



KING EDWARD VI KING'S NORTON SCHOOL FOR BOYS

Educational excellence for our City

Year 8 Curriculum Booklet
2025/26

Year 8 Curriculum Overview

Dear Parent/Carer,

At King Edward VI King's Norton School for Boys, we have designed our Year 8 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 8. 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 8 course. It will allow you to help them plan their studies and revision and gives you suggestions on practical ways you can encourage your child with each of their subjects outside of school and we hope that you will find this useful.

Yours sincerely,



Mr D Clayton
Headteacher

Personal Development

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what." — Maya Angelou

Curriculum Intentions and building on prior learning

The Personal Development curriculum in year 8 builds upon the skills that students gained in year 7. 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 produce confident, tolerant and well-rounded students who are both resilient and resourceful in all areas of their life, both in the school community and out.

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 8?

Throughout year 8, students will study aspects of the three areas of Health and Wellbeing, Relationships and Living in the Wider World

<u>Wellbeing</u>	<u>Influences</u>	<u>Discrimination</u>	<u>Addressing extremism and radicalisation</u>
Students will study what it means by having good mental health and emotional wellbeing. Students will gain the skills to be able to make healthy decisions when it comes to both mental and physical health.	Students will study and learn how to recognise healthy and unhealthy peer relationships, so that they are able to spot the signs of negative peer influence and know how and where to seek help against exploitation.	Students will explore the impact of stereotyping, prejudice and discrimination on individuals and different types of relationships. Students will see the need to promote inclusion and challenge discrimination in a safe way.	Students will explore what is meant by extremism and radicalisation and to know the dangers that come with these views. Students will learn how and where to seek help to prevent radicalisation.

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 8 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.youngminds.org.uk/young-person/>

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

<https://teentalk.ca/learn-about/appreciating-diversity-2/>

<https://www.bbc.co.uk/teach/ks3-pshe-modern-studies/zdt3jlv>

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

How can you help at home?

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

Homework

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

STRIVE TEAMWORK



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Core Subject Information

English

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

Curriculum Intentions and building on prior learning

The English curriculum, in year 8, will continue to explore a range of texts from various times throughout history. Within these different topics, we will explore society at different times and places such as: patriarchy, inequalities, morals, healthy/unhealthy relationships, current affairs and a whole range of cultural topics, and how they relate to current culture and society. Throughout the year, the skills learnt in year 7 will be revisited and developed as well as learning new skills that will support the journey throughout KS3. The aim is to reinforce and develop fluency in reading, writing and oracy and continue to develop a love of literature, language and reading.

What will you study in year 8?

Throughout year 8, you will study a wide range of texts:

Progression through KS3	Dystopian World Students will study a range of texts, the author's creation of characters and cultural features. They will write their own narratives of this genre.	Our World A range of non-fiction texts are read, discussing current issues, and they will examine how viewpoints are presented.	Romeo and Juliet Students will read the whole play exploring the development of characters and themes and how these impact the audience.	We are Wolves Students read a whole modern text, making links to World War Two society, propaganda and how war impacted individuals.

Assessment for Learning

Students will be assessed, for each topic, a WMM with whole class feedback and an EMM with teacher feedback. These opportunities will be peer and self-assessed using success criterion and model exemplars, so that they are able to explore what has been done well as well as what could be done to improve.

Throughout the year, you will combine new skills in each of the units that you study which will help you as you progress through school.

Reading	Writing
- Developing your inference skills and how characters are used as constructs - Embedding quotations - Developing understanding of writer's methods used across different texts - Using subject terminology - Understanding how context can influence a text and making contextual links and the audience's reception of it - Exploring alternative interpretations - Developing exploration of structural choices	- Developing understanding of sentence and paragraph structure - Varying punctuation consistently and accurately - Building on creative writing from Y7 - Present a viewpoint in a convincing manner - Writing for meaning/effect - How to vary your writing to suit purpose and audience - Reinforce using structural features within writing - Developing vocabulary

Cultural Capital and Enrichment

As reading is so important, you will have a reading lesson bi-weekly. In the library, Sparx Reader will be completed assessing students' understanding of a book that they are reading. The teacher will monitor how students are getting along, tracking their frequency of reading and their comprehension too.

Pushing for Progress

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

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

How can you help at home?

You can help at home by talking to your child about the work that they are doing in school as well as ensuring that they are reading at home and discussing their books with them. It would also be beneficial to, wherever possible, get involved in what your son is learning: getting him to teach you about something that he has been studying; asking him to tell you about the issues that a text might address, helping with spellings, listening to your son read and asking questions about the book to ensure understanding. However, one of the easiest ways that you can support your son's learning is by exposing them to current affairs, encouraging them to read newspapers/articles and watching the news and then having conversations about the topics covered and supporting them in developing their own understanding and opinion of society and the events that take place within it.

Homework

Homework throughout year 8 aims to replicate and build upon your son's experience in year 7. Your son will be set homework each week which is relevant to his current topic or next topic. These homework tasks aim to either consolidate or to pre learn for something coming up with the intention of helping to promote independence and autonomy.

There may be occasions where your son is set an additional task to either complete something that he has been working on, or to prepare for flip learning where the homework will ensure his readiness for a lesson that is to come.

Mathematics

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

Curriculum Intentions and building on prior learning

The Mathematics curriculum in year 8 provides a broad, coherent, satisfying and worthwhile course of study. You will develop skills learnt in year 7, as well as learning new skills that will support you throughout the rest of KS3.

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

What will you study in year 8?

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

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

Assessment for Learning

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

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

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

Cultural Capital and Enrichment

Students are given rich and sustained opportunities to develop their cultural capital within the year 8 Maths curriculum by exploring a range of topics in context, including reading timetables, savings and expenditure, budgeting, recipes and proportion, understanding payslips, coding, the golden ratio, utility bills, currencies and exchange rates. 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 — working through topics as outlined on the termly numeracy newsletter and completing the Boost and Target tasks.
- Discussions at home
- Adjusting recipes/weighing ingredients when cooking
- Involvement with family budgeting
- CorbettMaths 5-a-day
- Revising topics studied through Numeracy Ninjas
- BBC Bitesize

How can you help at home?

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

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

Homework

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

Science

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

Intentions and building on prior learning

The Science curriculum in year 8 will help you develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics and further develop your skills producing greater success in higher thinking tasks. You should continue to make links between the information you learn in the classroom and the big ideas underpinning scientific knowledge to help you understand the world and Universe around you. You will continue to learn that science is about working objectively, utilising existing knowledge but modifying it by accounting for new evidence, to help you understand new phenomena. You will combine knowledge learnt at KS2 and in year 8 to build a strong foundation, allowing you to build upwards for future success.

What will you study in year 8?

Throughout year 8, you will study various topics alternating between the three science disciplines. The introduction topic will assist you adjust from KS2 to KS3 science, introducing you to concepts and terminology that are fundamental up to and including KS4 science

Progression through KS3	Biology	Chemistry	Physics
	Health and Lifestyle Ecosystem Processes Adaptation and inheritance	The Periodic Table Acids and Alkalis Separation Techniques The Earth Metals and Acids	Energy Electricity and magnetism Motion and pressure
Autumn, Spring and Summer term assessments			

Assessment for Learning

Throughout the year you will be assessed both formally and informally including teacher STRs, self and peer assessment. You will be assessed, for each topic, with a peer-assessed multiple-choice end of topic test and you will be assessed once in each term with a formal written examination.

In year 8 will continue to perform practical investigations with a greater degree of autonomy and independence, including the written aspects of their planning, analysis and evaluation. Throughout the year, you will enhance the skills that you already have to allow you to succeed in more challenging tasks, giving you a greater chance of success in your future education.

Practical skills	Written work
• Select, plan and carry out the most appropriate types of scientific enquiry to test predictions • Choose appropriate apparatus to make accurate recordings • Make and record observations and measurements using a range of different methods • Suggest possible improvements to the method	• Develop subject specific vocabulary • Use of direct, concise, unambiguous language • Progression from statements to descriptions through to explanation and evaluations. • Accurate summarisation • Use of quantitative and qualitative evidence within texts to make arguments or conclusions.

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can parents/carers help at home?

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

Homework

Students in year 8 will continue to be set homework using the SparX Science package, as they were in Y7. This work will increase in difficulty and build on the curriculum content students covered in Y7.

SparX Science supports excellent progress with its individualised questioning and feedback to develop each student's knowledge.

STRIVE INITIATIVE



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Non-Core Subject Information

Art

Celebrating Creativity and developing independent learners

Curriculum Intentions and building on prior learning

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

We have some exciting topics for students to study in year 8. Each one will enable them to discover new places and different cultures and evaluate their own ideas and beliefs. Students will produce personal and creative artwork for every topic and be able to explore their own personal identity in each piece. Students will build on knowledge and practical skills learned in primary school, but at a much deeper level. They will be able to verbally discuss their work and ideas with increasing fluency and accuracy.

What will students study in year 8?

Throughout year 8, students will study topics which will enhance their knowledge of the world and develop their practical skills.

Transition to KS3	Surrealism For the first module students will look at a range of relevant cultures and artists. They will look at the work of several modern and traditional surrealist artists and how they have inspired art today. They will then create artwork inspired by Dali, making several personal responses inspired by his style and theme using clay and mixed media. Students will also look at a contemporary artist and create surreal collages using key design principles. Students will focus on key skills such as sculpture, composition and technical skills when using a range of media.	Portraits For the second module students will be creating portraits. Students will study both contemporary and traditional artists and movements. Students will create self-portraits in the style of Picasso and more contemporary skull/ cityscape illustrations inspired by Lizzie Mary Cullen. Student will focus on developing skills using a wide range of techniques and materials.

Assessment for Learning

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

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

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

Cultural Capital and Enrichment

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

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

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

Pushing for Progress

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

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

How can you help at home?

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

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

Homework

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

Computing

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

Curriculum Intentions and building on prior learning

We understand that everyone's technical experiences are vastly different from both KS2 and as well as the level of understanding at the end of year 7. With this in mind, we ensure that every student is supported fully with the intention of being technically confident and independent by the end of year 8. You will be developing a deeper understanding on the purpose of digital products and how to use appropriate software to create and save them in various file formats. We will give you real life challenges to help build your knowledge and skills. Throughout the year we will embed a mixture of ICT and Computer Science topics. You will advance your learning from the foundation skills of basic programming gained in year 7 to more complex programming using Kodu, a graphical programming language. By the end of year 8 you will have a solid foundational understanding of computational thinking.

What will you study in year 8?

In order to build up your skills in preparation for KS4, we embed some topics with a practical component through use of software to create digital products such as magazine covers, animation and website. In order to build a firm foundation for Computer Science, we introduce basic knowledge on networks, some computational thinking ideas and tools.

Progression through KS3	Kodu Lab Using Kodu, students will understand how to build a world and program characters and objects before moving onto designing their own games. Students will explore the relationship between inputs, outputs and be able to create accurate sequences of instructions using variables within models, including the use of sub routines. At the end of the project students should be able to evaluate the quality and success of their solutions. Students will learn: • How to plan, develop and evaluate a game • Handling data • Sequencing instructions • Modelling	STEM/Coding Challenges throughout the year
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Assessment for Learning

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

Written Tasks

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

Practical Tasks

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

- Code.org (a complete course that ranges from KS3 to KS4)
- Bitesize
- Scratch online
- Python challenge books resourced by us (software can be downloaded for free at home)
- Exploring websites for different purposes
- Using software such as Excel to create spreadsheets for pocket money tracking or creating homework timetables etc

How can you help at home?

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

Homework

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

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

Drama

"All the world's a stage" William Shakespeare

Curriculum Intentions and building on prior learning

The Drama curriculum in year 8 will introduce your son to Our Day Out and to different styles of acting and performances. Drama techniques such as split staging will be used to explore how humour can be created in the performance of the text e.g. the scenes in the sweet shop and the zoo. Students will develop their ability to perform a range of characters different to themselves using vocal and physical skills, for example accent (scouse) and movement. Students will build on the understanding they have of vocal and physical skills taught in year 7 to now focus on a wider range including emphasis, pause, stance and gait. Having studied script extracts, students now start to see how a play is structured from start to finish and how the writer engages an audience through characterisation and use of stage

What will you study in year 8?

Progression through KS3	Skills	Our Day Out	Enrichment
	Role-play, still image, split staging, evaluation, stereotype, performance, posture, gesture, facial expression, movement, pitch, pace, tone, accent, volume, contrast Transformation, differentiation, characterisation, context, naturalistic, gait, stance, emphasis, pause,	Throughout this scheme your son will explore Willy Russell's 'Our Day Out'. They will be developing an understanding of the key characters, plot and themes of the play and gaining an understanding of the context in which the play is set, the background of Willy Russell and the impact of socio-economic factors. By exploring the way in which the 'progress' class are viewed by others and the differing attitudes of both Mrs Kay and Mr Briggs, who take them on their 'day out.'	Your son will develop a variety of transferable skills that will not only support their progress in drama but also across the whole curriculum. For example, their confidence will improve through group work and performances to support them with the ability to share creative work with peers. They will have the opportunity to explore creatively and develop different ways to express themselves, which will allow them to deal with challenging situations.

Assessment for Learning

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

Year 8 will aim to create pathways for your son to develop as actors, directors, stage managers and to have the capability to work as a team to specific time scales, improvise to create work and respond to changes. We aim to provide a curriculum that encompasses a wide-ranging, comprehensive view of Drama education and its place within school and community life. Drama at KNSB helps students develop transferable skills such as teamwork, performing, evaluating and analysing. Students may develop confidence and skills in performing and therefore may have more confidence when needing to give an important presentation in a future career.

Cultural Capital and Enrichment

The 'Our Day Out' unit teaches students about the effects of mechanisation in Liverpool and the catastrophic effects that this had on the city. Pupils explore themes such as poverty, a failing education system, class divide and stereotypes and learn about the continual nature of deprivation. One of the key messages of the play relates to the consequences of a lack of cultural capital in children!

Pushing for Progress

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

- YouTube – Frantic Assembly, RSC, National Theatre, Kneehigh, Burts Drama, Birmingham Hippodrome,
- BBC Bitesize
- Netflix (Les Misérables, Shrek the Musical, The Prom)
- Disney plus (Annie, Beauty and the Beast, Hamilton, Into the Woods, Mary Poppins)
- Theatres sites such as the National Theatre and the RSC

How can you help at home?

You can help at home by discussing what your son has learnt within the Drama studio. This does not just have to be Drama skills, but how he has become a better team player; how to deal with different people and different ideas and how he might have taken on a leadership role and how he dealt with that. It would also be beneficial to discuss their performance ideas with you. It will allow your son to formalise their ideas and consider the characters emotions and their motives. You can discuss 'Our Day Out' and 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. Also, you can help remind them to project their voice and to be clear.

Homework

Your son will be set homework once a fortnight which will relate to the lesson it is due in. Homework will include a research project based on Liverpool in the 1970's, character profiling and a focus on Willy Russell and his influences. These tasks will help promote independence and creative thinking.

Design Technology

Design, Create, Evaluate

Curriculum Intentions and building on prior learning

Design and Technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. During year 8, students will have the opportunity to build confidence in using tools and equipment in the school workshop, be able to use CAD/CAM equipment to design products and use these skills to solve problems. They will continue to work with a range of materials, including soldering electronic circuits and using these to develop the products they're making.

What will you study in Y8?

During year 8, you will experience the iterative process of designing and complete a variety of creative and practical activities.

Explore

Use the iterative design process to develop design ideas from a given context and create your own design brief. Digital modelling techniques such as laser cutters or 3D printers will also be used.

Create

Select from specialist tools, techniques and equipment precisely, including computer-aided manufacture, soldering irons and electronic circuits to create functioning prototypes.

Evaluate

Investigate new and emerging technologies.
Test and refine their prototypes against defined criteria considering views of intended users.

Assessment for Learning

During the Design & technology module you'll be expected to provide peer assessment for other students. You'll be provided with written and verbal feedback from your teacher highlighting things you've done well and things you may need to improve on along with challenges to expand your technological knowledge. You'll complete a design booklet with a variety of activities and a record of your problem-solving journey, this will be assessed by your teacher along with the practical solution you create.

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

Cultural Capital and Enrichment

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

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

Pushing for Progress

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

Websites	YouTube	Free on-line software
BBC bitesize	Robert Woolley	Tinker CAD
Technology student	Product Designer Sketching	Google SketchUp
BBC micro:bit		Autodesk Fusion 360

How can you help at home?

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

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

Homework

Design & Technology homework will follow a similar format as in year 7, I've created a series of videos for the children to watch about the processes and equipment they'll be using. Some of the homework will be to watch these and make necessary notes ready for the following lesson, other homework will be design/sketching activities and online quizzes covering theory knowledge of materials and processes we use.

Food Technology

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

Curriculum Intentions and building on prior learning

Learning how to cook is a crucial life skill for students both now and in later life so in year 8 we aim to continue with the independent learning through practical cooking skills we started in year 7.

Our intent for the curriculum is to continue to apply the principles of safety, nutrition and healthy eating whilst instilling a love a cooking. Once you have recapped the basic skills from year 7 you will start to cook more difficult dishes with more complex skills. Within the short rotation of food technology, you will see a link between the theory lessons and the practical dishes so that you can practice the skills you are learning about. The aim is to equip you with enough cooking skills and background knowledge to start developing your own cooking style whilst being safe, hygienic and methodical.

What will you study in year 8?

During your year 8 rotation (9), you will prepare and make a range of dishes that each concentrate on a new skill.

	Practical skills	Practical Dishes	Theory Content
Progression through KS3	- Knife skills - Washing up - Using the stove/oven - Using weighing scales - Peeling - Chopping - Grating - Boiling - Frying - Rubbing in - Combining flavours	- Ratatouille - Seasonal fruit crumble - Vegetable stir-fry - Jam tarts - Lemon cheesecake - Irish soda bread - Pizza whirls - Raspberry Buns	- Hazard analysis - Cleaning and hygiene - Eatwell plate and healthy meal planning - Recipe adaptation - Reduce, reuse, recycle - Methods of making and quality of ingredients - Product development - Fairtrade - Bread - functions of ingredients - Evaluations of products

Assessment for Learning

During the year 8 rotation in Food Technology, you will be assessed in two ways:

Written understanding:

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

Practical skills:

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

Cultural Capital and Enrichment

Learning to cook is an essential skill for everyone, whether for now or in later life. So, during your rotation in year 8 you will be increasing your knowledge of dishes and how to follow recipes. You will be given tasks that

Pushing for Progress

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

BBC Good Food

Food a Fact of Life

BBC Bitesize

MasterChef

Great British Bake Off

Great British Menu

How can you help at home?

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

During year 8 you can encourage your son to get involved in cooking the family meals and also washing up afterwards. The more exposure to the kitchen and cooking the students get, the more confident they will be in the lessons.

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

Homework

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

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

French

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

Curriculum Intentions and building on prior learning

Students will further consolidate the grammar they have learnt in year 7 but will also learn the past tense. By the end of year 8 students will be confident in using three tenses with regular and some irregular verbs over a variety of topics. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Throughout the year students will further develop their knowledge about key cultural aspects of France and other French speaking countries. The four skills are Listening, Speaking, Reading and Writing and most lessons will contain all four elements. There is a strong focus on grammar in line with the new GCSE Modern Foreign Language specification. The learning platform that students use to supplement their studies is Activelearn, and the digital textbook is Studio 2.

What will you study in year 8?

Progression through KS3	Autumn <u>Active Learn / Studio 1</u> <i>Social media & Free-time activities</i> • Use of computers and mobiles • Technology • Sports • free time activities <u>Studio 2 – Module 1</u> <i>Free-time interests</i> • TV • Films • Reading • Technology • Opinions <u>Grammar:</u> • Present tense of regular -er verbs • <i>Jouer à</i> • Present tense of irregular verb <i>faire</i> • <i>Aimer + infinitive</i> • Plural forms of verbs <i>ils/elles</i> • Present tense of <i>avoir</i> and <i>être</i> • Present tense of -ir and -re verbs • Present tense of <i>aller</i> and <i>faire</i> • Perfect tense <u>Culture:</u> • <i>French programmes/films and sports</i>	Spring <u>Studio 2 – Module 2</u> <i>A visit to Paris</i> • Attractions in Paris • When you did things • Tourist information • Transport • Asking questions <u>Grammar:</u> • Perfect tense of regular and irregular verbs • Opinion phrases • Perfect tense with <i>être</i> • Question words <u>Culture:</u> • <i>Exploring Paris Landmarks</i>	Summer <u>Studio 1 – Module 4</u> <i>Town</i> • Where I live • Give directions • Where I go at the weekend • Arrange to go out • What we can do in town <u>Studio 2 – Module 4</u> <i>Where I live</i> • Rooms in the house • Food and mealtimes • Buying food • <i>Carnaval</i> <u>Grammar:</u> • <i>Il y a/ il n'y a pas de</i> • <i>À + definite article 'aller'</i> present tense • <i>Je veux/tu veux + infinitive</i> • Adverbs of frequency • <i>'on peut' + infinitive</i> • comparative adjectives • prepositions with agreement • <i>boire</i> and <i>prendre</i> • <i>il faut + infinitive</i> • three tenses together <u>Culture:</u> • <i>French towns</i> • <i>French carnivals /cuisine</i>
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Assessment for Learning

During year 8 students will learn and use a variety of skills:

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

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

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

Cultural Capital and Enrichment

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

Pushing for Progress

Practise, practise, practise

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

Test yourself

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

How can you help at home?

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

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

Homework

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

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

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

Geography

"Geography is about understanding the complexity of our world"

Curriculum Intentions and building on prior learning

The Geography curriculum in year 8 will continue to develop a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news. The topics covered will build on the knowledge and skills learnt in year 7 and enable students to understand in some detail what places are like, how and why they are similar and different and how and why they are changing. Running parallel to this, students will be able to carry out investigations using a range of geographical questions, skills and sources of information including maps, graphs and images. The intention is to stimulate the students to think about their place in the world, their values and their rights and responsibilities to other people and the environment.

What will you study in year 8?

	Why are rivers important?	How are populations changing?	Coasts	Hazardous Earth (Tectonics)	Africa	Issues of urbanisation
Progression through KS3	Explores the formation of the key physical features in a river drainage basin. Then analyses causes of flooding and the strategies we can use to manage flood risk in the UK.	This topic explores population change, factors affecting birth and death rates, population distribution and the relationship between population and resources.	Identifying coastal features from maps and photos. Coastal processes of erosion, transport and deposition. Assessment of strategies to defend the coast.	Explains the structure of the earth and plate boundaries. Investigates a number of tectonic hazards including earthquakes, volcanoes and tsunamis, through a variety of located studies.	Explores the physical and human features of the continent. Investigates the importance of the Nile and Rift Valley and the issues of urbanisation in Kenya.	Explores where people live in the UK, the impact of de-industrialisation and the issues linked to urban living such as the lack of affordable housing in some cities. Pupils also investigate sustainable urban living.

Assessment for Learning

Students will be assessed both formally and informally using a combination of teacher, self and peer assessment.

Topics are assessed using teacher assessment, knowledge retrieval activities and exam-style questions. Day to day assessment lends itself to peer and self-assessment using success criteria and model examples so that you are able to assess what has been done well as well as what could be done to improve. Every lesson will involve sharing clear learning intentions, effective questioning and engaging in dialogue with individual students about their geographical learning. It is very important that they have a clear understanding about how well they are doing in geography and what they should do next to make further progress.

As well as these formative strategies, students undertake termly summative assessments to identify strengths and weaknesses in student's subject knowledge, understanding and skills.

Cultural Capital and Enrichment

Geography has an important role to play with regard to cultural capital. Cultural capital is the accumulation of knowledge, behaviours and skills that a student can draw upon to demonstrate their cultural awareness, knowledge and competence.

The curriculum is designed to inspire a curiosity and fascination about the world and its people as well as equipping them with knowledge about diverse places, people, resources and natural/human environments.

Through the Earth Village topic, students explore the relationship between people and resources and begin to deepen their understanding of sustainability. This idea of place and interdependence is developed further in the Africa unit of work.

Geography is a subject which creates a sense of appreciation for the vastly different cultures and conditions that exist across the world.

Pushing for Progress

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

BBC Bitesize

Seneca Learning

World atlas

'Time for geography'

Mapzone

Education Quizzes

Review documentaries

Active revision

Reading around current topics

How can you help at home?

One of the most valuable things you can do for your son is to talk about their learning and encourage them to share their knowledge and understanding of the topics covered, promoting deeper thinking and checking homework has been completed. Encouraging your child to access 'Geography in the news' articles and watching relevant documentaries will help to promote conversations about the topics covered and encourage the development of their own understanding and opinion of society and the events that take place within it.

Keeping up with current affairs of a social, economic and environmental nature is core to being a great geographer. With regard to skills, using Ordnance Survey maps/extracts for planning local walks or trips in the car would help to consolidate map work. Finally, a child's progress can be enhanced further by parent(s) having high aspirations and expectations for their child; including how important school is.

Homework

Homework allows students to extend their understanding, consolidate learning that has taken place in class and demonstrate creativity, imagination, resourcefulness, independence and ownership of their learning. It will be set on a weekly basis and teachers will strive to give students at least five days to complete the task.

There will be a variety of tasks to develop different geographical skills, knowledge and understanding, for example, learning definitions or spellings of key vocabulary, developing quizzes, fact-files to improve knowledge of places, active revision etc. Learning can be extended by accessing the previously mentioned websites and students should also be encouraged to review and revise the work they do in school as a matter of course.

History

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

R. G. Collingwood

Curriculum Intentions and building on prior learning

The History curriculum in Year 8 will begin with a study of British Depth, exploring the Tudors and in particular the Elizabethan Age. Students will investigate if this can be known as a 'Golden Age' by studying the impact Elizabeth's reign had on society, religion, foreign relations and politics. Students will then study the short and long-term impacts Britain had on other countries through empire and control as the country industrialised and expanded. Students complete the year with a developmental world study focussing on the fight for civil rights in America following the civil war in the 19th century. Through a range of scholarship, students will gain an understanding of the time periods being studied and begin to further develop their historical explanation, significance, source and interpretation skills, which will enable them to transition into Year 9 History.

What will you study in Y8?

You will study a range of eras covering Golden Ages of Britain and Power and the People in Britain and America.

The Tudors Students will study a brief history of the changing roles of the Tudor monarchs, up to Mary I, and the impact they had on England.	The Elizabethan Age Students will explore how a Queen could drastically impact peoples' political, religious and cultural beliefs.	The British Empire Students will explore the impact of the British Empire both at home and in other countries. They will focus on examining various case studies of the rise and fall of the British Empire and comparing and contrasting these to investigate common themes and links.	Civil rights in America Following the sequence of the previous learning, students will learn how empire socially impacted countries via slavery. Exploring the fight for abolition in the late 19 th century to the struggle for social justice continuing into the 21 st century.	Local History depth Study - Birmingham
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Assessment for Learning

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

Throughout year 8 you will have the opportunity to develop the four key skills of History and will be focussing on the following aspects:

Historical explanation - Explaining causes and consequences of events - Writing paragraphs that build an argument - Using supporting evidence for explanations	Historical Sources - Explaining details in sources by using specific own knowledge - Identifying relevance of provenance and aspects of source content
Historical Significance - Identifying and explaining different types of significance - Making judgments on the significance of people and events using own knowledge as evidence	Historical interpretations - Explaining the emphasis and focus of differing interpretations - Identifying different threads within interpretations.

Cultural Capital and Enrichment

In year 8 we encourage students to examine the impact that the British Empire and the industrial revolution has had on the world around them by considering both global, national and local studies. Students are also challenged to ask difficult questions about our society in the present by focussing on the roots of the struggle for civil rights in the past. Students are also encouraged to study local history at several points during the course of the year. And through participation in the year 7 and 8 lunchtime History club.

Pushing for Progress

Reading (fictional)	Websites (factual)
A Traveller in Time by Alison Uttley -An ancient farmhouse forms the link that allows Penelope to step back into Elizabethan times. Coram Boy by Jamila Gavin - the story of Toby, saved from an African ship as a child, and Aaron, the illegitimate son of the heir to a great estate. The two boys' lives are linked by the Coram Man, a shady figure who collects abandoned and unwanted children from across the country, supposedly to deliver them to a safe new life at the Coram Hospital in London... or does he? Sawbones by Catherine Johnson – the story of sixteen-year-old Ezra McAdam has much to be thankful for: trained up as an apprentice by a well-regarded London surgeon, Ezra's knowledge of human anatomy and skill at the dissection table will secure him a trade for life.	Elizabethan Age: https://www.bbc.co.uk/bitesize/guides/zq37frd/revision/2 Empire and Industry: https://www.britannica.com/place/British-Empire https://www.history.com/topics/industrial-revolution/industrial-revolution https://www.bbc.co.uk/bitesize/topics/zm7qtfr Slavery and Civil Rights: https://www.bbc.co.uk/bitesize/topics/z2qj6sg https://www.bl.uk/learning/histcitizen/campaignforabolition/abolitionbackground/biogs/greatcampaigners.html https://www.bbc.co.uk/bitesize/topics/zh4cwmn

How can you help at home?

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

Homework

Students will be set regular homework on a weekly basis in year 8. Often these homeworks will either enable students to review past learning by revision for small classroom knowledge tests or reviewing key subject specific Tier 3 vocabulary. Students will also be asked often to complete simple research tasks to prepare them for upcoming lessons and topics. Occasionally students will be asked to complete a more extensive piece of work at home which could take the form of a research project or extended piece of writing. These are designed to promote more independent learning and building confidence for the GCSE course.

Music

Celebrating Creativity - "Where words fail, music speaks"

Curriculum Intentions and building on prior learning

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

What will you study in year 8?

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

	Blues to Rock n Roll	Western Classical Music	Music & Rhythms of the World
Progression through KS3	Students will learn about the cultural context, features and development of Blues Music. They will perform and record the key features of Blues music, including chord progressions, blues scales, walking bass lines and improvisation. Students will then look at how the Blues have influenced other genres of music, focussing on Rock and Roll. They will sequence a classic Rock and Roll song which uses key features of Blues music using music software.	Students will develop their understanding of the elements of music by creating a theme and variation arrangement of the classical piece <i>Ah vous dirai-je, Maman</i> by Mozart Students will continue to develop their skills in traditional notation reading by examining the music of classical composers and building on their keyboard skills by performing a piece of Western Classical Music on the keyboard/piano.	Students will learn about the cultural context and features of different styles of music and rhythms used in different parts of the world. Students will partake in a mixture of independent, small group and whole class activities which will develop both independent and ensembles skills. As well as developing their knowledge of rhythm and producing stylistic performances, students also learn djembe drumming techniques.

Assessment for Learning

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

Performing	Composing	Appraising
- Developing ability to read traditional pitch and rhythmic notation. - Exploring and developing skills on keyboards, djembe drums, vocals and music technology. - Developing musical expression and confidence.	- Learning how to create inventive initial musical ideas. - Development of creative musical ideas using genre specific techniques and the elements of music. - Creation of specific effects through the sophisticated use of a variety of compositional techniques. - Improvising in a given style.	- Exploring in detail how musical elements have been used, individually and in combination, in different genres. - Evaluation in detail and using advance vocabulary, of how musical elements have been used, individually and in combination, through self and peer-assessment. - Identifying key features through listening.

Cultural Capital and Enrichment

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

Pushing for Progress

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

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

How can you help at home?

You can help at home by discussing the work we are completing in school with your son, as well as encouraging him to complete his homework and any additional musical activities with enthusiasm and to the best of his ability.

In addition, the more music he is exposed to or involved with, the more his musical skills and knowledge will develop. Discussing your own musical taste and experience with your son will help him to understand more about different genres and artists and enable him to begin developing his own musical understanding.

Homework

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

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

Physical Education

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

Curriculum intentions and building on prior learning

Year 8 students will build on and embed the physical development and skills learned in year 7 and become more competent, confident and Develop their techniques. Students apply their technique across different sports and physical activities throughout the year. They will understand what makes a performance effective and how to apply these principles to their own and others' work. They will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

What will you study in year 8?

Progression through KS3	Transition to KS3 PE routines at KNBS including Fitness Testing	Autumn Term: Rugby Football Basketball Handball Cross Country	Spring Term: Badminton Table Tennis Fitness Trampolining	Summer Term: Athletics Cricket Softball	Full extra-curricular programme of practices and fixtures
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Assessment for Learning

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

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 8 students will undertake 2 hours of PE a week. This will continue throughout KS3. Currently in KS4 students undertake 3 hours of Core PE a fortnight. However, students have the option to take PE as an exam subject, which if chosen adds another 5 hours of PE a fortnight onto their exam timetable.

The PE department offers a vast range of extra-curricular activities for students to get involved with, at lunchtimes and after school. Practices and competing teams exist within the sports of rugby, football, basketball, badminton, table tennis, cricket, athletics, strength & 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.

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

How can you help at home?

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

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

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

Homework

Homework throughout year 8 is done through students' participation at extra-curricular clubs. Although this is not monitored, students are registered so we can gauge which students are accessing which clubs. The general expectation is that each student attends at least one club a week.

Students are also expected to take part in House Games as often as possible. A House games activity takes place every half term.

Students will also be given tasks regarding their lessons. This is often in the form of an online test on skills, strategies or tactics that they will be learning in lessons.

Religious Education

'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 Year 8 RE curriculum encourages students to explore the influence of key religious leaders; such as Prophet Muhammad (PBUH), Jesus, Guru Nanak, and the Buddha, and how their teachings continue to shape beliefs and modern society. Students will then examine religious and personal attitudes toward wealth, justice, and fairness, fostering empathy and critical thinking. Finally, through a study of the Holocaust, they will reflect on the dangers of prejudice and grapple with deep theological questions, developing emotional intelligence and a commitment to social justice.

What will your son study in Y8?

How are prejudice and social inequality challenged in society?

Students will explore prejudice and social inequality, examining how societies and religions address these issues. They study historical and contemporary examples, learning about religious teachings advocating justice, equality, and human dignity, and efforts to combat discrimination and inequality.

Attitudes to wealth

In this unit students gain an insight into religious attitudes to wealth in Christianity Islam and Sikhism. They will examine how the beliefs of these religion are put into practice to ensure a just society.

Where was God in all this

This unit allows students to reflect upon the nature of prejudice and how this led to the persecution of the European Jews. Students will explore how Jewish beliefs were affected by the onslaught of hatred against them and how these beliefs were upheld by most Jews despite the adversity they faced.

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

These dispositions are clustered as follows:

Creativity:

Being imaginative and explorative
Appreciating beauty
Expressing Joy
Being thankful

Choice:

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

Compassion:

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

Community:

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

Commitment:

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

Contemplation:

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

Assessment for Learning

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

Cultural Capital and Enrichment

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

Pushing for Progress

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

BBC Teach
BBC Bitesize
Seneca Learning
Truetube
Quizlet

Recommended documentaries found on Youtube:

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

How can you help at home?

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

Homework

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

Spanish

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

Curriculum Intentions and building on prior learning

Students will further consolidate and build on what they have learnt in year 7 but will also learn the past tense. Learning a language is made up of four key skills, listening, speaking, reading and writing, and most lessons will contain all four elements. Students will also learn how to make their writing and speaking more complex and will build on these skills each half term. Alongside the written and spoken production they learn further grammatical knowledge to develop their understanding of how a language works. (*this is in line with the new GCSE exam*) By the end of year 8 students will be confident in using three tenses with regular, (and some key irregular verbs) over a variety of topics. Throughout the course, students will further develop their knowledge of Spain and Spanish speaking countries in order to broaden their cultural horizons and understanding of the world in which they live. The learning platform that students use to supplement their studies is Activelearn, and the digital textbooks are Viva 1 and 2.

What will you study in year 8?

Progression through KS3	Autumn Active Learn/Textbook: Viva 1 - Where you live - Types of houses + areas - House, rooms and furniture - Places in a town - Saying what you can do in the town - Directions - Time - Weekend plans <i>Culture:</i> <i>Spanish speaking world</i> <i>Spanish towns</i> <i>Spanish houses</i> Grammar: - Points on a compass - Present tense irregular verb <i>estar</i> (to be) - Comparatives (<i>más que/ menos que</i>) - Prepositions of place (<i>saying where things are</i>) - Use of a/some and many in Spanish. - Present tense irregular verb <i>ir</i> (to go) - The near future tense in Spanish	Spring Active Learn/Textbook: Viva 2 - Countries and transport - Opinions in the past tense - Holiday activities - A previous holiday - Mobile phone use - Music - TV programmes <i>Culture:</i> <i>Tourism in Spain</i> <i>Spanish media</i> Grammar: - Past tense of regular and key irregular verbs - Sequencers and time phrases - Present and past tenses - Complex opinion phrases - Comparative with correct adjectival agreement - Present and past together	Summer Active Learn/Textbook: Viva 2 - Activities in the past - Food and mealtimes - Ordering in a café - Ordering a meal in a restaurant - Celebrations + festivals <i>Culture:</i> <i>Spanish festivals</i> <i>Spanish customs</i> Grammar: - Preterite tense (past tense) - A wide range of opinions - Negatives - Word order - Present tense of irregular stem-changing verb <i>querer</i> (to want) - Formal address - Three tenses together

- During year 8 students will learn and use a variety of skills:
 Pair work and group work are frequently used for oral activities and games. (e.g. *battleships, noughts & crosses, roleplays, surveys etc..*)

Self and peer assessment are used in MFL as an effective way for students to learn how to improve. This is

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

Test yourself

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

Cultural Capital and Enrichment

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

How can you help at home?

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

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

Homework

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

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

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

STRIVE RESILIENCE



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



Provision for Students with Special Educational Needs and/or Disabilities

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

This list is not exhaustive; we provide support that is adapted to meet individual student need, using One Page Profiles to inform teachers, and this is added to year on year:

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

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

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

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

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

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

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

In PE:

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

In ICT:

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

In Food Technology:

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

In Drama:

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

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

Year 7

Climbing Tower
BRONZE AWARD

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

Specialist Adventure Day

Residentials

KS3 RESIDENTIAL

Launch in Year 7
Participate in Year 8

Year 8

Students select two activities out of:

Climbing
BRONZE/SILVER
AWARD

Mountain Biking
BRONZE/SILVER
AWARD

Dinghy Sailing
BRONZE/SILVER
AWARD

Canoeing
BRONZE/SILVER
AWARD

Specialist Residential
Opportunity

Launch in Year 8
Participate in Year 9

Year 9

Students select one activity to specialise in:

Climbing
SILVER/GOLD
AWARD

Mountain
Biking
SILVER/GOLD
AWARD

Dinghy Sailing
SILVER/GOLD
AWARD

Canoeing
SILVER/GOLD
AWARD

Duke of
Edinburgh
Award
BRONZE

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

SUBJECT RESIDENTIALS:

Run throughout the KS3
and KS4 curriculum

Year 10 & 11

Outdoor Adventure
Student Leadership Programme

Duke of Edinburgh Award
SILVER

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

STRIVE VISION



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

Student Leadership 2024/2025

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

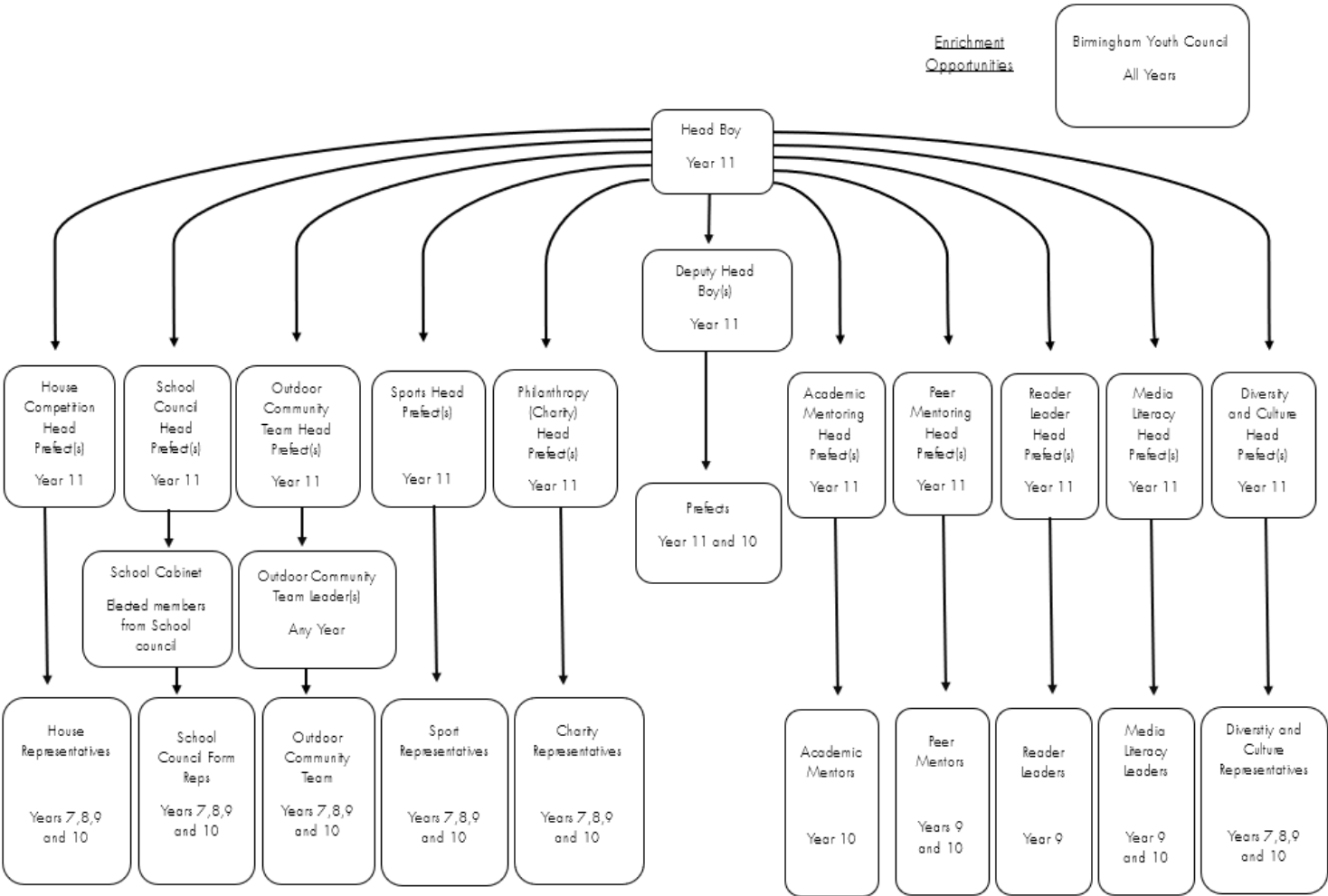
What student leadership opportunities are available at King Edward VI, King’s Norton School for Boys?

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

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

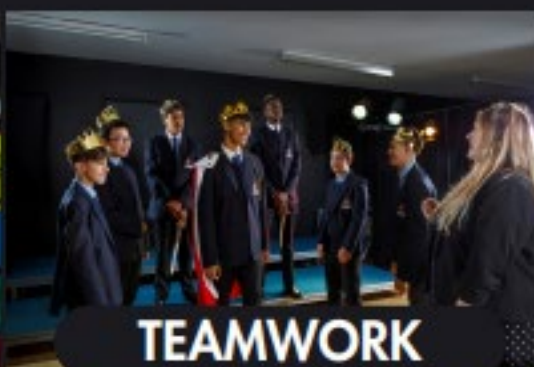
Head Boy Team

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



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

STRIVE VALUES



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KING'S NORTON
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