are Listening, Speaking, Reading and Writing and most lessons will contain all four elements. There is a strong focus on grammar in line with the new GCSE Modern Foreign Language specification. The learning platform that students use to supplement their studies is Activelearn and the digital textbook is Studio 3.

What will you study in Year 9?

Progression through KS3	Autumn	Spring	Summer
	<p><u>Active learn/Textbook: Studio 2</u> <i>My Identity</i></p> <ul style="list-style-type: none"> • Personality • Relationships • Music • Clothes • Passions 	<p><u>Active learn/Textbook: Studio 3</u> <i>Module 2- Healthy lifestyle</i></p> <ul style="list-style-type: none"> • Parts of the body • Sport • Healthy eating • Plans to keep fit 	<p><u>Active learn/Textbook: Dynamo</u> <i>Module 4 – The world</i></p> <ul style="list-style-type: none"> • Eating habits • Animals and the natural world • Plastic and the environment • Plans to change the world
	<p><u>Active Learn/Textbook Studio 3</u> <i>Module 1- My social life</i></p> <ul style="list-style-type: none"> • Social media • Describing your friends • Arranging to meet • Describing a social event 	<p><u>Active Learn/Textbook Studio 3</u> <i>Module 3 – Careers & Jobs</i></p> <ul style="list-style-type: none"> • Jobs • Ambitions • Future plans 	<p><u>Active Learn/Textbook Studio 3</u> <i>Module 4 – Holidays</i></p> <ul style="list-style-type: none"> • Holiday activities • Adventure holidays • Holiday disasters
<p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Adjectival agreements • Reflexive verbs • Agreeing and disagreeing • Justifications • Present tense verbs • Direct object pronouns • Near future tense • Perfect tense 	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> • à + definite article • <i>il faut</i> • Future tense • Consolidation of m/f nouns • Modal verbs • Imperfect tense • Different tenses together 	<p><u>Grammar:</u></p> <ul style="list-style-type: none"> • Negative expressions • Superlative • Conditional tense • Asking questions using inversion • Combining different tenses • Using emphatic pronouns 	
<p><u>Culture:</u></p> <ul style="list-style-type: none"> • <i>French music and festivals</i> 	<p><u>Culture:</u></p> <ul style="list-style-type: none"> • <i>Teenage health issues</i> • <i>Jobs using languages</i> 	<p><u>Culture:</u></p> <ul style="list-style-type: none"> • <i>French holiday resorts</i> 	

Assessment for Learning

During Year 9 students will learn and use a variety of skills:

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

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

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

Cultural Capital and Enrichment

Every year we celebrate European Day of Languages (26th September) by holding a Languages competition.

Homework drop in during lunchtime has also been part of our practice in MFL (Modern Foreign Languages).

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

Pushing for Progress

Practise, practise, practise

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

Test yourself

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

How can you help at home?

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

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

Homework

Vocabulary learning - usually in a format of an online "Spelling test" or quiz, both are available on Satchel One.

Homework could also be a reading/listening exercise from the **Active Learn website**.

End of Module Milestone assessment preparation - Homework is based on memorising and writing the extended answers for the unit of work covered.

Geography

“Geography is about understanding the complexity of our world”

Curriculum intentions and building on prior learning

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

What will you study in year 9?

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

Assessment for Learning

Students will be assessed both formally and informally using a combination of teacher, self and peer assessment. Topics are assessed using teacher assessment, an STR, knowledge retrieval activities and exam-style questions. In year 9, there is greater emphasis on GCSE style questions requiring a more structured response. Day to day assessment lends itself to peer and self-assessment using success criteria and model examples so that you are able to assess what has been done well as well as what could be done to improve. Every lesson will involve sharing clear learning intentions, effective questioning and engaging in dialogue with individual students about their geographical learning. It is very important that they have a clear understanding about how well they are doing in Geography and what they should do next to make further progress. As well as these formative strategies, students undertake termly summative assessments to identify strengths and weaknesses in student's subject knowledge, understanding and skills.

Cultural Capital and Enrichment

Geography has an important role to play with regard to cultural capital. Cultural capital is the accumulation of knowledge, behaviours and skills that a student can draw upon to demonstrate their cultural awareness, knowledge and competence. The curriculum is designed to inspire a curiosity and fascination about the world and its people as well as equipping them with knowledge about diverse places, people, resources and natural/human environments. Through the Ecosystem, Russia and climate change topics, students explore in greater depth the relationship between people and resources and the significance of global co-operation with regard to issues such as deforestation. The concept of place and interdependence is developed further in the Life in an Emerging County unit of work. Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world.

Pushing for Progress

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

BBC Bitesize

Seneca Learning

World atlas

'Time for geography'

Mapzone

Education Quizzes

Review documentaries

Active revision

Reading around current topics

How can you help at home?

One of the most valuable things you can do for your son is to talk about their learning and encourage them to share their knowledge and understanding of the topics covered, promoting deeper thinking and checking homework has been completed. Encouraging your child to access 'Geography in the news' articles and watching relevant documentaries will help to promote conversations about the topics covered and encourage the development of their own understanding and opinion of society and the events that take place within it. Keeping up with current affairs of a social, economic and environmental nature is core to being a great geographer. With regard to skills, using Ordnance Survey maps/extracts for planning local walks or trips in the car would help to consolidate map work. Finally, a child's progress can be enhanced further by parent(s) having high aspirations and expectations for their child; including how important school is.

Homework

Homework allows students to extend their understanding, consolidate learning that has taken place in class and demonstrate creativity, imagination, resourcefulness, independence and ownership of their learning. It will be set on a weekly basis and teachers will strive to give students at least five days to complete the task. There will be a variety of tasks to develop different geographical skills, knowledge and understanding, for example, learning definitions or spellings of key vocabulary, developing quizzes, fact-files to improve knowledge of places, active revision etc. Learning can be extended by accessing the previously mentioned websites and students should also be encouraged to review and revise the work they do in school as a matter of course.

History

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

R. G. Collingwood

Curriculum Intentions and building on prior learning

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

What will you study in Y9?

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

Conflict and tension around World War One

Studying the build up to World War One and the resulting conflict students will develop their skills of historical explanation and also focus on their source skills.

Conflict and tension around World War Two

Studying briefly the interwar period and then the resulting conflict of WW2, students will focus on the issues of historical significance looking at turning points of the war.

Conflict and tension – The Cold War and modern world

Studying the post war world up until the end of the 20th century students will examine key topics such as the Cuban missile crisis, Vietnam, and the development of terrorism in the modern world. The focus will be on the key skills of historical explanation and significance. Students will also consolidate their source and interpretation skills.

Assessment for Learning

Throughout the year students will be formally assessed with both 'Within Module' and End of Module assessments taking place. There will also be opportunities for peer and self-assessed using success criteria and model examples so that students are encouraged to become more independent and self-reflective learners.

Throughout year 9 you will have the opportunity to develop the four key skills of History and will be focussing on the following aspects:

Historical explanation

- Explaining causes and consequences of events
- Writing paragraphs that build an argument
- Focussing on the use of FACTORS in explanations

Historical Sources

- Explaining details in sources by using specific own knowledge
- Explaining the relevance of the provenance of sources
- Comparing and contrasting sources

Historical Significance

- Explaining the SHORT and LONGER term significance of events
- Making judgments on the significance of people and events using own knowledge as evidence

Historical interpretations

- Explaining the emphasis and focus of differing interpretations
- Supporting and challenging what different interpretations say by using own knowledge

Cultural Capital and Enrichment

Students will be focussing on key aspects of 20th century History which have relevance to their lives today. Students will consider issues such as remembrance of World War One in a modern day setting, the relevance of the Holocaust to the modern world and issues surrounding its teaching at school. Students will also be examining other cultures throughout their studies in year 9 including the different peoples of the Middle East and Eastern Europe, the contributions of different cultures to both World Wars and the impact felt by that. Students are also offered the opportunity to complete a WW1 Battlefields tour in Northern France and Belgium to complement their learning in the classroom.

Pushing for Progress

Reading (fictional)

Medal for Leroy by Michael Morpurgo – Inspired by the true story of Walter Tull, professional footballer and the first black officer in the British Army.

Anzac Boys by Tony Bradman – Two orphan brothers are encouraged to emigrate to Australia, used as cheap labour and then join the army and find themselves at Gallipoli.

The Eagle has Landed by Jack Higgins – The Second World War and the German government has given orders to capture Winston Churchill.

The Book Thief by Markus Zusak – Narrated by death. Fostered, with parents taken away, a young book thief called Liesel lives in a community in Germany that death is visiting.

Websites (factual)

WW1 <https://www.bbc.co.uk/teach/world-war-one-video-resources/zmqxyc>

<https://www.youtube.com/user/TheGreatWar>

WW2 <https://www.bbc.co.uk/bitesize/topics/zk94jxs>

<https://www.youtube.com/channel/UCP1AejCL4DA7jYkZAELRhHQ>

POST WW2

<https://www.bbc.co.uk/bitesize/guides/z3h9mnb/revision/1>

<https://www.bbc.co.uk/bitesize/topics/zwjwxnb>

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

How can you help at home?

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

Homework

Students will be set regular homework on a weekly basis in year 9. Often these homeworks will either enable students to review past learning by revision for small classroom knowledge tests or reviewing key subject specific vocabulary. Students will also be asked often to complete simple research tasks to prepare them for upcoming lessons and topics. Occasionally students will be asked to complete a more extensive piece of work at home which could take the form of a research project or extended piece of writing. These are designed to promote more independent learning and building confidence for the GCSE course.

Music

Celebrating Creativity - "Where words fail, music speaks"

Curriculum Intentions and building on prior learning

The music curriculum in year 9 will build on students' prior knowledge of music from years 7-8 and prepare them for future musical experiences by continuing to study and develop the Elements of Music, whilst building on their knowledge and skills in performance using a variety of different instruments, composing using music technology and further developing their listening skills. In music, we explore different musical instruments, styles and techniques whilst promoting an appreciation of music from different cultures. We aim to foster student's self-expression, creativity and knowledge, developing their skills into become well-rounded musicians.

What will you study in year 9?

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

	Film Music	Popular Music	Reggae and Remix
Progression through KS3	<p>Students will learn about the context, features and development of Film Music, examining music from a range of composers. They will examine and create techniques such as fanfares, mickey-mousing, leitmotifs and musical clichés.</p> <p>Students will compose music to accompany film scenes, integrating key film music techniques and produce a more sophisticated use of the elements of music to create a suitable atmosphere to represent the given scene.</p>	<p>Students will learn how popular music has developed over time, its key features and their typical structure. They will also examine how artists use the elements of music to create cover versions and remixes and use samples.</p> <p>Students will perform some popular music songs either independently, in pair or in small groups.</p>	<p>Students will learn about the cultural context and development of Reggae. Students will have the option to either perform a reggae song or create an arrangement of a popular song into a reggae style.</p> <p>Students will use their knowledge of different styles of music and its key features, to manipulate an existing popular song, creating a remix into a contrasting genre of their choice through the use of music technology.</p>

Assessment for Learning

Year 9 will provide students with the opportunity to build on prior knowledge and skills acquired from year 7 and 8, through performing, composing, listening and evaluation of music. Throughout the year, students' will complete milestone assessments, using a combination of these skills to determine their understanding of the topic. The assessments will focus on either/or a combination of performing, composing, listening and theory knowledge.

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

Cultural Capital and Enrichment

In the music curriculum we place emphasis on the importance of students engaging with a wide range of genres of music. This includes both historical and modern genres and composers, from the Baroque era to modern remixes. We aim to enable students to become knowledgeable about a wide range of music and be comfortable discussing its value and merits. We offer a range of extra-curricular activities which are open to all students and ensembles for instrumentalists. The music department's combination of clubs, performance events, peripatetic instrumental lessons and trips, offer further opportunities for students to explore music they may never have come across before and develop their musical abilities.

Pushing for Progress

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

- Instrumental lessons (either through school or privately). *Funding may be available for students who are in receipt of free school meals or have been in the past 6 years – please enquire with the Music Department.*
- BBC Bitesize KS3 Music Pages
- Listening to music and discussing with family members
- Revising topics studied in school
- Practising an instrument
- Online / YouTube instrumental tutorials
- Composing using an online platform

How can you help at home?

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

Homework

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

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

Physical Education

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

Curriculum Intentions and building on prior learning

Year 9 students will build on and embed the physical development and skills learned in years 7 and 8, become more competent, confident, and advanced in their techniques. Students progress to applying techniques across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity. Students will also learn exam PE topic areas through their Fitness Unit (spring term), preparing and giving a taste of the content within the GCSE PE and BTEC Sport courses.

What will you study in year 9?

Progression through KS3	Autumn Term: Rugby Football Basketball Cross Country Handball	Spring Term: Badminton Table Tennis Fitness/Theory PE Trampolining	Summer Term: Athletics Cricket Softball	Full extra-curricular programme of practices and fixtures
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Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. You will be assessed, for each unit, with your teacher using success criteria related to that unit, so that you are able to explore what you have done well, as well as what you could do to improve.

Physical Education curriculum at KNBS:

The KNBS physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness.

The extra-curricular opportunities enable students to compete in sport, build character and help to embed values such as fairness and respect.

Physical Education at KNBS aims:

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

Enrichment

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 9 students will undertake two hours of PE a week. This will continue throughout KS3. Currently in KS4 students undertake three hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another five hours of PE a fortnight onto their exam timetable. Year 9 will have exam PE fully explained to them and undertake a bridging unit of 'Fitness' to give a taste of what exam PE looks like.

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

Pushing for Progress

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

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

How can you help at home?

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

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

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

Homework

Homework throughout year 9 is done through students' participation at extra-curricular clubs or online exam style questions or quiz. Students are encouraged to participate in after school and to develop more advanced skills through participation in these clubs. The general expectation is that each student attends at least one club a week.

Students are also expected to take part in House Games as often as possible. A house activity takes place every half term for students to compete against one another.

Students will also be given tasks to complete online in the form of a test. Before Easter they will complete a significant online test to evaluate their suitability for examination courses within PE.

STRIVE RESILIENCE



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**



Religion, Philosophy and Ethics (RPE)

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

14th Dalai Lama

Curriculum Intentions and building on prior learning

The RPE curriculum in Y9 is designed to engage students with complex moral and ethical questions through the lens of religious and philosophical perspectives. By examining the problem of evil, the structure of the family unit, and the role of religion in medical ethics, students will develop critical thinking skills, empathy, and respect for diverse beliefs and practices. The curriculum aims to foster personal reflection, informed debate, and a commitment to understanding and addressing the ethical challenges of our world, skills honed throughout years 7 & 8 that will prepare students to navigate and contribute positively to a diverse and interconnected society.

What will your son study in Y9?

Why is evil a problem for religious people?

Studying 'The Problem of Evil' will involve an insight into the Christian view of how evil came to existence; the theory of free will and why some people believe that evil is necessary to help us develop into stronger characters.

How should the family unit be structured?

In this unit students explore diverse religious and cultural views on family structures and roles. They will examine the importance of family in different traditions, how beliefs influence practices, and contemporary issues like gender roles, marriage, and parenting in relation to modern societal values.

Should religion have a role in determining medical ethics?

This unit enables students to explore how religious beliefs influence medical ethics, analysing dilemmas like end-of-life care, reproductive ethics, and genetic engineering. They assess different religious responses and arguments for and against religious involvement in medical decision-making

Student's learning at this key stage will be guided by encouraging and promoting **24 dispositions**. Taken together, the dispositions constitute a person's spiritual and moral character and help to depict a human ideal.

These dispositions are clustered as follows:

Creativity:

Being imaginative and explorative
Appreciating beauty
Expressing Joy
Being thankful

Choice:

Living by rules
Being fair and just
Being accountable and living with integrity
Being temperate, self-disciplined and seeking contentment

Compassion:

Caring for others, animals and the environment
Sharing and being generous
Responding to suffering
Being merciful and forgiving

Community:

Being modest and listening to others
Cultivating inclusion, identity and belonging
Creating unity and harmony
Participating and willing to lead

Commitment:

Remembering roots
Being loyal and steadfast
Being hopeful and visionary
Being courageous and confident

Contemplation:

Being curious and valuing knowledge
Being open, honest and truthful
Being reflective and self-critical
Being attentive to the sacred, as well as the precious.

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 within module milestone assessment and a teacher assessed end of module milestone assessment. You will be given success criteria for any assessed work to allow you to have the best chance of success.

Cultural Capital and Enrichment

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

Pushing for Progress

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

BBC Teach
BBC Bitesize
Seneca Learning
Truetube
Quizlet

Recommended documentaries found on Youtube:

The Life Of Muhammad, Jerusalem: Three religions, three families | Faith Matters, One Day In Auschwitz, A Very British Ramadan, Sacred Journeys- Lourdes, The Story of God with Morgan Freeman, Epic Journey to the Holy Land, Tsunami: where was God?

How can you help at home?

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

Homework

Students will be set homework once a fortnight and will be given at least 2 days to complete it, depending on the timetable. Homework will usually involve some research and will either consolidate what he has learnt in class or will form the starter for the next lesson.

Spanish

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

Curriculum intentions and building on prior learning

Students will further consolidate and build on what they have learnt in years 7 and 8, but will also learn the conditional tense. Learning a language is made up of four key skills, *listening, speaking, reading* and *writing*, and most lessons will contain all four elements. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Alongside the written and spoken production they learn further grammatical knowledge to develop their understanding of how a language works. (*this is in line with the new GCSE exam*) By the end of year 9 students will be confident in using three tenses with regular, (and some key irregular verbs) over a variety of topics. Throughout the course, students will further develop their knowledge of Spain and Spanish speaking countries in order to broaden their cultural horizons and understanding of the world in which they live. The learning platform that students use to supplement their studies is Activelearn and the digital textbooks are Viva 2 and 3.

What will you study in year 9?

Progression through KS3	<p>Autumn Active Learn/Textbook: Viva 2</p> <ul style="list-style-type: none"> • Invitations and excuses • Daily routine • Clothes • Sporting events • Describing a particular event 	<p>Spring Active Learn/Textbook: Viva 3</p> <ul style="list-style-type: none"> • Future plans • Ideal job • Talking about diet • Active lifestyle • Daily routine • Ailments • Getting fit 	<p>Summer Active Learn/Textbook: Viva 3</p> <ul style="list-style-type: none"> • Children's lives • Children's rights • Fair trade • Environmental issues • Raising money for charity
	<p>Active Learn/Textbook: Viva 3</p> <ul style="list-style-type: none"> • Jobs • Activities at work • Describing job • What you did at work <p>Culture: <i>Spanish speaking routines</i> <i>Spanish customs</i> <i>Spanish working routines</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> • Conditional tense (<i>I would...</i>) • Modal verbs <i>querer</i> (to want) and <i>poder</i> (to be able) • Reflexive verbs (present tense) • Simple future tense (<i>I will...</i>) • Demonstrative adjectives (<i>this/these</i>) • Modal verbs <i>tener que</i> (to have to) and <i>deber</i> (to have to) • Revise adjectival agreement • Revise preterite of regular verbs • Using three tenses together 	<p>Culture: <i>Spanish speaking diet</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> • Revise the near future tense • Using three tenses together • Negatives • Direct object pronouns • Stem-changing verbs • Revise reflexive verbs • Revise modal verbs (<i>se debe/ no se debe</i>) • Use me duele/n 	<p>Culture: <i>Spanish speaking countries and environment</i></p> <p>Grammar:</p> <ul style="list-style-type: none"> • Revise modal verb <i>poder</i> (to be able) – irregular stem-changing verb • Revise possessive adjectives <i>mi/s, tu/s, su/s</i> (my, your, his/her) • Lo bueno/ lo malo (the good/bad) • Using <i>se debería</i> (one should) • Using para + infinitive (to say more complex sentences) • Revise near future • Revise preterite of regular verbs • Using the infinitive of key verbs <i>había</i> (there used to be), <i>tenía</i> (it used to have), <i>estaba</i> (it used to be..) • The imperative • Three tenses together

Assessment for Learning

During year 9 students will learn and use a variety of skills:

- Pair work and group work are frequently used for oral activities and games. (e.g. *battleships, noughts & crosses, roleplays, surveys etc.*)
- Self and peer-assessment are used in MFL as an effective way for students to learn how to improve. This is particularly true during listening, reading and translation activities, where students gain instant feedback on their performance and can discuss with others how to improve.
- More formal, summative assessments take place every half term at the end of each unit of work. They comprise a combination of receptive skills (listening or reading) and productive skills (speaking or writing). In this way, students' progress across all four language skills is monitored during the course of the year.

Pushing for Progress

Practise, practise, practise

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

Test yourself

- Use www.quizlet.com to test yourself on vocabulary for each topic –
- Extend your vocabulary base by looking up new words on www.wordreference.com or use it as an online dictionary
- BBC Bitesize has activities for each unit – <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

Cultural Capital and Enrichment

Every year we celebrate European Day of Languages (26th September) by holding a Languages competition.

Homework drop in during lunchtime has also been part of our practice in MFL (Modern Foreign Languages). We are in the process of establishing a weekly language club where students will have the opportunity to watch films or play games using the target language.

How can you help at home?

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

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

Homework

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

For week 5-7 Homework are based on memorising and writing the paragraph for unit of work covered.

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

Provision for Students with Special Educational Needs and/or Disabilities

Students with Special Educational Needs and/or Disabilities can expect to receive support through High Quality Teaching 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, using One Page Profiles to inform teachers, 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
- Assistive technology is provided on a needs basis.

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 or additional time on tasks 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

STRIVE ENDEAVOUR



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**



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

Year 7

Climbing Tower
BRONZE AWARD

Bikeability
Level 1 and 2
(Dependent of previous primary school experience)

Specialist Adventure Day

Residentials

KS3 RESIDENTIAL

Launch in Year 7
Participate in Year 8

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
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Specialist Residential Opportunity

Launch in Year 8
Participate in Year 9

(Past experiences include skiing, yachting and foreign expeditions etc)

Year 9

Students select one activity to specialise in:

Climbing SILVER/GOLD AWARD	Mountain Biking SILVER/GOLD AWARD	Dinghy Sailing SILVER/GOLD AWARD	Canoeing SILVER/GOLD AWARD	Duke of Edinburgh Award BRONZE
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SUBJECT RESIDENTIALS:

Run throughout the KS3 and KS4 curriculum

Year 10 & 11

Outdoor Adventure
Student Leadership Programme

Duke of Edinburgh Award
SILVER

- Every effort will be made to keep to the programme & timings of the Outdoor Adventure Programme. However, due to the nature of these programmes there may be unforeseen circumstances that affect the running of this schedule.

STRIVE VISION



**KING EDWARD VI
KING'S NORTON
SCHOOL FOR BOYS**



Student Leadership 2024/2025

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

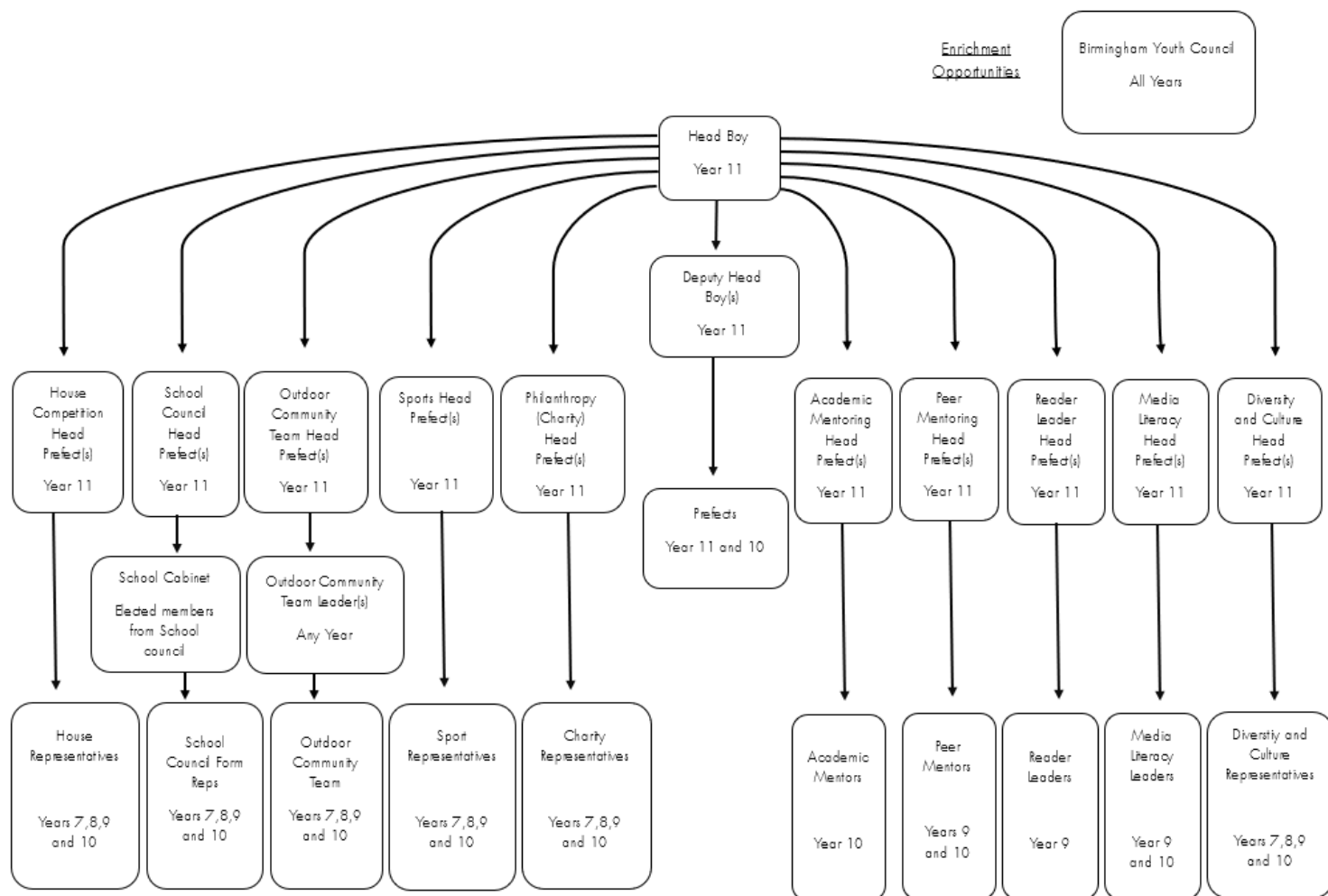
What student leadership opportunities are available at King Edward VI, King’s Norton School for Boys?

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

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

Head Boy Team

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



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

STRIVE VALUES



SELF-DISCIPLINE



TEAMWORK



RESILIENCE



INITIATIVE



VISION



ENDEAVOUR



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