



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

**Year 7 Curriculum Booklet
2024/25**

Year 7 Curriculum Overview

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 7 curriculum with our students' learning at the centre. Our curriculum 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 7. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subject areas about the Year 7 course. It will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



Mr D Clayton
Headteacher

Registration and Form Time

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

Intentions behind form time

Every school, by law, has to register students twice a day which is the reason we have two form periods a day. However, form time is about much more than registration, it is a key part of pastoral engagement at King's Norton 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



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

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

Personal Development

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

Curriculum Intentions and building on prior learning

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

What will students study in Year 7?

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

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

Assessment for Learning

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

Cultural Capital and Enrichment

The year 7 curriculum has been designed to help develop a student's cultural capital; lessons have been created and arranged to provide students with tools that they need to learn in order to be successful in the world of work, in relationships forged throughout school and beyond, as well as helping them to mature into a valued member of society as a whole.

Pushing for Progress

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

<https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-boys/>

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

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

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

How can you help at home?

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

Homework

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

STRIVE TEAMWORK



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



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 7 will introduce students to a range of texts from various times throughout history as well as exposing them to different genres to develop their skills. Within these different topics, we will explore society at different times, inequalities, morals, values, beliefs, and a whole range of cultural topics and how they relate to current culture and society. Throughout the year, students will touch upon, and develop, skills learnt in KS2 as well as learning new skills that will support them throughout KS3. The aim is to equip them with fluency in reading, writing and oracy and develop a love of literature, language and reading.

What will students study in year 7?

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

Transition to KS3	Poetry Through the Ages 'Exploring a range of poems from different time periods, writers and the different forms used. Students will also explore different literary movements and how they can influence one another.	Urban Literature Studying a range of texts, both fiction and non-fiction, by writers of different ethnic backgrounds. Students develop empathy with characters and learn about the different environments in which they live.	Myths and Magic A breadth of excerpts and texts will be studied from the Greco-Roman period to modern day. Students analyse the language and effects created by it, while writing to suit different purposes.	Shakespeare's World Through <i>A Midsummer Night's Dream</i> , students explore how a text reflects specific aspects of the context, in which it was written, while exploring moral decisions within society both past and present.
-------------------	--	---	---	---

Assessment for Learning

Students will be assessed, for each topic, with a teacher assessment, an End of Module Milestone, and a milestone with whole class feedback. These opportunities will be peer and self-assessed using success criterion and model exemplars, so that they are able to explore what has been done well as well as what could be done to improve. Year 7 will provide them with the opportunity to learn and develop skills in both reading and writing across a range of texts and tasks. Throughout the year, your son will combine these skills in each of the units that they study which will help them as they progress through school.

Reading

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

Writing

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

Cultural Capital and Enrichment

The importance of continuing to read cannot be underestimated and so, over the two-week timetable, students will have at least one hour dedicated to a reading lesson. The majority of this lesson will be spent reading their own book (or one that they have borrowed) but they will also have a literacy booklet to complete. They should aim to continue to read for at least ten minutes per night, at home, throughout the year. 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 your son wish to push for progress such as:

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

How can you help at home?

One of the most beneficial things that you can do at home is to listen to your son reading. A key component required for English (and all other subjects) is reading fluency and this can be improved by regular reading aloud and discussions around what they have read.

It would also be beneficial to, wherever possible, get involved in what your son is learning: getting him to teach you about something that he has been studying, asking him to tell you about the issues that a text might address, helping with spellings, listening to your son read and asking questions about the book to ensure their understanding of it. One of the easiest ways that you can support your son's learning is by exposing them to current affairs, encouraging them to read newspapers/articles and watching the news and then having conversations about the topics covered, supporting them in developing their own understanding and opinion of society and the events that take place within it.

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

Mathematics

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

Curriculum Intentions and building on prior learning

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

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

What will students study in year 7?

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

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

Assessment for Learning

At the beginning of each term, students will complete a diagnostic assessment; this will check the standard of KS2 pre-requisite knowledge so that it can inform the planning and teaching of subsequent topics.

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

At the end of each term, students will sit 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 7 Maths curriculum by exploring a range of topics in context, including reading timetables, savings and expenditure, budgeting, recipes and proportion, understanding payslips, coding, the golden ratio, utility bills, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

Pushing for Progress

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

- Sparx Maths – 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
- Numeracy Ninjas (also approached in Form Time exercises)

How can you help at home?

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

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

Homework

Your son will be set 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

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

What will students study in year 7?

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

	Biology	Chemistry	Physics
Transition to KS3	<ol style="list-style-type: none">1) Cells (How to observe cells and learning about different types of cells)4) Body systems (How complex structures in the body are made including examples)7) Reproduction (How animals and plants reproduce sexually)	<ol style="list-style-type: none">2) Particles (The structure of the three states of matter and how they can change from one to another)5) Elements, atoms and compounds8) Reactions (Physical reactions compared to chemical reactions)10) Acids and Alkalis	<ol style="list-style-type: none">3) Forces (Different types of forces and their effects upon objects)6) Light and Sound (How light and sound waves transfer information, how they act and how they interact with different materials)9) Space (How day and night, years, seasons and the phases of the moon are all caused)

Assessment for Learning

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

Practical skills

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

Written work

- Develop subject specific vocabulary
- Use of direct, concise, unambiguous language
- Progression from statements to descriptions through to explanation and evaluations.
- Accurate summarisation

Use of quantitative and qualitative evidence within texts to make arguments or conclusions

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

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

Homework

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

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

STRIVE INITIATIVE



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

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, as well as their problem-solving skills, lateral thinking and critical thinking skills. All are important skills for life beyond school.

We have some exciting topics for students to study in year 7. Each one will enable them to discover new places and different cultures and evaluate their own ideas and beliefs. Students will produce personal and creative artwork for every topic and be able to explore their own personal identity in each piece. Students will build on knowledge and practical skills learned in primary school, but at a much deeper level. They will be able to verbally discuss their work and ideas with increasing fluency and accuracy.

What will students study in year 7?

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

Transition to KS3

Globe trotting

For the first module, students will look at a range of cultures from around the world. They will look at Egyptian Art, in particular scarab beetles and their symbolism. Students will then create Polynesian inspired Tiki masks using clay and paint them. Next on their learning journey is Oriental Art, learning about The Great Wave off Kanagawa by Hokusai and creating a parody of the original. Students will explore Aboriginal Art, its story telling through dot paintings and create their own piece inspired by this. Additionally, students will create their own illustration based on their own culture, capturing it in a jar drawing.

Comics

For the second module students will be looking at comics. Students will explore a range of styles and eras. Students will look at Manga and produce a self portrait using pencil and fineliner. They will look at the Pop Art comic style and produce a piece of card relief onomatopoeia. Students will also study the history of DC and Marvel and produce artwork deigning characters and re-designing money in that style.

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 students are still growing in their artistic ability, and that all work should be the best of their 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. They will be able to select their own homework tasks, from a gold, silver and bronze challenge list. All homework tasks are geared towards helping to develop their creativity and fine motor skills.

Pushing for Progress

In Art, the emphasis is on developing our creative young men as independent learners. The expectation is that students 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 their 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 KS2. With this in mind, we ensure that every student is supported fully with the intention of being technically confident and independent by the end of year 7. Students will understand the purpose and how basic Microsoft Office software works. We will give them real life challenges to help build their knowledge and skills. Throughout the year we will embed a mixture of ICT and Computer Science topics. Students will begin to learn the foundation skills of basic programming. By the end of year 7 not only will students have a new understanding of ICT, their new skills will come in very handy for not only their time at school but most likely their career.

What will students study in year 7?

We will build up their computational thinking skills through the use of block-based programming.

Transition to KS3	<p>Scratch Project</p> <p>In this unit students will be introduced to computational thinking concepts. Students will build on skills learnt from KS2 to deepen their logical understanding of how a programme is put together. Through the use of flowcharts, students will understand how algorithms are constructed using sequence, selection and iteration. They will then apply this to developing a multi-level game in Scratch.</p> <p>Students will learn:</p> <ul style="list-style-type: none">• Algorithms• Sequencing• Selection• Iteration• Variables	STEM/Coding Challenges
-------------------	---	------------------------

Assessment for Learning

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

Written Tasks

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

Practical Tasks

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

Cultural Capital and Enrichment

Technology is everywhere and is almost a guarantee use within our everyday lives. We appreciate not every student will have access to a computer at home, therefore lessons also focus on other tech devices such as consoles, tablets and smart phones. It enables students to have a greater understanding 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
- Scratch online
- Microbit online
- Python challenge books resourced by us (software can be downloaded for free at home)
- Exploring websites for different purposes

How can you help at home?

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

Homework

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

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

Drama

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

Curriculum Intentions and building on prior learning

This unit is the first exploration of a performance text which starts to develop the students' understanding of texts in a social, cultural and historical context, including the theatrical conventions of the period in which they were created.

Students will be taught to:

- Interpret a play
- How to understand characters (and how they interact)
- How to create characters
- Engaging with themes and issues within the text (mental health and disability and domestic relationships)
- Developing students' ability to empathise.

Students will use the above skills to build upon content taught in the previous two units. These skills are essential in Drama for portraying characters. The acting techniques learned will be beneficial throughout KS3 and at KS4, as practical performance is an examined element in the GCSE course. This serves as an early introduction to make sure these skills are cemented in students' knowledge. Working in the Drama studio will help develop teamwork as well as leadership skills and empathy. Although students may not have had Drama lessons in KS2, we will still be building on skills they use every day, such as verbal skills and use of body language. They will learn many new skills such as thought-tracking, proxemics and tableau.

What will students study in year 7?

Transition to KS3	Skills Acting Techniques – (the 5th Element) - an actor's ability to develop their practice using different expertise. Projection - the volume of a performer's voice to ensure they can be heard. Intonation - the way a person uses pitch and emphasis when speaking. Proxemics - the amount of space or distance between characters. Monologue - a solo speech. There may be other characters on stage.	The curious case of the Dog in the Nighttime This play revolves around a child with autism and the text/play is written and performed largely from his perspective. This gives students an in depth understanding of autism and how this can affect relationships with family and others around him. Students develop their empathy skills as we discuss Christopher's (the main character) perspective and outlook on events in the book. This can inform students' understanding about the larger social context and implications of someone having autism, as well as some of the challenges they may face.	Enrichment This unit focuses on scripted performances which could be a career path for some students. Empathy, understanding and teamwork form integral parts of this unit, as well as performing an individual piece. Organisation of groups and being able to allocate roles depending on a person's strengths and weaknesses are also integral to this unit.

Assessment for Learning

Year 7 will allow your son to learn and develop Drama skills. These skills surround three areas - vocal skills, physical skills and text in performance. One of your son's first assessment will be focusing on the skill of tableaux and will be assessed based on their use of levels, proxemics, facial expression and body language. Their main assessment, which is linked to the GCSE AQA Drama performance in text component, will focus on the protagonist, Christopher, in *Curious Case*. The assessment will focus on creativity as well as your son's use of pitch, staging and spacing, facial expression, gestures, body language and facial expression.

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

Cultural Capital and Enrichment

Students will explore the theme of autism and look at how attitudes to autism and other needs have changed over time. Students will explore empathy and understanding in terms of trying to see the world through Christopher's (main character) eyes. Autism is now far more understood within society, and this will enhance students' abilities to be more considerate of this in their day to day lives. They will explore, discuss and share thoughts, feelings and personal experiences of the often-hidden disabilities that they may not see.

In Drama, students develop the oracy skills they need through speaking and listening. Students learn how to speak to each other respectfully and how to give and take constructive criticism about their own and others' performances. To develop their confidence in terms of their presentation skills, students work on their use of pitch, pace, volume, gesture, diction and eye contact.

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 Misérables*, *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 *The Curious Case of the Dog in The Nighttime* and help them to identify the emotions of the characters within the script. From there you can help them work out which key words to emphasise and which tone of voice to use.

Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. Homework will include bringing in a prop, character files based on the characters in the play and research projects. These tasks will help promote independence and creative thinking.

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

What will you study in Y7?

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

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

Assessment for Learning

During the Design and Technology module students will be expected to provide peer assessment for other students. They will be provided with written and verbal feedback from your teacher highlighting things they've done well and things they may need to improve on along with challenges to expand their technological knowledge. They'll complete a design booklet with a variety of activities and a record of their problem-solving journey. This will be assessed by their teacher along with the practical solution 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 students' development. Whether it be solving problems on Minecraft, building a model from recycle products or just learning how to fix their bike, are all valid activities that get their brains problem solving. And remember we learn more from failure than success, so if something goes wrong they should not don't worry.

Pushing for Progress

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

Websites

www.youtube.com/playlist?list=PLb4Vupvgmk19bYV3j2QTg_v9f5eky47df

www.tinkercad.com

BBC bitesize

BBC micro: bit

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 have encountered. Maybe talk about your experiences with Design and 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 one a 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 and Technology/engineering focus. Visit local exhibitions such as The Big Bang Fair at the NEC in March each year or Millenium Point Think Tank.

Homework

Design and Technology at secondary school can be very different to primary school, so 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.

Food Technology

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

Curriculum Intentions and building on prior learning

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

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

What will students study in year 7?

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

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

Assessment for Learning

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

Written understanding:

At the beginning of each lesson there are recap questions that students will answer, looking back at the previous lessons. Students 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 their 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 students will be required to follow the recipe independently and accurately to produce a high-quality dish. They will be assessed using success criteria simplified from the Food Preparation and Nutrition GCSE controlled assessment standards, which will include independence, preparation skills, cooking ability, presentation and hygiene and cleaning.

Cultural Capital and Enrichment

Learning to cook is an essential skill for everyone, whether for now or in later life. So, during the students rotation in year 7 they will be increasing their knowledge of dishes and how to follow recipes. They will be given tasks that require research and practice at home as well as opportunities to watch chefs cook and create dishes. Students will be encouraged to watch cooking programs at home, help with the family meal preparations and assist in the washing up and cleaning afterwards.

Pushing for Progress

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

- BBC Good Food
- Food a Fact of Life
- BBC Bitesize
- MasterChef
- Great British Bake Off
- Great British Menu

How can you help at home?

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

During year 7 you can encourage your son to get involved in cooking the family meals and also washing up afterwards. The more exposure to the kitchen and cooking the students get, the more confident they will be in the lessons.

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

Homework

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

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

French

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

Curriculum Intentions and building on prior learning

Students start the year by learning the fundamentals to help them to introduce themselves in French and to enable them to give basic information about themselves. We will introduce students to the essential grammatical knowledge to support written and spoken production over a range of different topics. We will consolidate and build on this grammatical knowledge each half term. By the end of the year students should be confident with the present tense of regular, and some key irregular, verbs and some students will be confident with the near future tense. Throughout the course students will also develop their knowledge about key cultural aspects of France and other French speaking countries/regions. The four skills are Listening, Speaking, Reading and Writing - most lessons will contain all four elements. There is a strong focus on grammar in line with the new GCSE Modern Foreign Language specification. The learning platform that students use to supplement their studies is Activelearn, and the digital textbook is Studio 1.

What will students study in year 7?

Transition to KS3	<p>Autumn Active Learn / Textbook: Access <i>Me, my family and my friends</i></p> <ul style="list-style-type: none"> Classroom instructions Days and months, birthdays Counting to 31 School equipment Hobbies Pets and colours. Family members. Where you live Countries and nationalities. Weather Physical descriptions. Personalities. <p>Grammar:</p> <ul style="list-style-type: none"> Pronunciation/ phonics Word order Adjectival agreement Connectives Opinions Present tense "er" verbs, first/third person Negatives, articles Regular verbs in the present tense/ full paradigm. Irregular verbs <i>avoir/ être</i> <p>Culture:</p> <ul style="list-style-type: none"> Different form of address Christmas in France 	<p>Spring Active learn/Textbook: Studio 1 <i>School</i></p> <ul style="list-style-type: none"> School subjects. Opinions and reasons. Describe your timetable Describe your school day Talk about food. <p>Grammar:</p> <ul style="list-style-type: none"> Irregular patterns in the present tense Intensifiers, adverbs Partitive article with food items. irregular verb faire Plural forms of verbs 'On' form of present tense regular verbs <p>Culture:</p> <ul style="list-style-type: none"> School in France 	<p>Summer Active learn/Textbook: Studio 1 <i>Holidays</i></p> <ul style="list-style-type: none"> Holiday places Holiday activities Talk about your daily routine Order food and drink at the café Numbers up to 100 Talk about holiday plans Say what you would like to do <p>Grammar:</p> <ul style="list-style-type: none"> 'Nous' to say we Reflexive verbs Higher numbers Near future tense <i>je voudrais + infinitive</i> <p>Culture:</p> <ul style="list-style-type: none"> Geography of France
-------------------	---	--	--

Assessment for Learning

During year 7 students will learn and use a variety of skills:

- Paired and group work are frequently used for oral activities and games. (e.g. battleships, noughts and crosses, roleplays, surveys, mini whiteboards 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 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

Students should use their exercise book regularly to actively practice and consolidate vocabulary studied during the week.

They should practice speaking for their assessments by using <https://www.naturalreaders.com/online/> or [Voki \(www.voki.com\)](http://www.voki.com). It will allow you to select avatar/cartoon celebrities and type in things for them to say.

Practise listening, reading, grammar and vocabulary using their individual login for www.Activelearn.com

Test yourself

- Use www.quizlet.com to test themselves on vocabulary for each topic –
- Look 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 and 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

Regular spelling tests are set on Satchel One to reinforce the learning of the core vocabulary from the lesson

Quizzes on Satchel One are used to check the understanding of core vocabulary and grammar from the lesson

End of Module Milestone Assessments require students to prepare and memorise extended answers to open questions from the unit independently.

Geography

Everything has to do with geography

Curriculum Intentions and building on prior learning

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

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

What will students study in year 7?

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

Assessment for Learning

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

Cultural Capital and Enrichment

Geography has an important role to play with regard to cultural capital. Cultural capital is the accumulation of knowledge, behaviours and skills that a student can draw upon to demonstrate their cultural awareness, knowledge and competence. The curriculum is designed to inspire a curiosity and fascination about the world and its people as well as equipping them with knowledge about diverse places, people, resources and natural/human environments. Through the World of Work and Middle East topics, students explore the processes leading to the growth of urban areas and developed economies. This idea of place and interdependence is developed further in the United Kingdom unit of work and introduces the concept of UK immigration. Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world.

Pushing for Progress

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

- BBC Bitesize
- Seneca Learning
- World atlas
- 'Time for geography'
- Mapzone
- Education Quizzes
- Review documentaries
- Active revision
- Reading around current topics

How can you help at home?

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

Homework

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

History

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

R. G. Collingwood

Curriculum Intentions and building on prior learning

The History curriculum in Year 7 introduces students to a range of historical societies chronologically and geographically. After an initial module on History skills, year 7 begin a brief study of what Britain was like: politically, socially, and economically, before the year 1066. Through this, students will develop on their understanding of change and continuity. Year 7 will then begin a depth study on the Norman invasion of England and then move onto looking at medieval societies. In the summer term, students will explore how people can be affected through studying the interactions between Native Americans and European settlers. Throughout the year, we explore how history can be interpreted and the various skills and techniques historians can use to learn about the past. Year 7 students will build upon cross-curricular skills developed in KS2 and combine these with the new historical skills of source interpretation, explanation, and significance. The aim will be to introduce students to history as its own subject, develop students' ability to make links and to nurture skills that will support students through their time in KS3.

What will students study in Year 7?

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

Transition to KS3	<p><u>History Skills / Britain before 1066</u></p> <p>An initial module concerning the skills students use as Historians at KNBS</p> <p>A short introduction to early British history and the composition of Britain before 1066. Students will interact with sources and will be able to draw links between KS2 and the subsequent topic.</p>	<p><u>Normans England: Depth study 1066-1100</u></p> <p>Studying one of the most important dates in British history and its resulting impact. Students will look at and develop their ability to express the cause and consequence of events.</p>	<p><u>Conflict and Power in the Middle Ages 1000-1500</u></p> <p>Students will look at the various aspects of life in medieval times, such as societal structure and the public health issues people faced during this era. Students will also look at the causes and consequences of key events in this period such as the Black Death and the Crusades.</p>	<p><u>How did the Native Americans lose their way of life?</u></p> <p>Students will look at a variety of primary sources exploring the experience of Native Americans. This will be combined with the major events that eroded the natives' way of life.</p>	Local History depth Study - Bourneville
-------------------	--	---	---	--	---

Assessment for Learning

Throughout the year students will be 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.

Cultural Capital and Enrichment

The Year 7 curriculum builds upon students' knowledge of British history and covers one of the most important years in British history, 1066. Students will study the events and the long-term impact of 1066. This will then be built upon, as students will begin to develop an understanding of societal structures and how these have changed when they look at the feudal system and the Magna Carta. Moreover, students will develop an understanding of the issues non-white minority groups have faced when they look at the erosion and destruction of the Native American way of life at the hands of European settlers. Students are also encouraged to study local history at several points during the course of the year, and we encourage participation in the year 7 and 8 lunchtime History club.

Pushing for Progress

Reading

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

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

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

Online

Norman + Medieval England

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

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

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

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

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

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

American West

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

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

America's Great Indian Nations - Full Length Documentary, <https://www.youtube.com/watch?v=Mazi9dFA6ME>

How can you help at home?

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

Homework

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

Music

Celebrating Creativity - *“Where words fail, music speaks”*

Curriculum Intentions and building on prior learning

The music curriculum in year 7 will build on students’ prior knowledge of music at KS2 and prepare them for future musical experiences by exploring and developing the musical elements in a combination of performing, composing, listening, theory and evaluating activities. Students learn how to use the music industry software GarageBand and Dorico effectively and perform using their voice and a variety of instruments. 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 students study in year 7?

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

	Introduction to Music Technology	Sonority and Traditional Notation	Ukulele Skills	Video Game Music
Transition to KS3	<p>Students will learn how to use two different music technology software packages which are commonly used in the music industry – GarageBand and Dorico.</p> <p>Students will learn how to input a song into Dorico, familiarising themselves with traditional notation.</p> <p>Students learn how to combine musical layers, composing their own piece of music in GarageBand. They will apply and develop the use of the elements of music to enhance their composition skills.</p>	<p>Students will develop their understanding of sonority by developing vocals skills and knowledge, as well as identifying the instruments of the orchestra. Students explore rhythm using an adapted kodály technique, to provide further support to learning note values. Students will learn about traditional notation and how to read the different notes of the stave in treble and bass clef, before performing on the keyboard using traditional notation and integrating correct finger technique and posture.</p>	<p>Students will explore tab notation on the ukulele. They will begin by understanding what a riff is, performing these on one string before performing using multiple strings to determine their understanding of tab notation and ukulele technique.</p>	<p>Students will learn about the development of Game Music focusing on 8-bit and early synth music. They will then compose their own original music for a gaming level scene, creating suitable atmosphere, a ground theme and sound effects.</p>

Assessment for Learning

Year 7 will provide students with the opportunity to develop knowledge and skills in 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"> • Reading and performing using traditional and TAB notation. • Exploring and developing skills on keyboards, ukulele, vocals and music technology. • Developing musical expression. 	<ul style="list-style-type: none"> • Acquire skills on using music software. • Learning to create and develop musical ideas using genre specific techniques and the elements of music • Creation of specific effects through the use of a variety of compositional techniques. 	<ul style="list-style-type: none"> • Exploring how musical elements have been used individually and in combination, during different genres/topics and composers • Listening exercises to determine understanding. • Evaluation of how musical elements have been used, through self and peer assessment

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 Head of Music.*
- 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
- Choices from a homework menu.

Physical Education

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

Curriculum Intentions and building on prior learning

Year 7 students will build on and embed the physical development and skills learned in Key Stages 1 and 2, become more competent, confident and develop their techniques, and apply them across different sports and physical activities. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

What will students study in year 7?

Transition to KS3	Autumn Term: <ul style="list-style-type: none">• Rugby• Football• Basketball• Cross Country• Handball	Spring Term: <ul style="list-style-type: none">• Badminton• Table Tennis• Fitness• Trampolining	Summer Term: <ul style="list-style-type: none">• Athletics• Cricket• Softball	Transition to KS3 PE routines at KNSB, including Fitness Testing.
-------------------	---	--	---	---

Assessment for Learning

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

The KNSB 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 KNSB aims for students to:

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

Enrichment

The importance of physical education within a student's broader educational experience cannot be underestimated. Year 7 students will undertake two hours of PE a week. This will continue throughout KS3. Currently in KS4 students undertake three hours of Core PE a fortnight. However, students have the option to take PE as an exam subject which, if chosen, adds another five hours of PE a fortnight onto their exam timetable.

KNSB PE department offers a vast range of extra-curricular activities for students to get involved lunchtimes and after school. Practises 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 tell your son to speak with PE staff if he would like to join an out of school club for a certain sport and they will direct him to an appropriate affiliated club, which they can access.

How can you help at home?

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

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

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

Homework

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

Students will also be given online tests to complete on the skills, strategies or tactics they are currently learning.

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 Religion, Philosophy and Ethics (RPE) curriculum in year 7 will introduce students to the foundations of religion and belief, studying religious and non-religious beliefs, and world views in a thematic way. Over the year, students will complete three units of study, with each unit **centred around a key question; Does it make sense to believe in God? What does it mean to have faith? Why are rules and laws important to us?**

What will students study in year 7?

Does it make sense to believe in God?

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

What does it mean to have faith?

Students will focus on what makes someone religious and what it means to have faith. They will then focus on key beliefs in the world's major religions, getting insight into religious leaders who are said to have lived a good life before exploring how religious belief is expressed through art.

Why are rules and laws important to us?

Students will learn about how both religious and non-religious people decide on what is right and wrong before exploring some of the laws, rules and traditions followed by religious people. Students will consider the following key questions: How do we decide what is right and wrong? Why do we follow rules and laws? Are all laws/rules to be followed strictly?

Students' 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, students will be assessed both formally and informally including teacher, self and peer assessment. They will be assessed, for each topic, with a within module milestone assessment and a teacher assessed end of module milestone assessment. Students will be given success criteria for any assessed work to allow them to have the best chance of success.

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

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

How can you help at home?

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

Homework

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

Spanish

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

Curriculum Intentions and building on prior learning

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

What will students study in Year 7?

Transition to KS3	<p>Autumn Active Learn / Textbook: Viva 1</p> <ul style="list-style-type: none"> Classroom instructions Greetings Introducing yourself / alphabet Personality + nationality Age and birthdays Numbers 1-31 Siblings Pets and colours Opinions Free time activities Days and months <p>Grammar:</p> <ul style="list-style-type: none"> Pronunciation/ phonics Word order Gender of nouns/singular articles (<i>the, a</i>) Adjectival agreement (<i>making them match up</i>) Opinions Negatives + connectives Present tense of regular '-ar' verbs/ full paradigm (<i>the whole verb</i>) Irregular verbs <i>Tener</i> (to have) and <i>Ser</i> (to be) Infinitive phrases (<i>sentences which need the whole verb</i>) <p>Culture:</p> <ul style="list-style-type: none"> Spanish speaking countries Christmas in Spain 	<p>Spring Active Learn / Textbook: Viva 1</p> <ul style="list-style-type: none"> Weather Sports School subjects Opinions and reasons Time School facilities Break time activities <p>Grammar:</p> <ul style="list-style-type: none"> Using <i>cuando</i> (when) Adverbs Irregular verbs <i>Hacer</i> (to do) and <i>Jugar</i> (to play) Plural form of opinion verbs Adjectival agreement with opinions and reasons Plural articles (some, the, many) Present tense of regular '-er/ -ir' verbs/ full paradigm (<i>the whole verb</i>) <p>Culture:</p> <ul style="list-style-type: none"> Leisure activities of Spain School in Spain 	<p>Summer Active Learn / Textbook: Viva 1</p> <ul style="list-style-type: none"> Family Numbers up to 100 Nationalities Appearance Comparisons Where you live Types of houses + areas <p>Grammar:</p> <ul style="list-style-type: none"> Possessive adjectives Present tense irregular verbs <i>ser</i> (to be), <i>tener</i> (to have) Adjectival agreement Intensifiers (very, quite) Comparative (more...than/ less... than) Points on a compass Present tense irregular verb <i>estar</i> (to be) <p>Culture:</p> <ul style="list-style-type: none"> Spanish houses <p><i>Cultural topics learnt throughout the year:</i></p> <ul style="list-style-type: none"> Navidad Semana Santa Carnaval
-------------------	---	--	---

Assessment for Learning

During Year 7 students will learn and use a variety of skills:

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

Cultural Capital and Enrichment

- Every year we celebrate European Day of Languages (26th September) by holding a languages competition.
- Homework drop-in during lunchtime has also been part of our practice in MFL (Modern Foreign Languages).

Pushing for Progress

Practise, practise, practise

Students should use their exercise book regularly to actively practise and consolidate vocabulary studied during the week.

Practice speaking for your assessment be using <https://www.naturalreaders.com/online/> or Voki (www.voki.com). It will allow you to select avatar/cartoon celebrities and type in things for them to say.

Practise listening, reading, grammar and vocabulary using your individual login for www.Activelearn.com

Test yourself

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

How can you help at home?

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

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

Homework

At KS3 homework for **week 1-4**, we provide for homework on a weekly basis vocabulary learning or grammar features usually in a format of an online 'Spelling test' or quiz, both are available on Satchel. 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.

STRIVE RESILIENCE



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



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
---------------------------------	--	---------------------------------------	---------------------------------

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
-------------------------------	--------------------------------------	-------------------------------------	-------------------------------	-----------------------------------

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

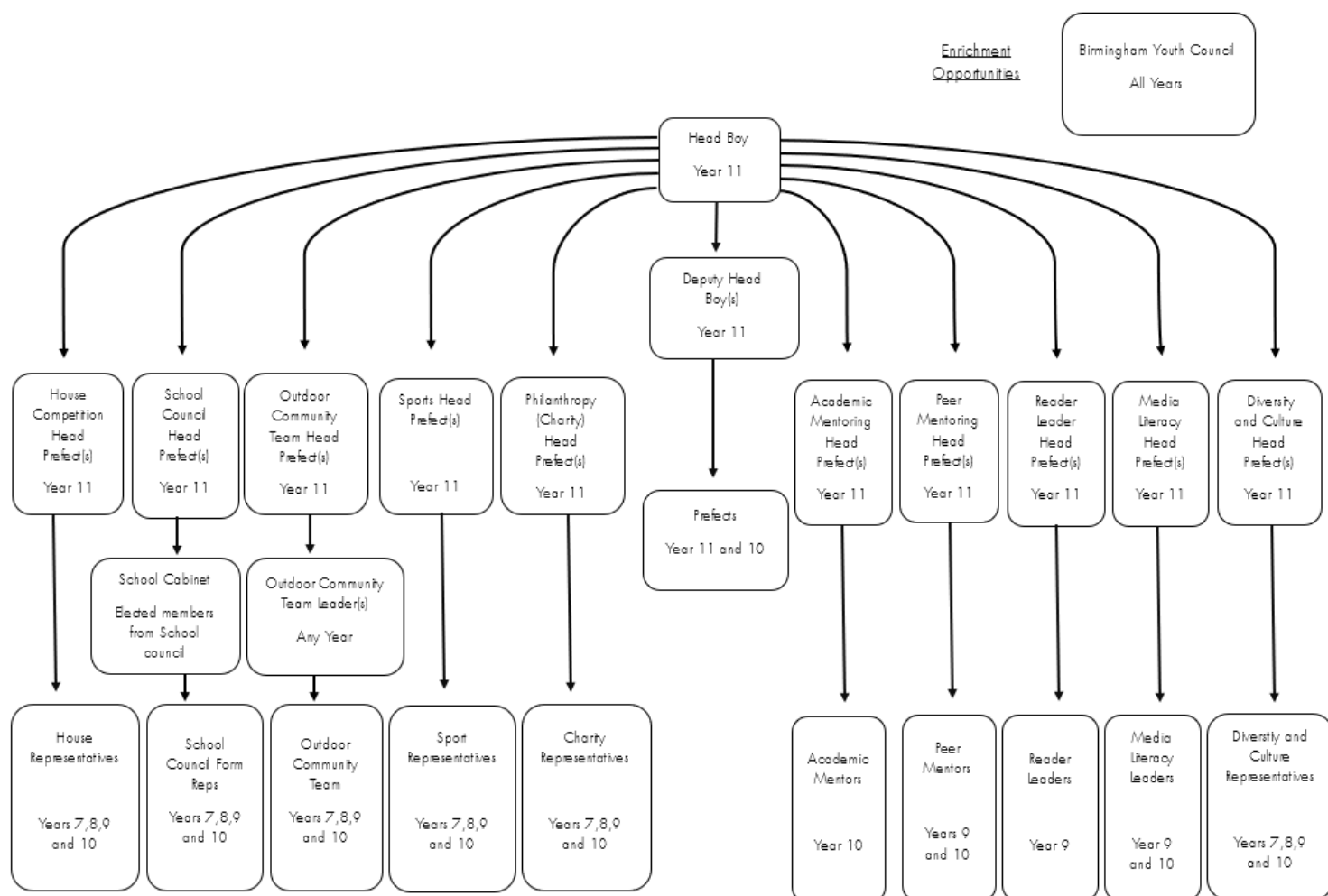
What student leadership opportunities are available at King’s Norton School for Boys?

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 of 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 of 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 of 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 three 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



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





Put your best foot skyward.

THE ROCK

King Edward VI King's Norton School for Boys
Northfield Road
Birmingham
B30 1DY

0121 628 0010

enquiry@knbs.co.uk
www.knsb.kevibham.org

Headteacher: Mr D Clayton