



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

Year 10 Curriculum Booklet
2025/26

Year 10 Curriculum Overview

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 10 curriculum with our students' learning at the centre. We have devised a curriculum that provides a broad and balanced education for all our students and offers them excellent opportunities to develop as individuals as well as learners.

Our approach to teaching and learning supports our curriculum by ensuring that lessons build on prior learning and provide opportunities for guided and prolonged independent practice. At 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 10. It gives an overview of all the content covered for each of the subjects that they study as well as the assessments that will take place. In addition to this it includes detailed information for each of the subject areas about the Year 10 course. It will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



Mr D Clayton
Headteacher

Personal Development

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

Curriculum Intentions and building on prior learning

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

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

What will students study in year 10?

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

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

Assessment for Learning

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

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

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

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

<https://www.unifrog.org/about>

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**



English

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

Curriculum intentions and building on prior learning

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

What will you study in year 10?

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

Transition to KS4	Macbeth Studying the whole play, you will explore the writer's craft and how and why particular choices have been made. You will build on your knowledge of the tragic genre and explore themes and perception.	A Christmas Carol You will read the novella by Dickens exploring how he expresses his viewpoints, develops characters and key themes.	An Inspector Calls In this study of the play, key themes will be explored about social class, societal injustices, gender identity and social responsibility. The periods of 1912 and 1945 will be relevant here.	English Language Using extracts, model answers and interaction with mark schemes, you will develop the skills required for both English Language papers. The common structures will be covered at different points across the academic year.

Assessment for Learning

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

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

Reading - Analysing writer's methods and their effects - How to use common structures for each exam question - How to use relevant textual references to form a convincing essay, in response to an exam question - Making relevant and developed links between the texts and their contexts, exploring the writer's ideas	Writing - Writing, at length, to suit the task and purpose - Crafting vocabulary for effect - Using language devices for effect - Manipulating punctuation for effect - Using controlled sentence structures - Writing in timed conditions
---	---

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

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

Homework

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

Mathematics

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 10?

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

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

Assessment for Learning

At the beginning of each term, students will complete a diagnostic assessment; this will check the standard of KS3 pre-requisite knowledge so that it can inform the planning and teaching of subsequent topics.

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

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

Students will sit GCSE papers for their End of Year 10 PPE. These will generate a grade and progress indicator, and students will be given a thorough analysis of their individual strengths and targets.

Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 10 Maths curriculum by exploring a range of topics in context, including reading timetables and maps, personal finance- including savings and expenditure, understanding payslips and budgeting, recipes and proportion, utility bills, best buys, currencies and exchange rates. Some students will also take part in challenges from the UK Mathematics Trust.

Pushing for Progress

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

Sparx/Maths

BBC Bitesize

GCSE Hub on KNBS website

CorbettMaths 5-a-day

CGP Revision Guides

Mathsgenie

How can you help at home?

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

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

Homework

Your son will be set a homework task each week and this should take him approximately one hour. The vast majority of this will be completed on Sparx/Maths, 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

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

What will you study in year 10?

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

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

Assessment for Learning

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

Practical skills	Written work
- Follow complex sets of instructions to collect valid and reliable data - Carry out risk assessments using scientific knowledge and understanding. - Make and record observations and measurements using a range of different methods - Suggest possible improvements to methods	- Develop subject specific vocabulary - Use of direct, concise, unambiguous language - Develop the ability to write longer answers that fully satisfy the demands of command words such as describe or compare. - Use mathematical techniques to evaluate scientific phenomena.

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can parents/carers help at home?

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

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

Homework

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

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

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

At the start of Year 10, you will direct your own learning by choosing from a range of titles set by your teacher to study. By the end of year 10 you will have one 'portfolio' of work (often referred to as CA- Controlled Assessment) which consist of 1 A3 folder, an A1 outcome/clay pieces and A1 boards of additional Supporting work. These will contribute 60% to your overall GCSE grade.

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

What will you study in year 10?

You will be given lots of support during your CA portfolio project, and we will encourage you to be increasingly independent as the course develops.

Transition to KS4	Portfolio (CA)	Supporting work (CA)
	You will select from one of the titles given to you by your teacher. Your A3 folder is made up 4 AO's (Assessment Objectives): AO1- Artist links- You will produce several A3 artist research boards for all your chosen artists. They will need to be in the Artists style, include information and images. You will then create a response in lessons using your own photo/ internet image in the artists style, choosing appropriate media. AO2- Experiment- you will use a wide range of materials and techniques based on your theme to create several pieces of artwork. AO3- Intentions- Once you have completed your artists links and experiments, you will come develop 2-3 ideas for a big final piece outcome. This must be in 1 or a combination of your researched artists styles. AO4- Final outcome- you will produce a large version of 1 or a combination of your Intention ideas.	During the duration of Year 10 and the first term in Year 11 you will have some workshops in lessons and be set homework tasks called Supporting work. Supporting work is an AQA CA work requirement to hand in alongside your CA portfolio of work. The drawing themes for this work will be one off tasks, sometimes set by the teacher and other times led by the pupil. These tasks can be produced in any style, material or artform- its very personalised and independent. Examples of past themes include Industrial revolution, fast-food, tattoos, and found objects. Students are encouraged to use materials they are skilful at or wish to develop further.

- You will undergo diagnostic, formative, and summative assessment in Art. You will receive regular verbal feedback on your progress in lessons. You will also engage in self-assessment and peer assessment tasks.
- Your feedback booklet located in your A3 portfolio folder will contain regular personalised and written STR feedback.
- You will be assessed according to how well you have fulfilled the four assessment criteria. You will be taught about this criterion, so you will know what to do.
- For every task you will be shown graded exemplars on the whiteboard, and demonstrations, to make you aware of how to fulfil the assessment criteria to a high standard.

Cultural Capital and Enrichment

Studying Art at GCSE presents you with the opportunity to delve deeper into the world of Art and truly understand its impact on the world and our daily lives. You will be encouraged to think more deeply about popular themes in Art and to make your own personal responses to the title you have chosen. We are still encouraging you to represent your own life and experiences in your artwork. You can choose to produce more work than we ask for as this can go on your A1 supporting work boards.

Homework will be to produce A3 artist research boards, gather imagery for your project, take photos, create drawings based on your title and regularly set tasks for your supporting work boards on random topics.

Pushing for Progress

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

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

How can you help at home?

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

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

Homework

All homework set is geared towards developing your creative and practical skills, and it also counts towards your portfolio (CA) which is 60% of your final grade. Homework is set once a week or once every two weeks.

GCSE Business Studies

The true entrepreneur is a doer not a dreamer

Curriculum intentions and building on prior learning

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

What will you study in year 10?

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

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

Assessment for Learning

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

Written Tasks

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

Cultural Capital and Enrichment

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

Pushing for Progress

- Youtube- Two Teachers
- GCSE Business- Bitesize
- Eduqas GCSE Business- Past Papers
- Eduqas GCSE Business-Case Studies
- Businesscasestudies.co.uk
- Businessbuddyonline.weebly.com

How can you help at home?

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

Homework

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

Cambridge National Sport Studies OCR

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

Curriculum intentions and building on prior learning

Students build on the knowledge of the sports, outdoor education and exercise they have learnt within KS3. The curriculum intentions of Sports Studies are to:

- Inspire and enthuse learners to consider a career in the sport sector, leadership, or outdoor education.
- Give learners the opportunity to gain broad knowledge and understanding of, and develop skills in fundamental principles and concepts in Sports Studies
- Support progression to specialised key stage 4 learning through developing a creative, innovative, analytical and critical approach
- Give learners the potential opportunity, in due course, to enter employment in a wide range of job roles.

What will you study in year 10?

Transition to KS4

R185 Performance and Leadership in Sport (40% of course)

This unit looks at key components of performance. Applying practice methods to support improvement in supporting activity. Organising, planning, and leading sports activity session. Reviewing performance and planning an activity. This unit is internally assessed and completed on a computer-based assessment. Assessment deadline Summer 2026

R187 Increased Awareness of Outdoor and Adventurous Activities (20% of course)

This unit looks at rules provision for different types of outdoor activity. Equipment, clothing, and safety aspects. Plan and participate and evaluate in outdoor and adventurous activity. This unit is internally assessed and completed on computer. Assessment Deadline Spring 2025

Preparation for Unit 5

Assessment for Learning

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

Physical Education curriculum at KNBS:

The KNBS physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. The extra-curricular opportunities enable pupils to compete in sport, build character and help to embed values such as fairness and respect.

Physical Education at KNBS aims:

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

Enrichment

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

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

Pushing for Progress

Students will be given specific revision packs for their R184 Unit, externally assessed and exam. They are encouraged to work from these. Year 10 students are also given an exam board recommended revision guide which is an excellent revision resource. Students level of individual fitness is a key contributor to their overall assessment grade for a given sport. Regular fitness testing is done throughout the course to monitor student's fitness levels. These fitness levels need to be maintained and improved through their exercise levels when at home and at out of school clubs. We strongly encourage students to get involved in the many sporting clubs within the local area if they further wish to enhance a chosen sport further.

How can you help at home?

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

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

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

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

Homework

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

During Units R184 and R185 your son will be set research tasks and online theory homework every fortnight. This is often a revision tasks for a monthly assessment, ensuring he can revise well for when it comes to the big revision effort needed around February half-term.

Cambridge National Sports Studies catch-up sessions are run once a fortnight by Mr Turner (after school) and students will be told when their attendance is needed at these sessions.

Computer Science

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

Curriculum intentions and building on prior learning

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

What will you study in year 10?

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

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

Assessment for Learning

Students will be assessed formally at the end of each topic. Each assessment will build upon knowledge and skills learnt from all previous units. Due to the nature of the subject, students will be assessed via practical and written tasks. Informal assessment takes place continuously in lessons. This can range from peer assessment, class discussions and group project work, as well as verbal feedback from the teacher.

Written Tasks

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

Practical Tasks

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

- BBC Bitesize
- Youtube - coverage of various GCSE Computer Science topics
- OCR – Computer- Science Past Papers & Mark Schemes
- GCSE Hub - some lesson resources
- Seneca - OCR Computer science
- <https://www.turinglab.co.uk/>

How can you help at home?

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

Homework

Homework will be aimed to be set once a week. These tasks may include practical or written tasks. We do offer the use of our computers each day at lunch and after school most days. Each task will either reinforce a key concept from lessons, extend their knowledge and understanding, or prepare them for upcoming lessons. We aim to create independent learners in Computer Science and we encourage them to research, and analyse new concepts. This allows us to embed these concepts into lessons, providing more time for various challenges and to carry out practical tasks as often as possible.

Physical Education - Core PE

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 10?

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

Assessment for Learning

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

Physical Education curriculum at KNBS:

The KNBS physical education curriculum inspires all students to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for students to become physically confident in a way which supports their health and fitness. The extra-curricular opportunities enable students to compete in sport, build character and help to embed values such as fairness and respect.

Physical Education at KNBS aims:

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

Enrichment

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

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

Pushing for Progress

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

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

How can you help at home?

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

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

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

Homework

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

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

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

Creative iMedia

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

Curriculum intentions and building on prior learning

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

What will you study in year 10?

Coursework is worth 60% of this course. During this year you will complete one of your coursework units – 25%. You will then start to learn the content for your exam which is taken at the end of year 11.

Transition to KS4	R094: Visual Identity and Digital Graphics Coursework. You will work towards a client brief. You will need to research, plan and design a digital graphic using Adobe Photoshop. You will need strong creativity, analytical and evaluation skills throughout.	R093: Creative iMedia in the industry Exam Theory. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include: • The media industry • Factors influencing product design • Pre-Production planning • Distribution considerations	Possible opportunities for educational trips to Universal Studios in London

Assessment for Learning

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

Written Tasks

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

Practical Tasks

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

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

Homework

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

Drama

"Art is not a mirror to hold up to reality, rather a hammer to shape it." Bertholt Brecht

Curriculum intentions and building on prior learning

The Drama curriculum in year 10 will be working towards AQA GCSE Drama. This first year will be focusing on building the skills to create successful scripted and devised performances for your performance examinations. It will also cover some of the written elements which underpin the written exam paper. Throughout the year students will be considering the roles and responsibilities of theatre makers in professional practice. This year will be building on the fundamental skills they have learnt within KS3 regarding performance and the analysis of performed work. This year your son will embark on a journey towards completing component 2, which includes both a group devised performance along with a written devising log.

What will you study in year 10?

Transition to KS4	Practitioner Workshops	Devising	Blood Brothers
	You will start the year with practical workshops relating to the practitioners that will influence the devising process. These will include Boal, Brecht and Stanislavski. From these practical workshops you will be learning skills and rehearsal techniques to help with the devising unit.	Component 2 is Devising Drama from a stimulus. Students work from a selection of stimuli to base their performance on. These stimuli's will then be researched before starting to create their final performance.	We will explore <i>Blood Brothers</i> by Willy Russell for Component One: Understanding Drama. Through practical exploration we will consider the characters arc. Also considered is the social, cultural and historical context which influences how one would perform a certain character.

Assessment for Learning

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

Cultural Capital and Enrichment

The superstitions prevalent in "Blood Brothers" reflects cultural folk beliefs, particularly within working class communities. They act as metaphors for the social and economic barriers people faced. The cultural context of musical theatre industry in the late 20th century is important to consider since the lively musical numbers throughout "Blood Brothers" are true to this form, often used to present and enhance emotional conflict. Gender roles during this period are also addressed in the play, particularly the stereotyping of male and female characters, honouring and challenging societal expectations in equal measure.

The play largely explores the powerful cultural belief in fate, destiny and superstitions along with the assumption that one's social status is predetermined at birth. This allows students a safe space to discuss different belief systems past and present and how different beliefs can influence individuals.

Pushing for Progress

Seeing theatre live will help immensely and will help push for progress. There are many venues within Birmingham theatres at many different price points such as The Birmingham Hippodrome, MAC, the REP, 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)

How can you help at home?

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

Homework

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

Design Technology

Design, Create, Evaluate

Curriculum Intentions and building on prior learning

The study of Design & technology for GCSE seeks to prepare students to participate confidently and successfully in an increasingly technological world; and be aware of, and learn from, wider influences on design and technology, including historical, social/cultural, environmental and economic factors. The GCSE course in design and technology should enable students to understand and continue to apply iterative design processes through which they explore, create and evaluate a range of outcomes. They will enable students to use creativity and imagination to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

What will you study in Y10?

During year 10, you will experience the iterative process of designing and complete a variety of creative and practical projects.

Architecture Project

Students explore and create a prototype of a desktop product inspired by architecture. To include annotated sketches, model making and complete a functioning 3D prototype from chosen materials.

Passive Amplifier Product

Students use a selection of recycled timber to design and create a mini beast environment to be used in the garden to attract wildlife. This is more a focal practical task demonstrating higher level techniques and processes.

Body Adornment

Students explore existing body adornment and design and develop using CAD & CAM a functioning product combining Hot Pewter casting and acrylic inserts. This needs to be created for a client so appropriate feedback can be obtained.

Assessment for Learning

You'll need to record all of your findings either in your A4 sketch book or online in a PowerPoint portfolio. You will also need to take photographs of your work as you progress, so marks and teacher feedback can be awarded highlighting things you've done well and things you may need to improve on along with challenges to expand your technological knowledge.

Most designers work in teams, so we actively encourage peer assessment of each other's work.

'The quietest people usually have the best ideas' Sir Jony Ive – Apple chief designer.

Some projects will have booklets, some will need to be recorded in your sketch and others recorded in PowerPoint documents.

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

Cultural Capital and Enrichment

An inquisitive mind is at the heart of any good D&T problem solver, so any opportunity to design and create something new or improve something that already exists is a bonus to your development. Whether it be activities you complete at home with parents or siblings or at holiday clubs please record these with photos, videos or show and tell to the rest of the class, I always love to see them.

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

Pushing for Progress

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

Websites

BBC bitesize

Technology student

BBC micro:bit

YouTube

Robert Woolley

Product Designer Sketching

Free on-line software

Tinker CAD

Autodesk Fusion 360

How can you help at home?

You can support at home by talking about what they are doing at school and any successes and challenges they've encountered. Discuss how the skills and experiences may relate to a job you do or have done, or relative or family friend does so it may spark an interest in potential careers etc. This may also help with potential work experience placements in year 10. Be aware of current affairs and the challenges facing the world around us by watching television programmes with a Design & Technology/engineering focus. Visit local exhibitions such as The Big Bang Fair in March or the skills show in October each year at the NEC. A variety of revision guides can be purchased at a discounted rate through the school if required.

The World Economic Forum's top three skills for 2025 are Complex problem solving, creative thinking and resilience.

Homework

Design & Technology homework will be completed in a Collins workbook provided by the school. Homework will be set every week and will rely on students reading theory information covered in class and answering questions related to this. BBC bitesize and/or other information may be used to help understanding. Teacher feedback will be given each week to guide students if they haven't clearly understood certain aspects and further challenges if appropriate.

Food Preparation & Nutrition

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 10?

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

Transition to KS4	Practical skills 1. General practical skills 2. Knife skills 3. Preparation of fruit and vegetables 4. Use of the cooker 5. Use of equipment 6. Cooking methods 7. Prepare, combine and shape 8. Sauce making 9. Tenderise and marinate 10. Dough 11. Raising agents 12. Setting mixtures	Theory Content: There are 5 main topic areas each of which delve into more detail and different sub-topics.	
		Food, Nutrition and Health - Macronutrients - Micronutrients - Nutritional needs and health	Food Choice - Factors affecting food choice - British and international cuisine - Sensory evaluation
		Food Science - Cooking & heat transfer - Functional and chemical properties of food -	Food Provenance - Environmental impact and sustainability - Food processing and production
		Food Safety - Food spoilage and contamination - Principles of food safety	

Assessment for Learning

Written understanding:

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

At the end of the year there will be a written test to demonstrate knowledge and recap what you have already learnt. This will be a genuine example of a GCSE paper and will need revision, time and effort to complete.

Practical skills:

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

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

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

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

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

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

How can you help at home?

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

Homework

Practical Tasks Homework:

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

Written Tasks Homework's:

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

French

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

Curriculum intentions and building on prior learning

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

What will you study in year 10?

	Autumn	Spring	Summer 1
Transition to KS3	Theme 1 People and lifestyle Unit 1: Identity and relationships with others Family, friends + relationships Grammar: The present tense, Adjectives, Reflexive verbs, <i>Qui</i>, Comparative adjectives, The future tense Comparative adjectives The near future tense Plural nouns Present tense and future phonics Silent final -e and final consonants, -aill- / -ail and -ilt- / -ille, Soft g, hard g and gn Culture: Marriage/Partnership in French Speaking countries Unit 2: Education and work School life + post 16 education Grammar: Negative sentences, Position of adverbs, The near future tense, Plural nouns, Imperatives, Interrogative adjective: <i>quel</i>, The perfect tense, Indirect object pronouns (singular) phonics qu, tion - Culture: French educational school system	Theme 1 People and lifestyle Unit 3: Healthy living and lifestyle Diet, fitness + life choices Grammar: <i>Pouvoir</i> and <i>devoir</i>, <i>Il faut</i> + infinitive, Feminine person nouns, The conditional Superlative adjectives Être en train de and venir de + infinitive. phonics c and ç; s, qu and th, c and ç; s, qu and th Culture: French speaking world food and diets Unit 4: Free time activities Leisure, hobbies and sport Grammar: The imperfect tense, Adverbs ending in -ment, The perfect tense: irregular past participles, Emphatic pronouns, The near future tense, Partitive articles, The perfect tense with <i>être</i>, Prepositions, <i>C'est</i> and <i>il y a</i>, The present tense of common irregular verbs, Direct object pronouns, The perfect tense with <i>avoir</i> and <i>être</i> phonics u and ou; oi and oy -tion, -sion, -ssion Culture: French speaking world music and sports	Theme 2: Popular culture Unit 5: Customs, festivals and celebrations Celebrations + Festivals Grammar: The present tense of some common irregular verbs. Direct object pronouns (<i>me, te, vous, le, la</i>). Revising the perfect tense with <i>avoir</i> and <i>être</i>. Forming irregular plural nouns The future tense of <i>être, avoir, aller</i> and <i>faire</i>. Relative clauses with <i>que, qui, quand</i> and <i>où</i>, The Future tense The Imperfect tense phonics e and eu; é, -er, -ez -eur / -œur and r - Liaison Culture: French festivals French speaking world (society and culture)
			Summer 2 PPE Exam (Reading, Listening, Speaking and Writing)

Cultural Capital and Enrichment

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

Assessment for Learning

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

Pushing for Progress

Practise, practise, practise

Use your student exercise book regularly to actively practice and consolidate vocabulary studied during the week.

- **Practice speaking** for your assessment be using <https://www.naturalreaders.com/online/> or Voki (www.voki.com) it will allow you to select avatar/cartoon celebrities and type in things for them to say.
- **Practise listening, reading, grammar and vocabulary** using your individual login for www.kerboodle.com

Test yourself

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

How can you help at home?

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

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

Homework

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

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

Geography

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

Curriculum Intentions and building on prior learning

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

What will you study in Y10?

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

Assessment for Learning

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

BBC Bitesize

Seneca Learning

GCSE Pod

'Time for geography'

Mapzone

World Atlas

TED Talks

Active revision (Revision guide on loan)

Revision World (Past papers)

How can you help at home?

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

Homework

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

Music

Celebrating Creativity - "Where words fail, music speaks"

Curriculum intentions and building on prior learning

In Year 10 we follow the Eduqas GCSE Music specification. This course will build on your current KS3 musical experience by developing your:

- Compositional Skills – learning how to create chord sequences, write good melodies, create accompaniments, how to develop your work and write music for a specific genre.
- Performance – we hold regular drop-in performance sessions to check on your progress.
- Analytical skills – We study key music theory and look at the Elements of Music in depth. There are lots of key terminology to memorise as these are important for every Area of Study and prepares you for both familiar and unfamiliar listening.

The course will enable you to become a well-rounded musician and prepare you for future musical study.

What will you study in Year 10?

Transition to KS4	Theory of Music	AoS3: Film Music	AoS4: Popular Music
	Students will look at the Elements of Music in more depth and study key music theory such as scales, chords, intervals, keys and cadences. This will allow students to analyse music more effectively using a wide range of subject vocabulary.	Students will delve into the film industry, looking at how composers use musical devices and the elements to create film music scores to suit specific genres and create an appropriate audience effect.	Students will examine the musical idioms and techniques associated with a variety of popular music, with particular focus on Rock and Pop, Fusion and Bhangra music. Students will learn about the context and analyse the key features of the set work <i>Africa</i> by Toto.
NEA: Performance and Composition Students will complete a range of compositional exercises to help build and develop their compositional skills. They will then embed this knowledge to begin creating their own 'free' composition, in a genre of their choice. This has to be completed in the first half term of Year 11, before they move onto their second composition: Composition to a Brief. The brief options are released in September 2024. We encourage students to attend non-compulsory P6 sessions, to spend quality time creating and developing their compositions and are welcome to use the practice rooms when they are available.			

Assessment for Learning

Throughout Year 10, you will complete a range of assessments which will determine your strengths and identify any misconceptions, allowing you to develop and progress further in preparation for Year 11.

Performing	Composing	Appraising
Performances should demonstrate: • Accuracy • Technical Control • Expression and Interpretation Students should perform fluently, accurately and expressively. They should demonstrate a good sense of balance, keeping to the style of the intended piece, using secure intonation and following all performance directions as written on their scores.	Compositions should demonstrate: • Creativity and development of musical ideas. • Technical control of musical elements and resources. • Structural and stylistic coherence. Compositions should use a wide range of musical elements sophisticatedly and skilfully, which demonstrate development and meet the intentions of the intended musical style of the piece.	• Exploring, explaining and evaluating how musical elements and devices have been used in different genres and eras of music • Extensive, accurate use of musical vocabulary. • Providing perceptive responses which give detailed explanations of musical features including critical judgements • Analysis of the set work <i>Africa</i> (Toto)

Cultural Capital and Enrichment

In the Eduqas GCSE curriculum, the Areas of Study are designed to develop knowledge and understanding of music through the study of a variety of genres and styles in a wider context. It allows students to engage with and appreciate the diverse heritage of music in order to promote personal, social, intellectual and cultural development. We aim for students to become well rounded musicians, with knowledge and skills developed in performance, composition and appraising. We offer a range of extra-curricular activities which are open to all students and ensembles for instrumentalists. The music department's combination of clubs, performance events, peripatetic instrumental lessons and trips, offer further opportunities for students to explore music they may never have come across before and develop their musical abilities.

Pushing for Progress

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

- Instrumental lessons (either through school or privately). *Funding may be available for students who are in receipt of free school meals or have been in the past 6 years – please enquire with the Music Department.*
- BBC Bitesize KS4 Music Pages
- Listening to music and discussing with family members
- Revising topics studied in school and ensuring you know relevant terminology and music theory.
- Practising their instrument regularly (*essential at GCSE level*)
- Music Theory activities/games online
- Composing using an online platform/DAW at home – Dorico can now be downloaded for free, allowing you to compose music for a maximum of 8 players.

How can you help at home?

- Performance - Ensure your son practices his instrument for at least 20 minutes, 5 times per week, attends regularly weekly instrumental lessons and informs their instrumental teacher of the GCSE requirements as soon as possible. They can then work towards their GCSE performance pieces.
- Composition - Download Dorico/Logic so they can work on compositions at home. (Dorico can now be downloaded for free, allowing you to compose for a maximum of 8 players) and both full versions can be downloaded at a discounted rate as a student (Logic is Apple only).
- Listening -
 - Test your son on definitions for the Elements of Music and terminology from each Area of Study.
 - Encourage your son to listen regularly to composers from different eras, genres and the Set Work pieces.
- Purchase the Illuminate revision guide for Eduqas GCSE Music
- Encourage them to attend P6 sessions.

Homework

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

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

PE

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

Curriculum intentions and building on prior learning

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

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

What will you study in year 10 GCSE PE?

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

What will you study in GCSE PE – Practical

Rugby	Football	Table Tennis	Basketball	Badminton	Athletics/Cross Country
-------	----------	--------------	------------	-----------	-------------------------

Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. You will be assessed, for each topic, with a teacher assessment, an STR, and milestone opportunities. The assessment deadlines for GCSE are for analysis of performance (10%) February 2026, practical course work March 2026 (30%) and two written exams (60%) May and June 2026.

Enrichment

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

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

Pushing for Progress

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

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

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

How can you help at home?

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

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

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

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

Homework

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

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

Psychology

"Education is what survives when what has been learned has been forgotten." — B. F. Skinner

Curriculum intentions and building on prior learning

The intent of the Psychology curriculum is to ensure that students experience this STEM subject assessed through the AQA Psychology GCSE Specification by emphasising its scientific nature in the design and structure of the curriculum whilst simultaneously developing students' ability to think like a psychologist.

students of Psychology will learn to think like a psychologist by drawing on their knowledge of scientific inquiry continually throughout the two years of the course when thinking critically about explanation of the specific behaviours addressed in all areas of the topics.

What will you study in year 10?

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

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

Assessment for Learning

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

Practical skills	Written work
- Follow complex sets of instructions to collect valid and reliable data - Carry out risk assessments using scientific knowledge and understanding. - Make and record observations and measurements using a range of different methods - Suggest possible improvements to methods	- Develop subject specific vocabulary - Use of direct, concise, unambiguous language - Develop the ability to write longer answers that fully satisfy the demands of command words such as describe or compare. - Use mathematical techniques to evaluate scientific phenomena.

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can parents/carers help at home?

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

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

Homework

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

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

STRIVE RESILIENCE



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



Religious Studies

'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

In Year 10, our RS curriculum is designed to provide students with a comprehensive understanding of the beliefs and practices of Christianity and Islam, following the AQA: A specification. Our intent is to foster a deep and respectful appreciation of these two major world religions, equipping students with the knowledge and skills necessary to engage thoughtfully with complex religious concepts and issues using the 'three pillars of progression'. Progression involves securing increased knowledge in three categories: 'Substantive knowledge' - students will acquire detailed knowledge of the core beliefs, teachings, and practices of Christianity and Islam and will understand the historical and cultural contexts in which these religions developed and continue to influence the world today. 'Ways of knowing' which refers to understanding and investigating these beliefs and practices through developing critical thinking skills. They will engage with a variety of teachings and sources of wisdom authority, learning to evaluate the evidence and arguments presented. 'Personal knowledge,' is an awareness of one's own presuppositions and values regarding belief systems. They will cultivate empathy and open-mindedness, learning to respect and understand the beliefs of others. The curriculum will encourage students to articulate their thoughts and responses to religious issues clearly and thoughtfully.

What will you study in Year 10?

Christian Beliefs

This unit gives students a further and detail understanding of what Christians believe. They will explore key doctrines such as the nature of God, belief in the Trinity, the life and teachings of Jesus Christ life after death, sin and salvation. And significant religious texts including the Bible.

Islamic Beliefs

Students will study the foundation of Islam in more depth including; beliefs about Allah, prophethood and prophets, the life and example of the Prophet Muhammad, the importance of the Qur'an.

Christian Practices

This unit allows students to examine how the beliefs of Christians impact on their actions. They will study the sacraments, forms of worship, the importance of prayer and how Christians action charity in their lives.

Islamic Practices

Here students will learn about how the example of the Prophet Muhammad impacts on the lives of Muslims. They will study the 5 Pillars of Islam, festivals celebrated by Muslims and the differences between Sunni and Shi'a Muslims.

Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher, self and peer assessment. You will be assessed, for each topic, using within module milestone assessments and teacher assessed end of module milestone assessments. You will be given success criteria for any assessed work to allow you to have the best chance of success.

Year 10 will provide students with the opportunity to develop your knowledge and understanding of religion but also analyse the significance and influence of the belief to religious people.

Demonstrate knowledge and understanding of religion and beliefs including:

- beliefs, practices and sources of authority
- influence on individuals, communities and societies
- similarities and differences within religions and beliefs.
- study of the nature and characteristics of religion.
- investigation of, beliefs, teachings and ways of life, sources, practices and forms of expression as well as the skills of interpretation, analysis and explanation

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

- including the use of sources of authority
- develop their skills of application, interpretation, analysis and evaluation
- forming arguments which follow a logical process
- develop & communicate their own ideas, particularly in relation to questions of identity, belonging, meaning, purpose, truth, values and commitments

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 this impacts religion impacts on the lives of the followers of that religion. They will do this through experiencing the way believers apply their religious beliefs to ethical issues that affect each and every one of us.

Pushing for Progress

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

[The Eduqas Resources section of their website](#)

[The WJEC Eduqas qualification overview](#)

[BBC Bitesize: Eduqas Religious Studies GCSE](#)

[BBC Guide to Religion \(archival\)](#)

[BBC Ethics guide \(archival\)](#)

<https://www.truetube.co.uk/>

[Quizlet for GCSE Religious Studies for the Eduqas specification.](#)

Recommended documentaries found on Youtube:

A Very British Ramadan, Sacred Journeys- Lourdes, The Story of God with Morgan Freeman, Richard Dawkins: The Root of all evil, Epic Journey to the Holy Land, Tsunami: where was God? The Fight for women's bodies: Irelands Historic Abortion Referendum, Should Assisted Suicide be Legalised? Crime and Punishment series (ITV on YouTube).

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

The expectation on homework in year 11 will become slightly more demanding than that in year 10. Homework will be based around knowledge retrieval and will generally be about learning key words, dates and concepts. There is also a focus on students devising their own questions to test others in the class. Students may also be asked to complete revision tasks alongside their homework to help embed information in their long-term memory. Homework will be set on a weekly basis and 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

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

What will you study in Year 10?

Transition to KS4	Autumn Theme 1 People and lifestyle <u>Unit 1: Identity and relationships with others</u> Family, friends + relationships <i>Grammar:</i> <i>tener</i> (to have) and <i>ser</i> (to be) adjectives (interrogative, possessive) adjectival agreement use of <i>ser</i> and <i>estar</i> articles gender of nouns adverbial phrases modal verbs <i>poder</i> and <i>querer</i> word order of direct object and indirect object pronouns verbs with prepositions phonics (a, e, i, o, u) Culture: <i>Marriage/Partnership in Spanish Speaking countries</i> <u>Unit 2: Healthy living and lifestyle</u> Diet, fitness + life choices <i>Grammar:</i> neuter demonstrative pronouns negatives imperfect tense impersonal verbs modal verbs (<i>deber</i> + <i>tener que</i>) phonics (r, rr) Culture: <i>Spanish speaking world food and diets</i>	Spring Theme 1 People and lifestyle <u>Unit 3: Education and work</u> School life + post 16 education <i>Grammar:</i> subject pronouns the present tense of regular and irregular verbs present tense reflexive verbs negatives impersonal verbs (<i>se puede</i>, <i>se necesita</i>/ <i>falta</i>, <i>hace falta</i>, <i>vale la pena</i>) modal verbs (<i>deber</i> and <i>tener que</i>) imperfect, simple future, conditional and near future tenses phonics (ñ) Culture: <i>Spanish school system</i> Theme 2: Popular culture <u>Unit 4: Free time activities</u> Leisure, hobbies and sport <i>Grammar:</i> stem changing irregular verbs the preterite (past) tense of regular and irregular verbs syntax of <i>interesar</i> - type verbs the present continuous preterite tense (with spelling changes) phonics (ga, go, gu, ge, gi, gue, gui, j) Culture: <i>Spanish speaking world music and sports</i>	Summer <u>Unit 5: Customs, festivals and celebrations</u> Celebrations + Festivals <i>Grammar:</i> interrogatives interrogative pronouns indirect object pronouns (<i>le doy</i>) multi-word complex fixed phrases (<i>quisiera</i> + infinitive, <i>me/te/le gustaría</i> + infinitive) passive voice phonics (ca, co, cu, cu + vowel) Culture: <i>Spanish/ Hispanic festivals</i> <i>Spanish speaking world (society and culture)</i>

Cultural Capital and Enrichment

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

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

Assessment for Learning

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

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

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

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

Pushing for Progress

Practise, practise, practise

Use your student exercise book regularly to actively practice and consolidate vocabulary studied during the week.

- Practice speaking for your assessment be using <https://www.naturalreaders.com/online/> or Voki (www.voki.com). It will allow you to select avatar/cartoon celebrities and type in things for them to say.
- Practise listening, reading, grammar and vocabulary using your individual login for www.kerboodle.com

Test yourself

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

How can you help at home?

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

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

Homework

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

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

STRIVE VISION



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

Careers

The Careers Programme

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

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

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

Work Experience

Last academic year, Year 10 students were offered the opportunity for an in-person work experience week, and everyone successfully secured a placement.

The dates for this year's Work Experience week are 7th to 11th April 2025.

The deadline for submission of the Work Experience Pre-approval form is Friday 13th December 2024.

Students must hand the pre-approval form to Mr Clifton by the December deadline so that it can then be passed on to a third-party company who perform the necessary Health and Safety, safeguarding and insurance checks (employers must have Employers Liability Insurance cover). If these checks are not performed or are returned having not met our minimum requirements, the student will not be allowed to attend that placement; handing in the form does not guarantee that a placement is confirmed. Form Tutors will inform students whether their placement has been granted or not. We encourage you to discuss work experience with your son so as to begin that dialogue and get him thinking about what kind of business, company or organisation he wants to work with. Students who do not secure a Work Experience placement will remain in school, primarily completing revision activities. It is, therefore, in your son's best interest to secure a Work Experience placement this academic year

The Careers pages on the school's website contain a wealth of information that students and parents can benefit from, including a page about Work Experience. Students and parents are urged to navigate through the careers pages and learn about the range of information available to them. If you do have any questions or would like help or guidance, please contact Mr Clifton by email at p.clifton@KNBS.co.uk

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