



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

Year 11 Curriculum Booklet
2025/26

Year 11 Curriculum Overview

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 11 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 11. 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 11 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,

A handwritten signature in black ink, appearing to read 'D Clayton', with a stylized, looping flourish at the end.

Mr D Clayton
Headteacher

Personal Development

“Success is no accident. It is hard work, perseverance, learning, studying and sacrifice.” - Pele

Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 11 builds upon the skills that students gained in Key Stage 3 and in year 10. 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 to consolidate their understanding of contextual knowledge from their other subjects through teaching them revision skills; alongside this students will continue to develop the skills which they will need to help prepare them for life in modern Britain and beyond.

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

What will students study in year 11?

Throughout year 11, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World. Alongside their lessons students will also learn a range of revision strategies to enable them to have the best chance of preparation for their upcoming GCSEs.

<u>Wellbeing</u> Students will learn methods on how to cope with stress and the importance of resilience, as well as how to learn how to confidently communicate with others.	<u>Healthy and unhealthy relationships</u> Students will explore the differences between healthy and unhealthy relationships, learning the law around consent and sexual harassment. Students will learn to spot the signs of toxicity and know where to seek help if needed.
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Assessment for Learning

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

Cultural Capital and Enrichment

The year 11 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.brook.org.uk/topics/my-body/>

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

<https://bmet.lightcastcc.com/>

How can you help at home?

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

Homework

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

STRIVE TEAMWORK



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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 content of year 11 will continue to simultaneously develop skills for both Language and Literature. This year, you will study more set texts for GCSE Literature, and the remainder of the year will revisit the texts for Literature and revise the skills required for Language (and Literature). In English, we will continue to encourage discussion and development of not only academic issues, but also societal, moral, religious and many more so that you continue to develop as an individual.

What will you study in year 11?

Year 11 will predominantly focus on revisiting the texts that you have already studied in order to reinforce learning and will also revise the skills required for both the Language and Literature GCSEs.

Transition to the final year of KS4	Power and Conflict Anthology You will study the Power and Conflict poems and continue to discuss writer's intentions and poems as a symbol of a wider expression.	A Christmas Carol This novella will be studied, in depth, exploring key quotations, themes and characters. Victorian society will be learnt about, Dickens' views and how both shaped the content of the text.	PPR Revision During the spring term, you will revise the entirety of the content again, being exposed to model exemplars. You will spend each week focusing on a specific aspect of the course content, in preparation for a practice question followed by a reflection on the piece produced.

Assessment for Learning

Throughout the year, you will be assessed both formally and informally including a range of milestones, PPE examinations and self and peer-assessment. Year 11 will continue to 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 - Dissecting model exemplars and applying the mark criteria - Re-reading for meaning and exploring how themes and characters are presented within the texts - Writing developed and relevant exam responses to a range of questions - Reading non-fiction texts and examining writer's methods	Writing - Writing responses to different style of questions to suit the purpose and audience - Reinforce using structural features within writing - Increasing vocabulary repertoire - Writing, at length, in timed conditions
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Cultural Capital and Enrichment

Despite preparing 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 10-15 minutes per night, at home, throughout the year. This will enhance your enrichment but will also support your ability to infer and the sophistications within creative writing. Although English in year 11 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 and we will try to include either a trip or author visit wherever possible.

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	Instagram (Stacey Rea)	Mind-mapping
YouTube (Mr Bruff)	Discussions at home	Revising topics studied
Reading	Reading/watching news	Reading around current topics
Independent study	Knowledge of current affairs	Forming & articulating opinions

How can you help at home?

You can assist by ensuring that your son has some kind of revision timetable and that he sticks to it as much as possible. One of the easiest – and best – ways for your son to revise is to complete themed and/or character mind-maps including key quotations. Another simple way to support your son's learning is by exposing them to current affairs, encouraging them to read newspapers/articles and watching the news and then having conversations about the topics covered and supporting them in developing their own understanding and opinion of society and the events that take place within it.

Homework

Homework in year 11 will be predominantly focus on revision for 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 will reflect the needs and requirements of the teaching and learning taking place.

For Literature, your son needs to learn key quotations from each set text and needs to be as familiar with these as possible.

Mathematics

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

Curriculum intentions and building on prior learning

The Mathematics curriculum in year 11 provides a broad, coherent, satisfying and worthwhile course of study.

Students will have already studied the vast majority of the content for their respective tier; they will revisit topics to retrieve knowledge and practise skills throughout the year, while also focussing on improving and refining exam technique.

What will you study in year 11?

In year 11, students continue to follow either a Foundation or Higher tier pathway. All students will explore a range of topics from the six strands of the Mathematics curriculum.

	Number	Algebra	Ratio and Proportion	Geometry and Measures	Probability	Statistics
Transition to the final year of KS4	Strengthen and refine understanding of numerical structure and calculations, and apply this to fractions, decimals, percentages, measures and accuracy.	Strengthen and refine understanding of Algebraic notation and manipulation, and apply 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 and refine 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 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 three topics. These are peer assessed with whole class feedback. These tests will include GCSE examination questions which allow students to apply techniques, reason and interpret mathematically, and solve problems in context.

Students will sit a full set of GCSE papers for their PPEs in November and March. These will generate a grade and progress indicator, and students will be given a thorough analysis of their individual strengths and targets. All students will also partake in a rigorous revision programme from April in order to refine exam technique and to support you in making further progress before their external examinations.

Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 11 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 SparxMaths, an online platform that provides personalised, differentiated and scaffolded homework to enable all students to thrive. Your son will be given his individual username and password and shown how to use the software.

Science

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

Curriculum intentions and building on prior learning

During year 11 students complete the final topics of GCSE Combined or Separate Science, building on the work they have done during KS3 and year 10. Lessons continue to include practical work with a significant number of the Physics specific tasks falling into the year 11 rather than year 10 course. More lesson time is spent preparing students for the final examination. Past examination questions are used extensively throughout the year. Towards the end of the academic year, time is spent revising and preparing for the final examinations that take place in May and June.

What will you study in year 11?

Transition to the final year of KS4	Biology	Chemistry	Physics
	Plants	Acids and Alkalis	Electricity and Circuits
	Coordination and Control	Electrolysis	Magnetism and Motors
	Exchange and Transport	Groups and Rates	Particle Model, Forces and Matter
	Ecosystems	Calculations in Chemistry	Energy and Forces
		Fuels, Earth and the Atmosphere	

PPE Assessments will take place in Sep, Dec and March to help prepare students for the final examinations.

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.

Practical skills - 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	Written work - 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.
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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. The year 11 course provides opportunities to look at the development of the Earth's atmosphere and the impact of human activities, some of the chemical processes that are essential for our modern lives and the processes that take place in ecosystems that ensure that the nutrients needed for growth are present.

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
Discussions at home
School or personal trips to educational centres

Active Learn (school subscription)
Revising topics studied

T.V. documentaries
Reading/watching news

How can parents/carers help at home?

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

We are aware that many parents do not feel confident helping their children complete science work however there is a wealth of information available online with the direct purpose of helping students at home. An excellent way to support your son is to familiarise yourself with what online resources are available so that you can quickly guide your son to appropriate help when needed. It is also of huge benefit if students can have supervised access to a laptop or desktop computer when working at home. Pre-Public examinations give students the opportunity to sit practice examinations under conditions that mirror the final exams. It is crucial that students use these examinations to test the effectiveness of their revision strategies as well as their exam technique. Reinforcing the importance and value of these practice examinations is of huge help.

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



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Non-Core Subject Information

Art

Curriculum intentions and building on prior learning

During year 11, you will continue to work on your Controlled Assessment portfolio and additional Supporting work. You will be working on AO4- Final outcome and refining any other work that can be further improved. By the end of Year 11 you will have 1 completed CA portfolio and many A1 supporting work boards. These will contribute 60% to your overall GCSE grade. You will also have completed an exam unit, which will fulfil 40% of your grade.

What will you study in year 11?

For the first term you will finish your CA portfolio and A1 supporting work boards. You will then be given your exam paper on the first day back in January 2024.

Transition to the final year of KS4

Work on:

AO4- Final outcome- you will produce a large version of 1 or a combination of your Intention ideas.

Refine:

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.

A1 supporting work boards.

Exam Unit

The exam board will issue a paper with a selection of exam titles that you can choose from. You will choose one to develop your exam project on. You will develop a new exam folder which contains the following work:

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.

You will have From January to the start of May to complete your exam sketchbook. You will then sit a two-day exam (5 hours on each day) to produce A)4- final outcome.

Assessment for Learning

You will undergo diagnostic, formative and summative assessment in Art and 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 CA portfolio A3 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 high quality 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 topic you choose. You have done this in year 10 but will be expected to do this to a higher standard in year 11. 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.

Pushing for Progress

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

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

How can you help at home?

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

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 and your exam folder which is 40%. Homework is set once a week or once every two weeks.

GCSE Business

The true entrepreneur is a doer not a dreamer

Curriculum intentions and building on prior learning

Year 10 involved students investigated business ownership and how external factors influence business decisions. By the end of year 11, students will be confident in understanding business relations within the real world. They will look how business operate internally and how financial strategies impact most aspects of business. This basis of knowledge gives them a steppingstone to how everyday life runs economically.

What will you study in year 11?

Transition to final year of KS4

Human Resources

You will investigate how the human resources department runs within business. You will evaluate various recruitment, training and motivation techniques.

Business Operations

You will analyse production methods in relation to real life case studies. You will learn how quality assurance is maintained and its importance. You will also evaluate the supply chain and sales process method.

Finance

You will be evaluating various sources of finance for small enterprises, and you will recommend using analytical skills the most appropriate source for the given case study.

Assessment for Learning

Students will be assessed formally, continuously throughout this year. Small end of topic assessments will take place every two weeks.

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
- Learn multiple mathematical formulas

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, everyday products, such as fluctuation in fuel prices, housing market, current VAT rates etc. These elements allow students to build a healthy understanding of the economic and business world.

Pushing for Progress

Youtube- Two Teachers
GCSE Business- Bitesize
Businessbuddyonline.weebly.com
Eduqas GCSE Business – Past Papers & mark schemes
Eduqas GCSE Business Revision Guide

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 11?

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 and planning a sports activity. Leading sports activity session. Reviewing performance and planning an activity. This unit is **internally assessed** and complete on a computer-based assessment.

R051: Contemporary issues in sport

This unit looks at rules provision for different types of activity. Barriers to sport, safety aspects. Contemporary issues in sports such as technology and drugs. How sport is organised, sponsorship and the Olympic movement. This unit is **Externally assessed examination for 60 minutes/ 60 marks available**

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 R051 your son will be set online homework 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 PPE exams and the final summer exam in May 2025.

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

It is not that we use technology, we live technology

Curriculum intentions and building on prior learning

Last year students developed their python skills to help them to prepare them for the Paper 2 exam that students will sit in year 11. The main focus of Paper 2 is to test students' Computational Thinking ability, which includes designing, creating and refining algorithms, using effective programming techniques, and applying logic.

Last year several topics were covered to lay a firm foundation in theoretical aspects of the course. This year, students will complete their theory learning to prepare for both the Paper 1 and 2 exams. Most of the work in this year will be in a form of review lessons to deepen their understanding and prepare for the exams through use of quizzes, past exam papers, revision flash cards and other relevant resources and activities

What will you study in year 11?

You will complete many programming tasks to strengthen your problem-solving and computational thinking abilities. During this year you will complete your theory by doing any remaining topics from year 10, which are likely to be: Networks and Topologies, Utility software, and Impacts of Digital Technology

Transition to final year of GCSE	Review of Programming Skills You will revisit study of different programming techniques and methods that industry uses when planning and creating a solution to a given problem or complete a task. Several mini projects will be given which facilitate review of programming skills and test a range of skills	Completion of Theory Learning You will be working on any remaining topics from Y10, which are likely to be ▪ Networks and Topologies ▪ Utility software ▪ Impacts of Digital Technology	Revision work to prepare for examinations Exam Theory You will be expected to use this time to revise for your exam. A series of past exam papers or OCR exam builder-based tests will be used to facilitate revision for exams. Revision flash cards and Final revision lesson notes PPT will be provided to aid your revision.	Possible opportunities for educational trips to

Assessment for Learning

Students will be assessed formally, continuously throughout this year and most of the questions will be exam type questions derived using OCR exam builder platform. All coursework is compulsory albeit Non-Exam Assessment. 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/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 results of given algorithms.

Practical Tasks

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

Cultural Capital and Enrichment

Learning to analyse a given problem using computational thinking concepts, practices and tools is not just for a Computer Science classroom. The skills learnt throughout this course cross over into many aspects of life. It prepares students for the future careers. Computational thinking and Software skills can be used in a multitude of ways such as doing scenario-based analysis and working out a design towards creating a coded solution for a core business activity or creating an app for business entity such as a restaurant. It allows students to develop resilience and independence.

Pushing for Progress

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

- Youtube - Craig and Dave
- OCR – Computer Science J277 - Past Papers & Mark Schemes.
- Revision flash cards.
- GCSE Hub - some lesson resources.
- Seneca - OCR Computer science
- <https://www.turinglab.co.uk/>

All of the resources stated above are available from your child's Teams homepage. For those students that struggle with or would like to develop their exam technique I would strongly advise them to complete as many past papers as possible. This will allow them to time themselves on certain questions, and to help learn the style of responses accepted via the mark schemes.

How can you help at home?

Most of their coding tasks 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. Please question your son about upcoming milestones and remind him of deadlines and expectations.

Homework

Students need to continue to catch up on missing or weak work during lunch or after school. A select number of students will be invited to attend period 6 sessions after school in order to catch up. These sessions will be compulsory in order to get the best out of your son. During exam theory students will be set weekly homework tasks. Students may be expected to complete past exam questions, self-assessment, pre-read content or have complete preparation work such flow charts/pseudocode/trace table ready for the next lesson. Expectations do step up in year 11 and any poor attitude to completing homework will be followed up on.

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 11 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 11?

Transition to final year KS4	Invasion Games pathway: Football Basketball Softball	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
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Assessment for Learning

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

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 11 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 11 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 in regards to 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

This is your final year in iMedia! This year we build upon your prior understanding of planning tasks you used within your coursework. These documents are the foundation to your exam. This year we will complete your theory to prepare you for your exam in the summer.

It should be noted that if any student fails to submit year 10 coursework, they will have to re-do the coursework in year 11 and submit in May (coursework assignment briefs only have a 12 month life span, therefore it must be a whole new unit).

What will you study in year 11?

Coursework is worth 60% of this course. By this point your first coursework unit will have been submitted and graded. This year you will complete your final coursework unit and sit your external exam.

Transition to final year of KS4

R097: Interactive Digital Media

Coursework.

You will plan, design and create a multipage website for a the set assignment brief. You must follow the criteria set and work throughout this project working in the eyes of the web development team.

Task 1 Deadline: 16/10/25

Task 2 Deadline: 18/12/25

Task 3 Deadline: 13/02/26

R093: Creative iMedia in the industry

Exam Theory.

Topics include:

- The media industry
- Factors influencing product design
- Pre-Production planning
- Distribution considerations

Assessment for Learning

Students will be assessed formally, continuously throughout this year. This will be in the form of formative and summative assessments.

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 Flash, 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 resources will allow your son to further develop their skills outside of the classroom:

Youtube- Flash tutorials

OCR – Creative iMedia- Past Papers & Mark Schemes

Section B guidance- DD to resource

GCSE Hub- all lesson resources

For those students that struggle with or would like to develop their exam technique I would strongly advise them to complete as many past papers as possible. This will allow them to time themselves on certain questions, and to help learn the style of responses accepted via the mark schemes.

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. Work load in this course is very high and some students struggle with keeping on top of work, especially with the change in units. 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

Students need to continue to catch up on missing or weak work during lunch or after school. A select number of students will be invited to attend period 6 sessions after school in order to catch up. These sessions will be compulsory in order to get the best out of your son. During exam theory students will be set various tasks. These will be set at least twice a week. Students may be expected to complete past exam questions, self-assessment, pre-read content or have complete preparation work such as design drawings ready for the next lesson. Expectations do step up in year 11 and any poor attitude to completing homework will be followed up on.

Drama

"Actors are agents of change. A film, a piece of theatre, a piece of music or a book can make a difference. It can change the world." Alan Rickman.

Curriculum intentions and building on prior learning

The Drama curriculum in year 11 will be working towards AQA GCSE Drama. This is building on the first year that focused on the devising elements. This year the focus will be on scripted extracts which builds on KS3 scripted extracts and practitioner work. It is also preparing your son for the final written examination, which is a pull together of all the evaluation and analysis skills they have gained throughout their Drama journey. Throughout the year students will be considering the roles and responsibilities of theatre makers, considering design elements as well as evaluating live piece of theatre.

What will you study in year 11?

	Texts in Practice	Understanding Drama	Live Theatre Review
Transition to the final year of KS4	You will start the year with practical exploration of scripted extracts. For this you will be asked to perform two extracts from the same play, as the same character. This examination will be focused on your acting skills such as vocal, physical and characterisation. It will be externally marked by AQA.	As part of the written paper you will be asked to demonstrate your understanding of roles and responsibilities of theatre makers. Within the Drama studio we will explore these practically. Also, you will recap <i>Blood Brothers</i> and how to write about it successfully in relation to acting skills, context and design.	As part of the written paper you will be asked to describe and evaluate a piece of live theatre. We will take a class trip to the theatre. Students will explore how to write about the design elements as well as how an actor was successful in portraying their roles to the audience.

Assessment for Learning

Throughout their time in Drama your son will be assessed both formally and informally including teacher, self and peer assessment. Their practical examination will be group tasks; however, your son will receive individual feedback and a grade. They will receive STR's to guide their progress. Also, there will be written assessment in relation to the GCSE AQA mark scheme and assessment objectives from the written paper. There will be opportunities for your son to improve upon their work using feedback received.

Year 11 will be the final 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 scripted performance assessments will be concentrating on vocal and physical skills, along with characterisation and development of character within the extracts. The written elements will comprise of exam style questions related to their final examination on roles and responsibilities of theatre makers, *Blood Brothers*, and their live theatre review.

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 Misérable, 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. Also, discussing the themes and issues within their scripted performance work will help them to 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. Discussing the live theatre piece, they saw will help to formalise their opinion and memory of the performance. Asking them to describe elements such as costume, set, lighting and acting skills will be beneficial to their written examination.

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 as revision for the end of year exam. Other weeks your son will be asked to undertake research tasks linking to their scripted work. 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, learn lines, staging and blocking their work, which will count as a homework.

Design Technology

Design, Create, Evaluate

Curriculum Intentions and building on prior learning

During year 11 students build upon all their prior experience of iterative design to 'Explore, Create and Evaluate' a working prototype of their own choosing: based around a choice of three contexts. The prototype should be fully functioning and meet the needs of a client the student has selected. They will also need to record their progress both graphically and digitally in a PowerPoint portfolio of around twenty-four A3 sheets. This section is referred to as Non-examined Assessment (NEA) and is worth 50% of the final GCSE grade.

Students will also complete a two-hour exam which will assess their knowledge of tools, equipment and processes. Along with challenges facing a Design Technologist of the 21st century in the form of design type questions. This is also worth 50% of the final GCSE grade. Exam board AQA.

NEA 50% + Exam 50% = 100% of final GCSE grade.

What will you study in Y11?

During year 11, you will experience the iterative process of designing and complete a functioning prototype you've designed.

Explore – Create - Evaluate

Students explore all three contexts and select a primary user and investigate their requirements. They then must consider existing products and design practices, concluding with a Technical Specification to create design solutions for.

Students will then use a variety of techniques to create at least ten annotated design ideas. With feedback from their primary user these ideas are reduced down to three most appropriate to develop into prototypes and then select a final option to create a fully functioning product from.

Throughout the iterative process students will need to collect feedback from their primary user in the form of photos and videos of the product in use. Strengths and weaknesses need to be highlighted along the way too.

Assessment for Learning

During each section of the NEA you will get teacher guidance about what has to be done to reach your full potential and your performance will be recorded on a tracking sheet. Scores from homework tasks will be used to formulate your performance and any interventions/support will be made available.

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

Cultural Capital and Enrichment

The NEA task enables students to truly create something new that can benefit somebody you know, a group or club you're involved with or somebody within your community. It's a great opportunity to immerse yourself in something that could really make a difference to the world and inspire you and others to make connections that could lead to jobs, apprenticeships or further study at college or university.

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

Pushing for Progress

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

Websites-revision

<https://www.bbc.co.uk/bitesize/examspecs/zdvb2sg>

<https://www.technologystudent.com/>

Free on-line software

<https://fusion.online.autodesk.com/>

<https://www.tinkercad.com/dashboard>

How can you help at home?

Sometimes the most challenging part of a student's coursework (NEA) is finding a client or stakeholder, parents can play a pivotal role in this, so if you would like to be the client or you know somebody who might be able to support your son in this problem-solving journey, it would be greatly appreciated. Links to local businesses too would give them invaluable support and an insight into the world of work, even the placement from work experience may help too.

Coursework can sometimes be stressful for students especially if they fall behind, so I will let you know if I feel your son needs to catch-up and provide school sessions for him to do so. Your support with this would be greatly appreciated.

Homework

Design & Technology homework will be set each week and will usually consist of exam paper style questions similar to ones in the Collins workbook from year 10, but in more depth. 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.

They may also need to carry out investigations at home or interview clients and customers for feedback about the prototype they are designing.

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 this year.

What will you study in year 11?

During your GCSE year 11, you will concentrate on the theory content for the exam as well as practicing and improving the practical skills elements.

Transition to the final year of KS4	Controlled assessment tasks: 50% of the GCSE	Theory Content: There are five main topic areas each of which you covered in year 10 but will be revised and recapped in year 11 ready for the written exam in June.	
	Task 1: Food Investigation: Students will investigate the working characteristics and the functional and chemical properties of a particular ingredient through practical investigation. They will produce a report which will include research into 'how ingredients work and why'. – (30 marks 10 hours allowed)	Food, Nutrition and Health - Macronutrients - Micronutrients - Nutritional needs and health	Food Choice - Factors affecting food choice - British and international cuisine - Sensory evaluation
	Task 2 – Food Preparation: In this task, students will prepare, cook and present a final menu of three dishes to meet the needs of a specific context. Students must select appropriate technical skills and processes and create 3 – 4 dishes to showcase their skills. They will then produce their final menu within a single period of no more than 3 hours, planning in advance how this will be achieved. (70 marks – 20 hours allowed)	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

GCSE Controlled Assessment Tasks:

During year 11 your lessons based on the controlled assessment tasks above are **All** assessed. You will be given a certain number of lessons – either 10 hours or 20 hours to complete the tasks and once the allocated time is passed, you are unable to have more time. This type of assessment cannot be done at home as they have to be completed under assessed time conditions in the presence of the teacher in school. You will be assessed against certain criteria given to you at the beginning of each project, including both practical and written tasks. These two pieces of work equate to 50% of your total GCSE grade.

GCSE Examination:

You will be given tasks and exam questions regularly throughout year 11 to recap knowledge learnt in year 10. You will have a PPE at some point in the autumn term as well as another in the spring term. The final written exam is usually in June and is worth 50% of your total GCSE. This is based on the content learned in year 10.

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 chefs 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. 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. Although your son cannot complete any controlled assessment tasks at home – you can help with the ideas, preparation and presentations for each dish.

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.

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.

Geography

"Geography prepares you for the world of work by developing high-level skills and employability"

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 Y11?

The UKs Evolving Human Landscape	People and the Biosphere	Forests Under Threat	Consuming Energy Resources	Revision	Revision
An overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. A case study of a major UK city (Birmingham).	An overview of the global distribution and characteristics of large-scale ecosystems, why the biosphere is important to humans. wellbeing and how humans use and modify it in order to obtain resources	A detailed study of the tropical rainforest and taiga biomes, looking at processes and interactions and issues related to their biodiversity and management.	A study of renewable and non-renewable energy, its supply and demand, access and energy security issues. Strategies to reliance on fossil fuels: energy conservation and efficiency, alternative energy.	Students follow a revision package: interleaving, low stakes quizzing (Knowledge retrieval), dual coding, practice testing and elaboration through questioning.	Students follow a revision package: interleaving, low stakes quizzing (Knowledge retrieval), dual coding, practice testing and elaboration through questioning.

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 in the autumn term of yr 11 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 autumn term of year 11, pupils explore how quality of life varies across Birmingham during a day's fieldwork supporting Topic 6. Also, the idea of place and interdependence is developed further in component 3: People and Environment Issues. 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.

History

'The best prophet of the future is the past.' Lord Byron

Curriculum Intentions and building on prior learning

The History curriculum in Year 11 will focus firstly on the AQA GCSE module 'Norman England 1066-1100'. This unit is a depth study focussing on examining the impact the Norman conquest had on England, including an historical environment study examining a different Norman historical site each year.

Students will also complete the AQA GCSE module Conflict and Tension 1894-1918 The First World War, examining the build up to the conflict, the main events within the war period and the factors that bring the Great War to a close in 1918.

What will you study in Year 11?

Germany 1890-1945 Democracy and Dictatorship

Germany and the growth of democracy (1890-1928)

Germany and the Depression (1928-1932)

The experiences of Germans under the Nazis (1933-1945)

Conflict and tension – the First World War . 1894-1918

Causes of the First World War

The stalemate of the First World War.

The End of World War One

Health and the People c.1000- present Day

Medicine Stands still – medieval medicine

The beginnings of change – renaissance medicine

A revolution in medicine – 19th century medicine

Modern Medicine – 20th century developments and beyond

Norman England

Conquest and Control- the Norman invasion

Life under the Normans – change and continuity

The Norman Church and Monasticism

Assessment for Learning

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

Throughout year 11 you will be developing your history skills to enable you to reach the highest grades at GCSE level. This will include focussing on these abilities:

Historical explanation

- Explain the interrelationship of factors
- Explain varying degrees of change and change over time
- Make sustained judgements
- Relate issues to wider thematic content

Historical Sources

- Explain the interrelationship of sources
- Make balanced judgements using the content of sources and own knowledge
- Explain relationship of source to the wider thematic context

Historical Significance

- Explaining the SHORT, MID TERM and LONGER term significance of events.
- Making judgments on the significance of people and events using own knowledge as evidence
- Exploring the interrelationship of varying degrees of significance by linking to the wider thematic context

Historical interpretations

- Explaining the emphasis, focus and tone of differing interpretations
- Assessing the interrelationship between interpretations
- Evaluating strength of interpretations by using the wider context of the theme

Cultural Capital and Enrichment

In Year 10 or 11 we provide the students with an opportunity to take part in a visit to Berlin to complement their GCSE studies. Sites we visit will enable students to enrich their understanding of Germany's experiences both during World War Two and World War One. There are also a multitude of opportunities for students to enrich their understanding of the wider thematic context of their GCSE modules with various extra-curricular activities throughout the year.

Pushing for Progress

Make good use of the Year 11 HUB which contains advice on exam technique, topic review activities and all kinds of revision aids.

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

We also encourage all of our year 11 students to attend revisions sessions running in the History department from the January of the exam year. The sessions will cover both exam technique and exam content.

How can you help at home?

You can help at home by encouraging early planning for revision during the Autumn term and then helping with the revision itself from January onwards. This could be simply having regular discussion about the topics that are being covered in your child's revision schedule. We recommend the short periods of revision on a regular basis doctrine which allows students to have a better chance of recalling information in the final exam. Encourage your child also to experiment with different methods of revision, including mind mapping, flashcards, internet quizzes and so on. This will help students to review information in a variety of ways which helps to embed exam topics more thoroughly.

Homework

Regular Homework is set throughout year 11 encouraging students to both review topics studied in the past and also prepare for topics being studied in the academic year. HomeWorks could include the completion of knowledge tests, complete revision activities or practice exam questions. Extra work is always available either by talking to your teacher directly or using the HUB to help you.

Music

Celebrating Creativity - "Where words fail, music speaks"

Curriculum Intentions and building on prior learning

In Year 11, students continue developing and building on their analytical skills and knowledge of terminology by examining their final two areas of study and a classical set work. This year is heavily focused on their NEA Coursework, as all performance recordings and compositions have to be completed and recorded. The Eduqas course will enable students to become well-rounded musicians and prepare them for future musical study.

What will you study in year 11?

Transition to the final year of KS4	AOS2 Music for Ensemble Students will look at how sonority, timbre and texture are used in different ensembles. They will explore chamber groups from the Baroque, Classical and Romantic Eras; as well as examining works from Musical Theatre, Jazz and Blues and Folk Music	AoS1 Musical Forms and Devices Students will look at the development of music in the Western Classical Tradition, its typical form and structure and styles of dance. Students will also learn about the context and analyse the key features of the set work <i>Badinerie</i> from Orchestral Suite No.2 by J.S.Bach	Revision of all Areas of Study and Set Works Students will revise the elements of music, all Areas of Study and complete a wide variety of exam style questions in order to effectively prepare for their final examination.
	NEA: Performance and Composition Deadlines Two performance recordings - One solo and one ensemble performance OR Two ensemble recordings. Two compositions – Free composition and Composition to a Brief (Briefs are released in September) Deadlines: Friday 27 th October Free Composition Friday 15 th December Solo Performance Friday 2 nd February Composition to a Brief AND Ensemble Performance Options for Composition to a Brief will be released in September 2023. 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 to rehearse their performance pieces.		

Assessment for Learning

Year 11 will continue to feature a range of assessments which will determine your strengths and identify any misconceptions, allowing you to develop and progress further in preparation for performance recordings, composition writing and listening skills. You will have PPE's to further assess your musical ability in all of these areas.

Performing

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.

Composing

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

Appraising

- 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 2 set works *Africa* (Toto) and *Badinerie* (J.S.Bach)

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 Head of Music.*
- 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?

- Remind your son of deadlines and encourage them to complete work to the best of their ability.
- Performance - Ensure your son practices his instrument and GCSE pieces for at least 30 minutes, 5 times per week and attends regularly weekly instrumental lessons. They must also ensure that they have provided Ms Naylor with scores and backing tracks (if applicable) of their 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 of Dorico and Logic 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 and Intervention 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 develop their knowledge of the social-cultural and psychological influences on levels of participation in sport, and also how sport impacts on society more broadly. This includes the individual benefits to health, fitness and well-being of participating in physical activity, as well as the influences of commercialisation, sponsorship and the media.

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 11 GCSE PE theory?

Transition to the final year of KS4	Social Cultural patterns Pupils look at engagement patterns in different sports. The role of commercialisation in sport and ethical and social reasons sport looks as it does	Sports Psychology Pupils look at all aspects of mental preparation within sport. Techniques that can be used to create success and achieve specific skill or goal	Health fitness and well-being Look at the difference between the key terms – health, fitness and well-being, whilst exploring areas such as diet and nutrition.	AEP- Coursework (10% of final grade) Pupils complete an analytical assignment on a specific area of fitness that they wish to improve. Deadline February 2025	End of Year 11 Revision block - 8 weeks and final exams.
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GCSE PE – Practical (Deadline for practical assessment Easter 2025)

Football	Basketball	Table Tennis	Badminton	Athletics
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Assessment for Learning

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

Cultural Capital and 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 topics 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 and the opportunities its students get to experience.

Pushing for Progress

Students will be given specific revision packs for their end of year 11 PPE assessment and summer exams, as well as half termly assessment. They are encouraged to work from these. Year 11 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.

We have revision classes during half term, Easter, period 6 and lunchtime tutoring for students. Regular fitness testing is done throughout the course to monitor pupil's fitness levels. 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 department's 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

Homework

Theory – students will be set some form of theory homework every fortnight either online as tests or research tasks. 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 1 sporting team or competing to a high level in a sport we do not offer here at KNBS (but is on the specification, see Head of PE for details). There are specific practices for certain sports (e.g. racket sports), pupils who have these sports as one of their chosen three will be expected to be at those practices after school.

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

The RS curriculum in Year 11 follows the AQA syllabus. This year aims to enable acquire a level of 'religious literacy', which means they will be able to investigate belief systems through varied experiences, approaches and disciplines, reflect on and express their own ideas, and the ideas of others, with precision and clarity, and become increasingly able to respond to beliefs in an informed, rational and insightful way. Learning in Religious Education and Philosophy (REP) should not be confused with "mere facts." Instead, three 'pillars of progression' are outlined. Progression involves securing increased knowledge in three categories: 'Substantive knowledge' about various religious and non-religious traditions, 'ways of knowing' which refers to understanding and investigating these beliefs, and 'personal knowledge,' an awareness of one's own presuppositions and values regarding belief systems. Students are enabled to partake in informed discussion about complex beliefs systems. Students should be able to understand, and question, the accuracy of claims about different belief systems, regardless of whether they are themselves religious or not.

What will you study in Y11?

Theme A: Religion and Life

Explore religious teachings and ethical perspectives on family life, marriage, divorce, gender roles, and human sexuality. Examine how beliefs influence personal and societal attitudes, considering both traditional and contemporary views. reflect on the changing nature of relationships in modern society.

Theme B: Religion and Life

Explore religious teachings and ethical perspectives on the origins of life, the environment, the sanctity of life, abortion, and euthanasia. Examine how beliefs influence attitudes toward life and death, considering both traditional and modern viewpoints. Reflect on the moral challenges raised by advances in science and medicine.

Theme D: Religion, Peace and Conflict

Explore religious teachings and ethical perspectives on war, peace, terrorism, justice, and forgiveness. Examine how beliefs shape responses to conflict, considering both traditional doctrines and contemporary issues. Reflect on the role of religion in promoting peace and reconciliation in the modern world.

Theme E: Religion, Crime and Punishment

Explore religious teachings and ethical perspectives on crime, punishment, justice, and forgiveness. Examine how beliefs influence attitudes towards the causes of crime, the aims of punishment, and issues such as the death penalty. Reflect on the challenges of balancing justice and mercy in today's society.

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 11 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 effect each and everyone 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:

BBC Bitesize
Seneca Learning
Truetube
Quizlet

Recommended documentaries found on Youtube:

A Very British Ramdam, 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 along side 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.

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. It encourages students to develop a passion for language learning by studying contemporary topics, aimed at the young people of today. GCSE French 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 11?

Autumn

Theme 2: Popular Culture

Unit 5: Customs, festivals and celebrations

Celebrations + Festivals

Grammar:

The present tense of some common irregular verbs.
Direct object pronouns (*me, te, vous, le, la*). Revising the perfect tense with *avoir* and *être*. Forming irregular plural nouns

The future tense of *être, avoir, aller* and *faire*. Relative clauses with *que, qui, quand* and *où*, *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)

Unit 6: Celebrity culture

Famous people + the wider society

Grammar:

The perfect tense of *avoir, être, faire* and *prendre*. "*de*" to indicate possession. The perfect tense of *avoir, être, faire* and *prendre*, The imperative, Possessive adjectives, The perfect tense of reflexive verbs *Il y a* and *depuis*

phonics *i, y* and *-ien j, g, ch* and *g - è, é, ai* and *c'est, ces, sais-*

Culture: *French celebrities*

French speaking world (celebrity culture)

Theme 3: Communication and the world around us

Unit 7: Travel and tourism, including places of interest

Holidays past, present and future + ideal holidays and places of interest.

Spring

Unit 7: Travel and tourism, including places of interest

Grammar:

Weather expressions, The imperfect tense, Adjective agreements, The perfect tense, The perfect and imperfect tense, *Pour* and *sans* + infinitive, The present tense, The present, perfect and imperfect tenses, The passive voice Revising *y* and *en*

phonics *è, é, ai* and *a, au, eau*, closed *o* and *ô*,

Culture: *French Speaking countries Tourism*

Unit 8: Media and technology

Social media + Mobile phone use

Grammar:

Verbs + infinitive, The present tense of *avoir, être, faire* and *aller*, *The imperative* *Après avoir / être + past participle*

phonics *en / an / em / am, on / om, ain / in / aim / im* and *um*

Culture: *French social media*

Unit 9: The environment and where people live

Town and area + the environment

Grammar: *Avant de* + infinitive, Verbs + *à / de* + infinitive, *A* and *à*, Modal verbs, *Si* and *quand*,

Revising the conditional of regular -er verbs Indirect object pronouns (plural forms)

phonics *h, -ill- and -ille*

Culture: *French speaking world (geography and culture)*

Summer 1

GCSE EXAMS

Speaking:
(after the Easter holidays. TBC)

Listening and Reading:
20th of May 2026

Writing:
04th June 2026

Transition to the final year of KS4

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 11 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/z9dqnxb>

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.

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.

What will you study in year 11?

Transition to the final year of KS4	Autumn Theme 2: Popular Culture <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 (quisiera + infinitive, me/te/le gustaría + infinitive) passive voice phonics (ca, co, cu, cu+ vowel) Culture: <i>Spanish/ Hispanic festivals</i> <i>Spanish speaking world (society and culture)</i> <u>Unit 6: Celebrity culture</u> Famous people + the wider society <i>Grammar:</i> use of the relative pronoun <i>que</i> modal verbs (<i>saber</i> + infinitive) <i>seguir</i> + present participle <i>llevar</i> + time period + present participle phonics (ch) Culture: <i>Spanish/ Hispanic festivals</i> <i>Spanish speaking world (society and culture)</i> Theme 3: Communication and the world around us <u>Unit 7: Travel and tourism, including places of interest</u> Holidays past, present and future + ideal holidays and places of interest <i>Grammar:</i> preterite tense (regular and irregular) imperfect tense imperfect continuous impersonal (<i>hace</i> + noun) subjunctive mood (with five irregular verbs <i>hacer, ser, ir, venir</i> and <i>tener</i>) phonics (ll) Culture: <i>Spanish speaking world (society and culture)</i>	Spring Unit 8: Media and technology Social media + Mobile phone use <i>Grammar:</i> para + infinitive position of adverbs of time, manner and place regular comparative structures (<i>más... que/ de, menos... que/ de, tan... como</i>) irregular forms (<i>mejor</i> and <i>peor</i>) phonics (r, rr, v) Culture: <i>Spanish social media</i> <u>Unit 9: The environment and where people live</u> Town and area + the environment <i>Grammar:</i> the near future <i>algo</i> (something) and <i>alguien</i> (someone) imperative (affirmative) demonstrative adjectives and pronouns the present perfect (regular and irregular) the conditional tense impersonal verbs (<i>parece, basta, falta, hace falta, vale la pena</i>) multi-verb expressions (<i>acabar de</i> + infinitive etc) present tense with <i>desde hace</i> phonics (ce, ci, z, que, qui) Culture: <i>Spanish speaking world (geography and culture)</i>	Summer EXAMS Speaking (after the Easter holidays. Date TBC) Listening and Reading: 9th June 2026 Writing: 16th June 2026
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Assessment for Learning

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.

Practise, practise, practise

- Use your student exercise book *regularly* to 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). You can sign up to the basic package for free and 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 Spanish and then the module you are studying for an accurate list (you also have a list in your book)
- Extend your vocabulary base by looking up new words on www.wordreference.com or use it as a dictionary to help you with your homework (there are grammar quizzes on here as well!)
- BBC Bitesize has activities for each unit – you can revision activities on line and mark your answers to see how you have done <https://www.bbc.co.uk/bitesize/examspecs/z4yyjhw>

Cultural Capital and Enrichment

During Year 11 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. 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.

How can you help at home?

At KS4 students receive two pieces for homework per week. The first is *key vocabulary* to learn off by heart (through SMH quizzes/ quizlet learning/ look, cover, write techniques). This will be assessed during the weekly spelling tests in class. The second weekly homework is a *consolidation task*: reading/listening exercise from the Kerboodle website, a grammar task, a piece of writing or further research). Towards the end of the unit, and prior to formal assessment, homework will be revision, including learning off by heart the answers they have produced to the *key questions*.

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

Homework

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

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

STRIVE VISION



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

Careers

Post-16 Applications

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. It is now time for your son to be thinking about his post-16 options and applying for sixth form, college, an apprenticeship or an alternative pathway such as the military.

In 2015, the government raised the participation age of young people in education to 18 years. This means that it is a requirement for your son to stay in some form of education for two more years, after he has left KNSB.

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 11 form tutors will keep students updated with information that we believe is relevant to them, such as open days/evenings, deadlines and announcements. It is your son's responsibility to listen to these notices and act upon the ones that are pertinent to him. The window for most sixth form and college applications runs between November and March but many apprenticeship applications can be offered from September and may only be open for a couple of weeks. It is our experience that the majority of apprenticeships are closed by the end of the Autumn term. It is your son's responsibility to search for apprenticeships and apply for them, if that is a pathway that he wishes to pursue. Mr Clifton, the Careers Leader, is willing to help and advise students with any queries they may have or their applications.

We advise that all students keep their options open, for example, if they apply for an apprenticeship – make sure that they also apply for college courses at the same time. If a student is successful in his apprenticeship application, then he can reject his college offer but if he is unsuccessful then he will have an alternative that could still lead him along the pathway that is right for him.

Careers Advisor appointments

All students are entitled to a meeting with the Careers Advisor who offers impartial and up to date advice. It is fundamental for the meeting that your son is aware of his predicted grades, otherwise the Careers Advisor will be unable to give him accurate, relevant guidance.

The Careers pages on the school's website contain a wealth of information that students and parents can benefit from, including a page with useful website addresses. Students and parents are urged to navigate through the careers pages and educate themselves about the post-16 options that are available locally. If you do have any questions or would like help or guidance, please contact Mr Clifton by email at p.clifton@knbs.co.uk.

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