

St. Thomas More High School
**CURRICULUM, ASSESSMENT
AND EXTENDED LEARNING
GUIDE**
YEAR 10
AUTUMN TERM 2020



LEARNING AND ACHIEVING AT ST. THOMAS MORE HIGH SCHOOL

At St Thomas More High School we believe it is very important that parents and staff work together in providing the best possible learning environment and we value the support and encouragement that parents can provide.

This booklet is designed to provide you with a brief overview of what your son will be learning in each of his subjects over the next term. The guide also contains information regarding assessments and Extended Learning that will take place in each subject.

As you read through each of the subject descriptions you will be able to discover the topics being studied, together with other details which may help you to support your son. By giving you this information you may be able to select newspaper articles, television programmes or local visits which will support your son's studies. You will also be in a better position to discuss your son's progress with his teachers at the Parent Consultation Evenings.

The subjects which form your son's curriculum have been set to give them the broadest range of learning opportunities. At St Thomas More High School, our well qualified staff use their expertise and the wide range of resources available to them to ensure that all students have the opportunity to make progress through their curriculum.

We hope you find this booklet useful, but if you have any specific subject queries please do not hesitate to contact the Heads of Department whose contact details are listed at the back of this booklet.

EXTENDED LEARNING POLICY

The Aim of Extended Learning....

Students, parents and teachers working together to develop independent and enquiring learners

What is our expectation?

Our expectation is that students, parents and teachers will all work together to extend students' learning and challenge their interests, by encouraging them to think beyond the four walls of St Thomas More's classrooms.

We anticipate this working in the following ways:

- Teachers will offer pupils opportunities to extend their learning in a variety of ways
- Parents/Carers will take the time to support, encourage and inspire students to develop their knowledge and understanding at every opportunity
- Pupils will take these opportunities provided to them and even work on their own initiative to develop their learning and their interests through the help, support and encouragement of both their parents and their subject teachers.

What will Students be doing at home?

How will students learning be extended?

Teachers will extend students learning in a variety of ways. Students will be provided with three types of extended learning activities:

- ★ **Extended Learning INDEPENDENT**
- ★ **Extended Learning ASSESSMENTS**
- ★ **Extended Learning CHALLENGES**

EXTENDED LEARNING INDEPENDENT	EXTENDED LEARNING ASSESSMENTS	EXTENDED LEARNING CHALLENGES
<ul style="list-style-type: none">★ If a student has completed all his ASSESSMENTS and CHALLENGES the teacher will also set guidance on how a student can further extend their knowledge. They should always have something to do.	<ul style="list-style-type: none">★ These tasks are the MINIMUM that a teacher will be expecting a student to complete outside of the classroom.★ The extended learning ASSESSMENTS are ESSENTIAL activities a student must undertake to be successful in a particular subject.★ They will be set and marked at least twice a half-term.	<ul style="list-style-type: none">★ These are EXTENSION activities that will be set by teachers to STRETCH and CHALLENGE students outside of the classroom.★ The extended learning CHALLENGES should be undertaken if a student is aiming for TOP LEVELS/GRADES in a particular subject OR has a particular INTEREST in that subject.

Extended Learning INDEPENDENT

All students should be:

- ★ Collecting, organising and making revision notes on the topics covered
- ★ Highlighting any areas where you are unsure and making a note to discuss it with your teacher
- ★ Collecting, organising and interpreting information about forthcoming topics and issues by way of reading, watching television programmes, listening to podcasts or researching on the internet
- ★ Participating in the department virtual learning environment to develop higher order thinking skills by adding comments to news articles, and discussing with peers (including reflecting on and questioning their point of view)
- ★ Practising exam technique and revising subject content by answering examination style questions.
- ★ Using the revision guides that are subject and exam board specific to enhance your learning and help your revision

Extended Learning Rewards & Sanctions

How will pupils be rewarded?

Pupils will be rewarded for their efforts. Such rewards may include:

- Receiving merits
- Receiving certificates for a particular subject and/or on a whole school level
- Being entered into a raffle
- Spotlights in lessons and/or assembly

How will student's progress be assessed?

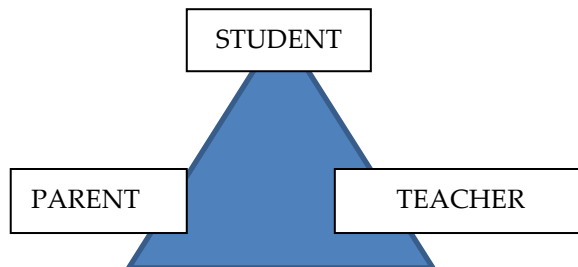
All students will be assessed twice every half-term in each of their subjects in line with our school's marking policy to ensure they are continually working towards their targets and goals. Some tasks may involve students preparing for these assessments. From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

Will sanctions be set if extended learning challenges are not completed?

At the discretion of the teacher, some extended learning tasks may be set as a mandatory piece of work for the whole class to complete which will be expected to be handed in by a certain date. If this is the case, then this will be made clear to the student, they should keep a record of it in their planner and the instructions of the challenge will be placed on the VLE as a record for both students and parents. If the student has not completed this challenge, then there may be a sanction set by the teacher as a result.

How will this work?

The following is a diagram to help put an image to our vision:



- ★ *The triangle represents one object with three points – all three must work together in order to achieve.*
- ★ *Students are at the top of the triangle – they are both parents and teachers combined focus. They are the ones we hope will aspire to and achieve great heights as a result.*
- ★ *Parents and teachers are at the base of the triangle – to truly extend pupils' learning beyond the classroom, to challenge and inspire them to progress they must be supported by both their parents and teachers.*

SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

HALF-TERM 1

Synopsis	<p><i>Macbeth</i></p> <p>Students study Macbeth which is assessed on Literature Paper 1. They will read the whole play and watch a dramatic performance of the play. They will develop their analysis skills and read the text for meaning both explicit and implicit. They will closely analyse many extracts in preparation for the exam.</p> <p>Students will also explore the development of the plot, characters and themes throughout the play whilst developing confidence in writing a response to essay style questions.</p> <p>They will also further embed previous knowledge of Shakespeare and the context of the play.</p>
Assessments taking place	<p>Mid: literature assessment</p> <p>End: literature assessment</p>
Extended Learning Challenges taking place	<p>Keep a detailed record of important quotes for the play and learn them. Break them down by character and theme. Complete at least 2 Literature questions from those listed on the VLE.</p> <p>Students should complete their weekly wider reading log – linked to material on the VLE.</p> <p>Scholarly reading articles on the VLE should be attempted regularly.</p> <p>Exam practice and further reading available on the VLE.</p> <p>Classwork should be revisited and redrafted when directed.</p> <p>Students should use the following websites for further research:</p> <p>https://www.bl.uk/works/macbeth</p> <p>https://www.rsc.org.uk/macbeth/</p>
HALF-TERM 2	
Synopsis	<p>Language Paper Two</p> <p>Students study a range of texts in order to revisit and consolidate skills for language paper two: Writers' Viewpoints and Perspectives. On this paper, students answer four questions on two unseen non-fiction extracts and complete one written essay which draws on writing to express a viewpoint.</p>
Assessments taking place	<p>Mid: reading assessment</p> <p>End: writing assessment</p>
Extended Learning Challenges taking place	<p>Complete at least 2 Language Paper 2 practice papers on your own and hand them in for marking. Choose two from the VLE.</p> <p>Students should complete their weekly wider reading log – linked to material on the VLE</p> <p>Scholarly reading articles on the VLE should be attempted regularly</p> <p>Exam practice and further reading available on the VLE</p> <p>Classwork should be revisited and redrafted when directed.</p>

SUBJECT: SCIENCE (Trilogy)

HALF-TERM 1

Topics being studied (in chronological order)	<p>These modules are studied on rotation between the classes. To gain a copy of the rotations please go to the top of the “science GCSE – 2016 onwards” VLE page. You may also have a copy of sent to you by the school.</p> <p>P1-1 – Energy P1-2 – Electricity P1-3 – Particle Model of Matter P1-4 – Atomic Structure</p> <p>All of these modules will take up to 14 weeks to be taught and assessed, and will continue through to the next few half terms.</p>
Assessments taking place/ Assessment Methods	<p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p> <p>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</p>
Link to any key documents	<p>“science GCSE – 2016 onwards” VLE page: https://vle.st-thomasmore.southend.sch.uk/</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p>These three modules are studied on rotation between the classes. To gain a copy of the rotations please go to the top of the “science GCSE – 2016 onwards” VLE page. You may also have a copy of sent to you by the school.</p> <p>P1-1 – Energy P1-2 – Electricity P1-3 – Particle Model of Matter P1-4 – Atomic Structure</p> <p>The summative assessment for these 4 modules will be sat at the start of next term.</p>
Assessments taking place/ Assessment Methods	<p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p> <p>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</p>
Link to any key docs/revision lists etc.	<p>“science GCSE – 2016 onwards” VLE page: https://vle.st-thomasmore.southend.sch.uk/</p>

SUBJECT: BIOLOGY

HALF-TERM 1

Topics being studied (in chronological order)	<u>Ecology</u> All species live in ecosystems composed of complex communities of animals and plants dependent on each other and that are adapted to particular conditions. Materials including carbon and water are continually recycled by the living world, being released through respiration of animals, plants and decomposing microorganisms and taken up by plants in photosynthesis.
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Mid unit: Skills assessment piece. End of the unit: 50min exam in style of GCSE paper.
Extended Learning Challenges taking place	Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS
Link to any key docs/revision lists	Google Drive of Resources: https://drive.google.com/open?id=1EiVwSGUv_-vvH285KIW_E3L3PFqDI6HM Including practice questions, revision guides, exam papers and much, much more.

HALF-TERM 2

Topics being studied (in chronological order)	<u>Ecosystems</u> Ecosystems provide essential services that support human life and continued development. In order to continue to benefit from these services humans need to engage with the environment in a sustainable way. In this section we will explore how humans are threatening the natural systems that support it.
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Mid unit: Skills assessment piece. End of the unit: 50min exam in style of GCSE paper.
Extended Learning Challenges taking place	Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS
Link to any key docs/revision lists	Google Drive of Resources: https://drive.google.com/open?id=1EiVwSGUv_-vvH285KIW_E3L3PFqDI6HM Including practice questions, revision guides, exam papers and much, much more.

HALF-TERM 1

Topics being studied (in chronological order)	<p><u>4.5 ENERGY CHANGES</u></p> <p><u>4.5.1 Exothermic and endothermic reactions</u></p> <ul style="list-style-type: none"> ✓ 4.5.1.1 Energy transfer during exothermic and endothermic reactions ✓ 4.5.1.2 Reaction profiles ✓ 4.5.1.3 The energy change of reactions (HT only) <p><u>4.5.2 Chemical cells and fuel cells</u></p> <ul style="list-style-type: none"> ✓ 4.5.2.1 Cells and batteries ✓ 4.5.2.2 Fuel cells <p><u>4.6 - THE RATE AND EXTENT OF CHEMICAL CHANGE</u></p> <p><u>4.6.1 Rate of reaction</u></p> <p>4.6.1.1 Calculating rates of reactions</p> <p>4.6.1.2 Factors which affect the rates of chemical reactions</p> <p>4.6.1.3 Collision theory and activation energy</p> <p>4.6.1.4 Catalysts</p>
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> ✓ Progress Assessment - 4.5 – ENERGY CHANGES ✓ Post-topic spelling test 4.5 <p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p> <p>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page: https://vle.st-thomasmore.southend.sch.uk/</p>
Link to any key docs/revision lists etc.	<p>GCSE Chemistry Spelling list</p> <p>Progress Assessment 4.5 Revision List</p> <p>4.5 – Exam Specification</p>

HALF-TERM 2

<p>Topics being studied (in chronological order)</p>	<p><u>4.6.2 Reversible reactions and dynamic equilibrium</u></p> <p>4.6.2.1 Reversible reactions</p> <p>4.6.2.2 Energy changes and reversible reactions</p> <p>4.6.2.3 Equilibrium</p> <p>4.6.2.4 The effect of changing conditions on equilibrium (HT only)</p> <p>4.6.2.4 The effect of changing concentration (HT only)</p> <p>4.6.2.6 The effect of temperature changes on equilibrium (HT only)</p> <p>4.6.2.7 The effect of pressure changes on equilibrium (HT only)</p> <p>4.7 - ORGANIC CHEMISTRY</p> <p><u>4.7.1 Carbon compounds as fuels and feedstock</u></p> <p>4.7.1.1 Crude oil, hydrocarbons and alkanes</p> <p>4.7.1.2 Fractional distillation and petrochemicals</p> <p>4.7.1.3 Properties of hydrocarbons</p> <p>4.7.1.4 Cracking and alkenes</p> <p><u>4.7.2 Reactions of alkenes and alcohols</u></p> <p>4.7.2.1 Structure and formulae of alkenes</p> <p>4.7.2.2 Reactions of alkenes</p> <p>4.7.2.3 Alcohols</p> <p>4.7.2.4 Carboxylic acids</p> <p><u>4.7.3 Synthetic and naturally occurring polymers</u></p> <p>4.7.3.1 Addition polymerisation</p> <p>4.7.3.2 Condensation polymerisation (HT only)</p> <p>4.7.3.3 Amino acids (HT only)</p> <p>4.7.3.4 DNA (deoxyribonucleic acid) and other naturally occurring polymers</p>
<p>Assessments taking place/ Assessment Methods (estimated dates if applicable)</p>	<ul style="list-style-type: none"> ✓ Progress Assessment - 4.6 – THE RATE AND EXTENT OF CHEMICAL CHANGE ✓ Post-topic spelling test 4.6 ✓ Pre – topic spelling test 4.7 <p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
<p>Extended Learning Challenges taking place</p>	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): https://www.bbc.co.uk/bitesize/examspecs/z8r997h</p> <p>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page: https://vle.st-thomasmore.southend.sch.uk/</p>
<p>Link to any key docs/revision lists etc.</p>	<p>GCSE Chemistry Spelling list</p> <p>Progress Assessment 4.6 Revision List</p> <p>4.6 – Exam Specification</p>

SUBJECT: Physics

HALF-TERM 1

Topics being studied	5: Forces Forces in balance
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</p> <p>As this is a large topic there will be two additional exams during the module. The first after forces in balance at the end of the half term.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on the "science GCSE – 2016 onwards" VLE page.</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h</p> <p>To tackle past exam questions available on the "science GCSE – 2016 onwards" VLE page.</p>
Link to any key documents	"science GCSE – 2016 onwards" VLE page: https://vle.st-thomasmore.southend.sch.uk/

HALF-TERM 2

Topics being studied	5: Forces Motion Force and motion
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</p> <p>As this is a large topic there will be two additional exams during the module.</p> <p>The second on force and motion at the end of this half term.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on the "science GCSE – 2016 onwards" VLE page.</p>
Extended Learning Challenges taking place	<p>Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h</p> <p>To tackle past exam questions available on the "science GCSE – 2016 onwards" VLE page.</p>
Link to any key documents	"science GCSE – 2016 onwards" VLE page: https://vle.st-thomasmore.southend.sch.uk/

SUBJECT: Religious Studies

HALF-TERM 1

<p>Topics being studied (in chronological order)</p>	<p>1.Creation Michelangelo’s Creation (1.1)and other Christian art (1.2) Creation and the nature of God in Genesis 1 (1.3) Creation and the nature of humand in Genesis 2(1.4) The significance of the creation stories for Catholics (1.5) The origins and structure of the Bible (1.6) Inspiration and the Bible as the word of God(1.7) Interpreting Genesis creation stories (1.8) Natural Law and Catholic attitudes towards science (1.9) Caring for the environment (1.10) The meaning of stewardship (1.11) CAFOD and sustainabililty (1.12)</p>
<p>Assessments taking place/ Assessment Methods (estimated dates if applicable)</p>	<p>Assessment: test. Test week 7 Extended Learning assessment: Only the Gospels are important for Christians”. Evaluate this statement. in your answer you should:</p> <ul style="list-style-type: none"> • -give developed arguments to support this statement • -give developed arguments to support a different point of view • -refer to Christian teaching • -reach a justified conclusion (12 marks)
<p>Extended Learning Challenges taking place</p>	<p>Investigate one scientific development that resulted from the work of a Catholic Scientist.</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Textbook: Catholic Christianity for AQA spec B Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877</p>

HALF-TERM 2

<p>Topics being studied (in chronological order)</p>	<p>Incarnation</p> <p>Jesus as God incarnate(2.1) God’s message to Joseph(2.2) Jesus, the Word of God(2.3) Jesus as both fully human and fully God (2.4) Christian symbols (2.5) How the incarnation affects Catholic attitudes to religious art(2.6) Interpreting statues of Jesus (2.7) The moral teachings of Jesus (2.8) Tradition and St. Irenaeus’ writings about Jesus (2.9) Different understandings of the incarnation (2.10) Grace and sacramental nature of reality (2.11) The seven sacraments (2.12) Imago dei and abortion (2.13)</p>
<p>Assessments taking place/ Assessment Methods (estimated dates if applicable)</p>	<p>Assessment: test.</p> <p>Extended Learning assessment: It is impossible for Christians to follow Jesus' example and moral teachings". Evaluate this statement. in your answer you should:</p> <ul style="list-style-type: none"> • -give developed arguments to support this statement • -give developed arguments to support a different point of view • -refer to Christian teaching • -reach a justified conclusion <p>(12 marks)</p>
<p>Extended Learning Challenges taking place</p>	<p>Choose one of the sacraments and interview a person who has recently received that sacrament. Ask the person how they felt both before and after receiving the sacrament</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Textbook: Catholic Christianity for AQA spec B Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877</p>

SUBJECT: Geography

HALF-TERM 1 & 2

Physical Landscapes in the UK: Coasts

Recap of content prior to and following Walton on the Naze trip in September/October

Physical Landscapes in the UK: Rivers

- The Long and Cross Profiles of a River
- Fluvial Processes (Erosion, Transportation and Deposition)
- Landforms of Erosion (V-Shaped Valleys and Interlocking Spurs; Waterfalls and Gorges)
- Landforms of Erosion and Deposition (Meanders and Oxbow Lakes)
- Landforms of Deposition (Floodplains and Levees; Estuaries)
- Landforms on the River Tees
- Factors Affecting Flooding
- Flood Hydrographs
- Flood Management Strategies (Hard and Soft Engineering)
- Case Study of Flood Management: Banbury

The Changing Economic World

The Development Gap

- What does development look like? (2 lessons)
- The Demographic Transition Model
- Causes of Uneven Development
- Consequences of Uneven Development
- Uneven Development causes Migration
- Strategies to Reduce the Development Gap:
 - Foreign Investment
 - Industrial Development
 - Aid
 - Intermediate Technology
 - FairTrade
 - Debt Relief
 - Microfinance
 - Tourism – Jamaica Case Study

Topics being studied (in chronological order)

Assessments taking place/
Assessment Methods

Issue Evaluation Exam in Week 1 (exam following summer work)
Ongoing assessment of practice exam questions in exercise book
Physical Landscapes in the UK End of Topic Test
Changing Economic World Mid-Topic Test (Development Gap)

<p>Extended Learning Challenges</p>	<p><u>Physical Landscapes in the UK: Rivers</u> <i>Complete all of the 'Stretch Yourself' questions on pages 116-131. Make a set of revision notes (e.g. mindmap, revision cards, etc.) for this topic in preparation for your End of Unit Test. These can be re-used for End of Year exams and your real GCSEs.</i></p> <p><u>The Changing Economic World</u> <i>Complete all of the 'Stretch Yourself' questions on pages 194-217. Make a set of revision notes (e.g. mindmap, revision cards, etc.) for this topic in preparation for your End of Unit Test. These can be re-used for End of Year exams and your real GCSEs.</i></p>
<p>Link to any key docs/revision lists etc.</p>	<p>Exercise Book CGP GCSE Revision Guide (available to purchase from the school at a discounted rate) VLE BBC Bitesize Rivers Revision (https://www.bbc.com/bitesize/topics/zpypgdm) BBC Bitesize Revision (https://www.bbc.com/education/topics/zg93ycw) Seneca Learning (https://www.senecalearning.com/)</p>

SUBJECT: History

HALF-TERM 1

Topics being studied (in chronological order)	<p><u>War and Society – Part one:</u></p> <ol style="list-style-type: none"> 1. Vikings and Saxons 2. The Battle of Hastings 3. Feudalism in Theory and Practice 4. War in Medieval Society: 1290 - 1450 5. The Hundred Years War 6. Thematic Skills 7. Revision Timeline 8. Elizabeth’s Wars 9. Civil Wars, 1642-51 10. Border Warfare: 1500-1600 11. Jacobite Wars 1715-45 12. Revision Timeline
Assessments taking place	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
Extended Learning Challenges	Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide
Link to any key docs	Revision docs will be on the VLE Students can also access BBC bitesize

HALF-TERM 2

Topics being studied (in chronological order)	<p><u>War and Society Part 2:</u></p> <ol style="list-style-type: none"> 1. The Seven Years War 2. The Revolutionary And Napoleonic Wars, 1791-1815 3. The Crimean War 4. The Boer Wars 5. WW1 6. WW2 Domestic Impact 7. WW2 8. Britain during the Cold War 9. The Troubles in Northern Ireland 10. The Iraq War of 2003 11. Terrorist and Counter Measure Threats since 2003 12. Timeline of events covered 13. Part 2 Mock
Assessments taking place	There will be one essay and one source question assessment. At the mid-point week and final week of each half term. Students will complete a mock exam
Extended Learning Challenges	Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide
Link to any key docs	Revision docs will be on the VLE Students can also access BBC bitesize

SUBJECT: Computer Science

HALF-TERM 1	
Topics being studied (in chronological order)	Unit 1 – Systems Architecture, Memory & Storage <ul style="list-style-type: none">• The CPU• Functions & Characteristics of the CPU• Memory• Storage
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Summative Assessment - Unit 1 – End of topic test – w/b – 7 th October Formative Assessments (Quizizz, Kahoot , and practice exam questions)
Extended Learning Challenges taking place	Weekly Topic Homework Sheets for each topic in the module will be set on the VLE.
Link to any key docs/revision lists etc.	https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1132 <i>KS4 Computer Science Page</i>
HALF-TERM 2	
Topics being studied (in chronological order)	Unit 2 – Networks <ul style="list-style-type: none">• Types of networks, LAN WAN• Network Performance• Client Server and P2P Networks• Network Hardware• DNS, Hosting, The Cloud• Virtual Networks• Network Topologies• Wifi Technologies• Protocols• Layers• Packet Switching
Assessments taking place	Summative Assessment - Unit 2 – End of topic test – w/b – 16 ^h December Formative Assessments (Quizizz, Kahoot , and practice exam questions)
Extended Learning Challenges taking place	4 x exam style questions and revision homework
Link to any key docs/revision lists etc.	https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1132 <i>KS4 Computer Science Page</i>

SUBJECT: BTEC Tech Award in Digital Information Technology

HALF-TERM 1

Topics being studied (in chronological order)	<p>1: Exploring User Interface Design Principles and Project Planning Techniques.</p> <p>A Investigate user interface design for individuals and organisations</p> <ul style="list-style-type: none"> Analyse how two different types of user interface meet the design principles and user needs with relevant detailed examples What is a user interface? Audience needs
Assessments taking place	<p>ASSIGNMENT A – HAND OUT 9TH SEPTEMBER 2019</p> <p>ASSIGNMENT A – DEADLINE 4th November 2019</p> <p>Know It All Ninja</p>
Extended Learning Challenges taking place	<p>See VLE – Recorded weekly on the VLE</p>
Link to any key docs/revision lists etc.	<p>Any additional revisions will be found on the VLE here: https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618</p>

HALF-TERM 2

Topics being studied	<p>continuing</p> <p>A: Exploring User Interface Design Principles and Project Planning Techniques</p> <p>A: Investigate user interface design for individuals and organisations</p> <ul style="list-style-type: none"> Analyse how two different types of user interface meet the design principles and user needs with relevant detailed examples. <p>B: Use project planning techniques to plan and design a user interface</p> <ul style="list-style-type: none"> Create an appropriate project plan for the design of a user interface, which makes effective use of project planning techniques, and create a detailed and considered initial design that shows how it meets most user requirements.
Assessments taking place	<p>ASSIGNMENT B DEADLINE – 3rd FEBRUARY 2020</p>
Extended Learning Challenges taking place	<p>See VLE – Recorded weekly on the VLE</p> <p>Know It all Ninja</p>
Link to any key docs/revision lists etc.	<p>Any additional revisions will be found on the VLE here: https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618</p>

SUBJECT: SPANISH

HALF-TERM 1

Topics being studied (in chronological order)	<u>Theme 4 – Identity and Culture – Intereses a influencias</u> <ul style="list-style-type: none"> - Introduction and recap on last year - Talking about free time and activities - Cultural life: Talking about TV programmes and films - Who am I? Cultural life: talking about what you usually do - Cultural life: talking about sports
Assessments taking place/ Assessment Methods	EL Writing Assessment Week beginning 16 th September 2019 – Do a TV/Film review for a magazine EL Writing Assessment Week beginning 7 th October 2019 – News report on a sport of your choice Ongoing Listening, Reading and speaking skills during lessons
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a presentation about a sport and compare it between Spain and another country 2. Choose 2 films/TV programmes and do a report making comparisons 3. Create a report studying how sport can integrate with culture of a country
Link to any key docs/revision lists etc.	GCSE Verb Pack – important to learn all of your verbs and vocabulary

HALF-TERM 2

Topics being studied	<u>Theme 4 – Identity and Culture – Intereses a influencias</u> <ul style="list-style-type: none"> - Daily life, cultural life: Talking about what’s trending - Cultural life: Discussing the different types of entertainment - Who am I? Talking about who inspires you
Assessments taking place/ Assessment Methods (estimated dates if applicable)	EL Writing Assessment Week beginning 4 th November 2019 – News Report on Key trends on culture – use research on social media trends to back up your ideas EL Writing Assessment Week beginning 2 nd December 2019 – Report on who inspires you End of Module 4 Assessment week beginning 16 th December 2019 Ongoing Listening, Reading and speaking skills during lessons
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a presentation about people who inspire you and why they inspire you in Spanish 2. Read an article in Spanish – can be a newspaper article/social media blog – print it off and underline/highlight any words you don’t understand – use a dictionary to find out the meaning and then write a short synopsis of what the article is saying 3. Create a report discussing the different types of entertainment and what is trending at the moment
Link to any key docs/revision lists etc.	GCSE Verb Pack – important to learn all of your verbs and vocabulary

SUBJECT: GCSE Business

HALF-TERM 1

Topics being studied (in chronological order)	<u>Unit 3 – Business Operations</u> Introduction and recap on last year Methods of production Efficiency in production – lean production Efficiency in production – JIT (Just in Time) Managing stock – JIT (Just in Time) and JIC (Just in Case) Factors affecting choice of supplier
Assessments taking place/ Assessment Methods	EL1 – Complete the case study – 3.3.1 Methods of Production – Quality for Carpets) week beginning 16 th September 2019 EL2 – Complete the case study – 3.3.1 Efficiency in Production – Pasties and Pies) week beginning 14 th October 2019
Extended Learning Challenges	Research the production processes in a business of your choice and write a report about the link between efficiency, costs and profit (500 words) use your example to help you
Link to any key docs/revision lists etc.	Revision lists on the VLE Revision Booklets on the VLE Extended Learning Booklet on the VLE and in your folders CGP GCSE Business Studies for AQA students 9-1 – which should have been purchased through the school already but can be bought through Amazon here and the accompanying workbook which can be purchased here

HALF-TERM 2

Topics being studied (in chronological order)	<p><u>Unit 3 – Business Operations</u></p> <ul style="list-style-type: none"> Effects of procurement and logistics on a business The value of supply chain management Consequences of quality issues Maintaining Quality (TQM) Costs and benefits of maintaining quality Methods of Customer Service Dangers of bad customer service
Assessments taking place/ Assessment Methods	<p>EL3 – Complete the case study – 3.3.2 Stock Control – Tyred of Waiting) week beginning 11th November 2019</p> <p>EL4 – Complete the case study – 3.3.2 Choice of Suppliers – Wedding Belles) week beginning 2nd December 2019</p> <p>UNIT 3 – unit assessment – week beginning 16th December 2019</p>
Extended Learning Challenges	<p>Create a presentation which researched examples of good and bad customer service and the impact this can have on the business reputation and profits</p>
Link to any key docs/revision lists etc.	<p>Revision lists on the VLE</p> <p>Revision Booklets on the VLE</p> <p>Extended Learning Booklet on the VLE and in your folders</p> <p>CGP GCSE Business Studies for AQA students 9-1 – which should have been purchased through the school already but can be bought through Amazon here and the accompanying workbook which can be purchased here</p>

SUBJECT: BTEC BUSINESS

HALF-TERM 1	
Topics being studied	<p><u>COMPONENT 1 Exploring enterprises</u> <u>Learning Aim A- Examine the characteristics of enterprises</u> What is enterprise? Types and characteristics of SME Purpose of Enterprises Entrepreneurs and the skills of entrepreneurs</p>
Assessments taking place/ Assessment Methods	<p>Component 1 Assignment B – from week beginning 14th October 2019 until the week beginning 21st October 2019</p>
Extended Learning Challenges taking place	<p>Carry out research on local enterprises and create a scrap book of ideas and what you think might look good in your local area</p>
Link to any key docs/revision lists etc.	<p>Specification and assignments can all be found on the VLE as well as any other materials that will help you to plan</p>
HALF-TERM 2	
Topics being studied	<p><u>COMPONENT 1 Exploring enterprises</u> <u>Learning Aim A- Examine the characteristics of enterprises</u> What is enterprise? Types and characteristics of SME Purpose of Enterprises Entrepreneurs and the skills of entrepreneurs COMPLETION OF ASSIGNMENT 1 - Enterprises Success or Failure -Task 1</p>
Assessments taking place/ Assessment Methods	<p>Component 1 - Assignment 1 Task 1 (A.1P1, A.1P2, A.1M1, A1M2, A.2P1, A.2P2, A.2M1, A.2D1) to be handed in on the week beginning 13th January 2020</p>
Extended Learning Challenges taking place	<p>Complete Merit and Distinction tasks throughout this half term in your own time.</p>
Link to any key docs/revision lists etc.	<p>Specification and assignments can all be found on the VLE as well as any other materials that will help you to plan</p>

SUBJECT: GCSE PE

HALF-TERM 1

Topics being studied (in chronological order)	<p>Principles of Training – S.P.O.O.R / F.I.T.T</p> <p>Methods of Training (continuous, interval, weight, circuit) – how they are linked to principles of training</p> <p>Fitness classes – body pump, yoga, spinning, aerobics, pilates</p>
Assessments taking place	<p>Exam style question on Principles of Training</p> <p>Presentation on methods of training and their use in different sports</p>
Extended Learning Challenges taking place	<p>Design a circuit training session relating to a sport of your choice – justify the activities you choose and explain how you can apply the F.I.T.T principle to make it harder</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>

HALF-TERM 2

Topics being studied (in chronological order)	<p>Long term effects of exercise</p> <p>PARQ</p> <p>Sporting Injuries and treatments for these</p> <p>Warm up and cool down – how to carry these out correctly to improve performance and recovery</p>
Assessments taking place	<p>Past paper question on long term effects of exercise</p> <p>Class test on injuries and treatments</p>
Extended Learning Challenges taking place	<p>Plan a detailed warm up and cool down for your chosen activity (use texts and diagrams)</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>

SUBJECT: BTEC SPORT

HALF-TERM 1	
Topics being studied	Unit 1- Fitness for Sport and Exercise
Assessments taking place	Practice paper – W/C 14/10/19
Extended Learning Challenges taking place	Creating revision notes
Link to any key docs/revision lists etc.	Unit textbook on VLE
HALF-TERM 2	
Topics being studied	Unit 1- Fitness for Sport and Exercise
Assessments taking place	Practice paper – W/C 11/11/19 Practice paper – W/C 25/11/19 UNIT 1 EXAM = W/C 9 th December 2019
Link to any key docs/revision lists etc.	Unit textbook on VLE

SUBJECT: Design and Technology

HALF-TERM 1	
Topics being studied (in chronological order)	<p>Theory Content:</p> <ul style="list-style-type: none"> • Electronics: Components, Circuits, Electrical Energy, CAD Crocodile Clips, Product Analysis <p>Practical Processes:</p> <ul style="list-style-type: none"> • PCB Cleaning and Drilling, PCB Populating, Soldering
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ Populating Circuit Board, Soldering Circuit Board, Testing Circuit Board • Core Content Theory: Exam Question in lesson with written feedback • Booklet Written Feedback
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Client Interview • Product Analysis • Revision on Content from lessons
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on VLE under Year 10 GCSE Technology
HALF-TERM 2	
Topics being studied (in chronological order)	<p>Theory Content:</p> <ul style="list-style-type: none"> • Material Properties, Uses, Processes • Design Idea Development <p>Practical Processes:</p> <ul style="list-style-type: none"> • Buzzer Game Holder • Can be either plastic or wooden based unit
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ Modification of PCB Board, Construction of Housing Unit, Shaping of Materials • Core Content Theory: Exam Question in lesson with written feedback • Booklet Written Feedback • End of Unit Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • CAD Design Development • Diary of Manufacture • Revision on Content from lessons
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on VLE under Year 10 GCSE Technology

SUBJECT: MEDIA & FILM STUDIES

Year 10 – Half term 1 – NEA introduction / paper 1 and 2 revision

Students will be working on their coursework both independently and at school and will revise all key set texts for study.

Extended Learning Challenge

Complete a whole paper 1 and paper 2 practice paper.

Ongoing

Review notes and feedback as directed.

Keep a glossary of new key terms.

Read a newspaper / magazine weekly

Half Term 2 – NEA completion / paper 1 and 2 revision

Students will be expected to complete all of their coursework this half term. Students will also continue to prepare for exams.

Extended Learning Challenge

Complete a whole paper 1 and paper 2 practice paper.

Ongoing

Review notes and feedback as directed.

Keep a glossary of new key terms.

Read a newspaper / magazine weekly

SUBJECT: ART

Extended learning is an important part of the course and support in this area is valuable.

Students will be issued with a hardback sketchbook within which they will complete their weekly Extended Learning tasks. These tasks will help them practise skills that they have learnt in class as well as complete their research into the works of Artists and will also enable them to plan for the large scale work they will be producing in school. THIS SKETCHBOOK IS THE KEY TO THEIR SUCCESS IN THIS SUBJECT. A range of art materials at home would be useful. Tasks will include the following:

- Drawing from direct observation
- Mixed media work
- Taking and editing digital photographs
- Researching the work of Artists linked with the student's area of study
- Annotating work in the sketchbook using subject specific vocabulary

SUBJECT: Music

Please see [KS4 Overview](#) attached.

SUBJECT: MATHS – Foundation Tier

HALF-TERM 1	
Topics being studied (in chronological order)	13.1 Calculating probabilities 13.2 Probability that an outcome will not happen 13.3 Mutually exclusive and exhaustive outcomes 13.4 Experimental probability 13.5 Expectation 13.6 Choices and outcomes 14.1 3D shapes 14.2 Volume and surface area of a cuboid 14.3 Volume and surface area of a prism 14.4 Volume and surface area of cylinders
Assessments taking place	Chapters 1-14 Test week before half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check VLE for individual tasks set.
HALF-TERM 2	
Topics being studied	15.1 Solving linear equations 15.2 Solving equations with brackets 15.3 Solving equations with the variable on both sides 16.1 Equivalent percentages, fractions and decimals 16.2 Calculating a percentage of a quantity 16.3 Increasing and decreasing quantities by a percentage 16.4 Expressing one quantity as a percentage of another 16.5 Compound measures
Assessments taking place	Chapters 1-16 week before Christmas holidays
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check VLE for individual tasks set.

SUBJECT: MATHS – Higher Tier

HALF-TERM 1	
Topics being studied (in chronological order)	13.1 Experimental probability 13.2 Mutually exclusive exhaustive outcomes 13.3 Expectation 13.4 Probability and two-way tables 13.5 Probability and Venn diagrams 14.1 Powers (indices) 14.2 Rules for multiplying and dividing powers 14.3 Standard form
Assessments taking place	Chapters 1-14 Test week before half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check VLE for individual tasks set.
HALF-TERM 2	
Topics being studied (in chronological order)	15.1 Linear equations 15.2 Elimination methods for simultaneous equations 15.3 Substitution method for simultaneous equations 15.4 Balancing coefficients to solve simultaneous equations 15.5 Using simultaneous equations to solve problems 15.6 Linear inequalities 15.7 Graphical inequalities 16.1 Rational numbers, reciprocals, terminating and recurring decimals 16.2 Estimating powers and roots 16.3 Negative and fractional powers 16.4 Surds 16.5 Limits of accuracy 16.6 Problems involving limits of accuracy 16.7 Choices and outcomes
Assessments taking place	Chapters 1-16 week before Christmas holidays
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check VLE for individual tasks set.

How to contact Heads of Department

Subject	Head of Department	Contact Email Address
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Biology	Mr Jones	sjjones@st-thomasmore.southend.sch.uk
Chemistry	Mrs Jones	ejones@st-thomasmore.southend.sch.uk
Physics	Miss Pierce	apierce@st-thomasmore.southend.sch.uk
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