

*St. Thomas More High School*  
**CURRICULUM, ASSESSMENT  
AND EXTENDED LEARNING  
GUIDE**  
**YEAR 7**  
**AUTUMN TERM 2021**



# **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
★ If a student has completed all his <b>ASSESSMENTS</b> and <b>CHALLENGES</b> the teacher will also set guidance on how a student can further extend their knowledge. <b>They should always have something to do.</b>	★ These tasks are the <b>MINIMUM</b> that a teacher will be expecting a student to complete outside of the classroom. ★ The extended learning <b>ASSESSMENTS</b> are <b>ESSENTIAL</b> activities a student must undertake to be successful in a particular subject. ★ They will be set and marked at least twice a half-term.	★ These are <b>EXTENSION</b> activities that will be set by teachers to <b>STRETCH</b> and <b>CHALLENGE</b> students outside of the classroom. ★ The extended learning <b>CHALLENGES</b> should be undertaken if a student is aiming for <b>TOP LEVELS/GRADES</b> in a particular subject OR has a particular <b>INTEREST</b> 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.

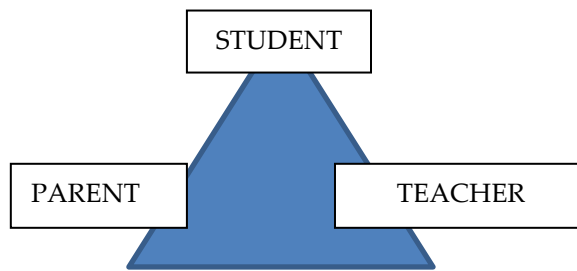
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

## **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 TEAMS 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.*

# THE KEY STAGE 3 CURRICULUM OVERVIEW

The Key Stage 3 curriculum is spread across years 7&8. Students are expected to build on the skills learned at Key Stages 1 and 2, alongside enjoying the opportunity of experiencing new subjects. At St Thomas More we pride ourselves on providing an inclusive curriculum; one that will allow all of our boys to enjoy a challenging yet achievable education.

Our Key Stage 3 curriculum is based on:

- ★ Expectations: establishing high expectations for all students and setting challenging targets for them to achieve.
- ★ Progression: ensuring progression in teaching and learning across Key Stage 3.
- ★ Engagement: promoting approaches to teaching and learning that engage and motivate students and demand their active participation.

Literacy and numeracy are mainly taught in English and Maths lessons. However, they are also an integral part of the teaching of all curriculum subjects. The schemes of work are structured around key learning objectives and for those students who need to develop their skills in these areas, St Thomas More provides additional sessions in both literacy and numeracy.

The delivery of the curriculum is monitored closely to ensure that the standards of teaching and learning are as high as possible in all subject areas.

# Year 7 Curriculum Model

2021 – 22

The table below summarises how many periods and the number of minutes each fortnight that are allocated to each subject.

	<b>Maths</b>	<b>English</b>	<b>Library</b>	<b>ICT</b>	<b>Science</b>	<b>Religious Education</b>	<b>Creative Arts – Technology, Music, Art</b>	<b>Physical Education</b>	<b>Geography</b>	<b>History</b>	<b>Spanish</b>	<b>CPSHE</b>
<b>No. of periods</b>	6	6	1	3	5	5	3	4	4	4	5	1
<b>Total Time (in mins)</b>	360	360	60	180	300	300	360	240	240	240	300	60



# SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

HALF-TERM 1	
<b>Synopsis</b>	<p><b><u>Transition and Library Unit</u></b></p> <p>This unit helps student to transition comfortably into the school and gets them used to our expectations within the English department. Students explore ideas of identity and belonging. They look at a range of texts and complete several writing tasks to help them explore this idea. They also explore grammar, punctuation and a range of writing strategies.</p> <p>Students will also be introduced to the library and embark on an introduction to the library unit.</p>
<b>Assessments taking place</b>	Baseline reading and writing assessment.
<b>Extended Learning Challenges taking place</b>	<p>CHALLENGE TASK: Create a leaflet welcoming new students to the school EXTRA MERIT: Present your leaflet as a booklet with a creative front cover that illustrates the content inside.</p> <p>Extra Tasks:</p> <ul style="list-style-type: none"> <li>• Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons).</li> <li>• 30 minutes of personal reading per night in conjunction with the reading log.</li> <li>• Students should attempt to stretch and challenge themselves by completing any further INDEPENDENT Extended Learning tasks posted via Teams in the Resources section.</li> <li>• Making improvements to any Reading Burst Monday or Writing tasks undertaken in lessons.</li> <li>• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters and quizzes.</li> <li>• Challenge yourself to read at least 2 books this half term.</li> </ul>
HALF-TERM 2	
<b>Synopsis</b>	<p><b><u>Novel and Language Skills</u></b></p> <p>Students to study a novel focusing on plot, narrative, setting and characters created by the author. They will explore the background to the text and deliberate language and structural choices used by the writer for effect.</p>
<b>Assessments taking place</b>	<p>Mid assessment: writing assessment</p> <p>End assessment: reading assessment</p>
<b>Extended Learning</b>	<p><b>CHALLENGE:</b> Complete a portfolio of work on a novel of your choice including: design an alternative front cover and blurb, book review, research on the author, character analysis etc.</p>

<b>Challenges taking place</b>	<p>EXTRA TASKS:</p> <ul style="list-style-type: none"> <li>• Complete a selection of tasks from the novel takeaway menu (a range of tasks of varying difficult levels).</li> <li>• Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons).</li> <li>• 30 minutes of personal reading per night in conjunction with the reading log.</li> <li>• Working towards a book review based on a current or recently finished book</li> <li>• Making improvements to any Reading Burst Monday or Creative Writing tasks undertaken in lessons.</li> <li>• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters and quizzes.</li> </ul>	
<b>Additional Information</b>	<p>Novel Choices:</p> <ul style="list-style-type: none"> <li>- Tolpuddle Boy</li> <li>- The Ghost of Thomas Kempe</li> <li>- Goodnight Mister Tom</li> <li>- The Goalkeeper’s Revenge</li> <li>- Thunder and Lightnings</li> <li>- The Silver Sword</li> <li>- The Turbulent Term of Tyke Tyler</li> <li>- Tom’s Midnight Garden</li> <li>- Skellig</li> <li>- An Angel for May</li> </ul>	<ul style="list-style-type: none"> <li>- A Christmas Carol</li> <li>- Smith</li> <li>- Holes</li> <li>- Treasure Island</li> <li>- Grinny</li> <li>- Buddy</li> <li>- Powder Monkey</li> <li>- The Graveyard Book</li> <li>- Fast and Curious(short stories)</li> <li>- Goldfish Boy</li> <li>- Liar and Spy</li> </ul>

# SUBJECT: Maths - Set 1

## HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	1.1 Charts and financial mathematics 1.2 Positive and negative numbers 1.3 Simple arithmetic with negative numbers 1.4 Subtracting negative numbers 1.5 Multiplying negative numbers Travelling in Asia and Eastern Europe 2.1 Function machines 2.2 Sequences and rules 2.3 Working out missing terms 2.4 Working out the nth term 2.5 Other sequences Mathematical reasoning – Valencia Planetarium 3.1 Perimeter and area of rectangles 3.2 Perimeter and area of compound shapes 3.3 Area of some other 2D shapes 3.4 Surface area and volume of cubes and cuboids Problem solving – Design a bedroom
<b>Assessments taking place</b>	Chapters 1-3 Test week before October half term
<b>Extended Learning Challenges taking place</b>	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 MICROSOFT TEAMS AREA for individual tasks set.
<b>Link to any key docs/revision lists etc.</b>	<a href="X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	4.1 Multiplying and dividing by 10, 100, 1000 and 10 000 4.2 Ordering decimals 4.3 Estimates 4.4 Adding and subtracting decimals 4.5 Multiplying decimals 4.6 Dividing decimals Financial skills – Shopping for leisure 5.1 Square numbers and square roots 5.2 Rounding 5.3 Order of operations 5.4 Multiplication problems without a calculator 5.5 Division problems without a calculator 5.6 Calculations with measurements Problem solving – What is your carbon footprint? 6.1 Mode, median and range 6.2 The mean 6.3 Statistical diagrams 6.4 Collecting and using discrete data 6.5 Collecting and using continuous data 6.6 Data collection Challenge – Schools sports day
<b>Assessments taking place</b>	Chapters 4-6 Week before Christmas holidays (or week before depending on events)
<b>Extended Learning Challenges taking place</b>	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 MICROSOFT TEAMS AREA for individual tasks set.
<b>Link to any key docs/revision lists etc.</b>	Revise topics listed above.

## SUBJECT: Maths - Set 2

### HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	1.1 Timetables, charts and money 1.2 Positive and negative numbers 1.3 Adding negative numbers 1.4 Subtracting negative numbers Travelling in Asia and Eastern Europe 2.1 Function machines 2.2 Sequences and rules 2.3 Working out missing terms 2.4 Other sequences Mathematical reasoning – Valencia Planetarium 3.1 Perimeter and area 3.2 Perimeter and area of rectangles 3.3 Perimeter and area of compound shapes 3.4 Volume of cubes and cuboids Problem solving – Design a bedroom
<b>Assessments taking place</b>	Chapters 1-3 Test week before October half term
<b>Extended Learning Challenges taking place</b>	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 MICROSOFT TEAMS AREA for individual tasks set.
<b>Link to any key docs/revision lists</b>	<a href="X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied (in chronological order)</b>	<p>4.1 Multiplying and dividing by 10, 100 and 1000</p> <p>4.2 Ordering decimals</p> <p>4.3 Estimates</p> <p>4.4 Adding and subtracting decimals</p> <p>4.5 Multiplying and dividing decimals</p> <p>Financial skills – Shopping for leisure</p> <p>5.1 Square numbers and square roots</p> <p>5.2 Rounding</p> <p>5.3 Order of operations</p> <p>5.4 Long and short multiplication</p> <p>5.5 Long and short division</p> <p>5.6 Calculations with measurements</p> <p>Problem solving –</p> <p>What is your carbon footprint?</p> <p>6.1 Mode, median and range</p> <p>6.2 The mean</p> <p>6.3 Statistical diagrams</p> <p>6.4 Collecting and using data</p> <p>6.5 Grouped frequency</p> <p>6.6 Data collection</p> <p>Challenge – Schools sports day</p>
<b>Assessments taking place</b>	Chapters 4-6 Week before Christmas holidays (or week before depending on events)
<b>Extended Learning Challenges taking place</b>	<p>Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.</p> <p>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.</p> <p>Please check MICROSOFT TEAMS AREA for individual tasks set.</p>
<b>Link to any key docs/revision lists</b>	Revise topics listed above.

## SUBJECT: Maths - Set 3 and 4

### HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	1.1 The calendar 1.2 The 12-hour and 24-hour clocks 1.3 Managing money 1.4 Positive and negative numbers 1.5 Adding negative numbers 1.6 Subtracting negative numbers Problem solving – Where in the UK? 2.1 Function machines 2.2 Sequences and rules 2.3 Finding terms in patterns 2.4 The square numbers 2.5 The triangular numbers Mathematical reasoning – Valencia Planetarium 3.1 Length and perimeter 3.2 Area 3.3 Perimeter and area of rectangles Problem solving – Design a bedroom
<b>Assessments taking place</b>	Chapters 1-3 Test week before October half term
<b>Extended Learning Challenges taking place</b>	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 MICROSOFT TEAMS AREA for individual tasks set.
<b>Link to any key docs/revision lists etc.</b>	<a href="X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y7 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<p>4.1 Multiplying and dividing by 10, 100 and 1000</p> <p>4.2 Ordering decimals</p> <p>4.3 Estimates</p> <p>4.4 Adding and subtracting decimals</p> <p>4.5 Multiplying and dividing decimals</p> <p>Financial skills – Shopping for leisure</p> <p>5.1 Square numbers</p> <p>5.2 Rounding</p> <p>5.3 Order of operations</p> <p>5.4 Long and short multiplication</p> <p>5.5 Long and short division</p> <p>5.6 Calculations with measurements</p> <p>Problem solving – What is your carbon footprint?</p> <p>6.1 Mode, median and range</p> <p>6.2 Reading data from tables and charts</p> <p>6.3 Using a tally chart</p> <p>6.4 Using data</p> <p>6.5 Grouped frequency</p> <p>6.6 Data collection</p> <p>Challenge – Trains in Europe</p>
<b>Assessments taking place</b>	Chapters 4-6 Week before Christmas holidays (or week before depending on events)
<b>Extended Learning Challenges taking place</b>	<p>Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.</p> <p>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.</p> <p>Please check MICROSOFT TEAMS AREA for individual tasks set.</p>
<b>Link to any key docs/revision lists</b>	Pupils need to revise the topics listed above.



## SUBJECT: Science

### HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	S1.1 – Introduction <ul style="list-style-type: none"><li>• Lab safety</li><li>• Apparatus and reading scales</li><li>• The Bunsen burner</li><li>• Investigation skills</li><li>• Graphs</li></ul> P1.1 – Forces <ul style="list-style-type: none"><li>• Introduction to forces</li><li>• Squashing and stretching</li><li>• Drag forces and friction</li><li>• Forces at a distance</li><li>• Balanced and unbalanced</li></ul>
<b>Assessments taking place</b>	A baseline assessment will be taken in the first few weeks of term. At the end of each unit there is a checkpoint test to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate.
<b>Extended Learning Challenges</b>	If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges. There are three types each term: <ul style="list-style-type: none"><li>• Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives.</li><li>• Careers: An opportunity to find out about careers in a range of science areas.</li><li>• Make: A practical activity to carry out at home.</li></ul> These can be found in his Science Teams resources. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate
<b>Link to any key docs/revision lists</b>	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <ul style="list-style-type: none"><li>• Text books</li><li>• Glossaries</li><li>• Knowledge summaries</li><li>• Practice questions</li><li>• Links to online resources</li></ul> Please encourage your son to make regular use of these to support his progress

## HALF-TERM 2

<p><b>Topics being studied</b> (in chronological order)</p>	<p>C1.1 – Particles</p> <ul style="list-style-type: none"> <li>• The particle model</li> <li>• States of matter</li> <li>• Melting and freezing</li> <li>• Boiling</li> <li>• More changes of state</li> <li>• Diffusion</li> <li>• Gas pressure</li> </ul> <p>B1.1 – Cells</p> <ul style="list-style-type: none"> <li>• Observing cells</li> <li>• Plant and animal cells</li> <li>• Specialised cells</li> <li>• Movement of substances</li> <li>• Unicellular organisms</li> </ul>
<p><b>Assessments taking place/ Assessment Methods</b></p>	<p>At the end of each unit there is a checkpoint test to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate.</p> <p>At the end of term a graded assessment on the units covered this term will be sat.</p>
<p><b>Extended Learning Challenges</b></p>	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges. There are three types each term:</p> <ul style="list-style-type: none"> <li>• Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives.</li> <li>• Careers: An opportunity to find out about careers in a range of science areas.</li> <li>• Make: A practical activity to carry out at home.</li> </ul> <p>These can be found in his Science Teams resources. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Materials to support your son’s progress can be found in the resources section of his “Teams”</p> <p>These are organised by topic area and include.</p> <ul style="list-style-type: none"> <li>• Text books</li> <li>• Glossaries</li> <li>• Knowledge summaries</li> <li>• Practice questions</li> <li>• Links to online resources</li> </ul> <p>Please encourage your son to make regular use of these to support his progress</p>

# SUBJECT: Religious Studies

## HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	<b>Introduction to Catholic Faith/ Revelation and Faith</b> Jesus What it means to be a Christian/ inside a Church An introduction to the Sacraments The Bible The Trinity What is a covenant Noah and covenant Call of Abraham Abraham's Covenant God's call to Moses Passover Passover today Exodus
<b>Assessments taking place/ Assessment Methods</b>	Baseline test in week 1  Unit test at end of half term 1/ start of half term 2.
<b>Extended Learning Challenges taking place</b>	The Extended Learning Assessment is: <b>Pretend you are entering a Church for the first time. Describe and explain what you see and the importance of the objects there</b>  The Challenge is: <b>Research the layout of Catholic Churches in as much detail as you can – present your research in a visual form</b>
<b>Link to any key docs/revision lists etc.</b>	BBC learning Roman Catholicism: <a href="https://www.bbc.com/education/topics/z2gjmp3">https://www.bbc.com/education/topics/z2gjmp3</a> Useful resources on MICROSOFT TEAMS AREA

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<b>God's Promise fulfilled</b> Abraham's Covenant God's call to Moses Passover (from Truth) Passover today (Truth) Exodus The covenant with Moses (Truth) Covenant test green penning Exile Prophecies Annunciation to Zecahariah Annunciation to Mary Visitaton Elizabeth and Zechariah
<b>Assessments taking place</b>	Unit test approx. week 4 (Covenant)
<b>Extended Learning Challenges taking place</b>	The Extended Learning Assessment is: Imagine you are a Jew living at the same time as Jesus. Write a letter to a friend saying why you believe Jesus is the Messiah and why some people disagree.  The Challenge is: Explain how the fulfilment of God's plan in the Nativity gives meaning and purpose to our lives today. Think about the people in the New Testament that God chose to help fulfil His plan. What can we learn from their response to God's initiative that will help us in our lives today?
<b>Link to any key docs/revision lists etc.</b>	BBC learning Roman Catholicism: <a href="https://www.bbc.com/education/topics/z2gjmp3">https://www.bbc.com/education/topics/z2gjmp3</a> Useful resources on MICROSOFT TEAMS AREA

## SUBJECT: Geography

### HALF-TERM 1

<b>Topics being studied (in chronological order)</b>	<b><u>Fantastic Places</u></b> Lesson 1 – What is Geography? Lesson 2 – Continents and Oceans, Latitude and Longitude Lesson 3 – Baseline Assessment Lesson 4 – The British Isles (Europe) Lesson 5 – Rio de Janeiro (South America)  Lesson 6 – Victoria Falls (Africa) Lesson 7 – Mount St Helens (North America) Lesson 8 – Antarctica  Lesson 9 – The Ganges (Asia) Lesson 10 – The Great Barrier Reef (Australasia) Lesson 11 – End of Topic Assessment
<b>Assessments taking place</b>	Assessment 1 – Year 7 Baseline Assessment (lesson 3 – 2 <sup>nd</sup> week) Assessment 2 – End of Topic Test (lesson 11 – last week before half term)
<b>Extended Learning Challenges taking place</b>	<i>Working individually, in a pair or in a group, take a 'walking tour' of your local area. As you are walking, identify and explain the human and physical features of the area. Film the tour on your phone or camera, then edit it and bring it in to show your teacher and class.</i>
<b>Link to any key docs/revision lists etc.</b>	Exercise Book BBC Bitesize Map Skills ( <a href="https://www.bbc.com/education/topics/zm38q6f">https://www.bbc.com/education/topics/zm38q6f</a> ) Ordnance Survey Map Zone ( <a href="https://www.ordnancesurvey.co.uk/mapzone/">https://www.ordnancesurvey.co.uk/mapzone/</a> ) Seneca Learning ( <a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a> )

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<p><b><u>Ecosystems</u></b></p> <p>Lesson 1 – What is an ecosystem?</p> <p>Lesson 2 – Introduction to Tropical Rainforests</p> <p>Lesson 3 – Deforestation in Tropical Rainforests</p> <p>Lesson 4 – Intro to Deserts</p> <p>Lesson 5 – Into to Antarctica (Cold Desert)</p> <p>Lesson 6 – The Value of Antarctica</p> <p>Lesson 7 – Antarctica’s Features</p> <p>Lesson 8 – Antarctica’s Tourism</p> <p>Lesson 9 - Assessment</p>
<b>Assessments taking place</b>	<p>Assessment 1 – TBC</p> <p>Assessment 2 – Should Antarctica be developed? Report</p>
<b>Extended Learning Challenges taking place</b>	<p><i>Create a model of a tropical rainforest. You can be as creative as you like. You could consider using the following materials for your model: play-doh, show box, coloured paper and card, cake?!</i></p> <p><i>You will bring your model into school and present it to your Geography class.</i></p>
<b>Link to any key docs/revision lists etc.</b>	<p>Exercise Book</p> <p>BBC Bitesize Ecosystems Revision (<a href="https://www.bbc.com/education/topics/ztgw2hv">https://www.bbc.com/education/topics/ztgw2hv</a>)</p> <p>Planet Earth Series</p> <p>Discovering Antarctica (<a href="https://discoveringantarctica.org.uk/">https://discoveringantarctica.org.uk/</a>)</p> <p>Seneca Learning (<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>)</p>

SUBJECT: History

**HALF-TERM 1**

<b>HALF-TERM 1</b>	
	<b>Topic</b>
<b>Topics being studied (in chronological order)</b>	<b><u>Rome to Hastings:</u></b> <ol style="list-style-type: none"><li>1. Chronology &amp; key historical terms</li><li>2. Bias and Sources</li><li>3. Roman Invasion of Britain</li><li>4. British Resistance against Rome</li><li>5. How the Romans Changed Britain</li><li>6. Contenders to the Throne</li><li>7. The Battle of Hastings</li><li>8. How did Harold Die?</li><li>9. The Feudal System</li><li>10. The Harrying of the North</li><li>11. The Domesday Book</li><li>12. Stone Castles</li></ol>
<b>Assessments taking place</b>	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
<b>Extended Learning Challenges taking place</b>	Students will be given a research task Students will be given an essay or source question
<b>Link to any key docs/revision lists etc.</b>	Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<b><u>The Medieval World:</u></b> <ol style="list-style-type: none"><li>1. The Magna Carta</li><li>2. Life in a Medieval Town</li><li>3. Medieval Law and Order</li><li>4. Medieval Religion</li><li>5. China in the Middle Ages</li><li>6. The Black Death</li><li>7. Consequences of the Black Death</li><li>8. The Printing Press</li><li>9. The Renaissance</li><li>10. The Age of Discovery</li><li>11. The Impact of the Age of Discovery</li></ol>
<b>Assessments taking place</b>	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
<b>Extended Learning Challenges taking place</b>	Students will be given a research task Students will be given an essay or source question
<b>Link to any key docs/revision lists etc.</b>	Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize



# SUBJECT: Computing (ICT)

HALF-TERM 1	
<b>Topics being studied</b> (in chronological order)	<p><b><u>Baseline Assessment</u></b></p> <p><b><u>Using Computers Effectively</u></b>            File Management            Social Networking            Dangers of Social Networking            Keeping Your Data Safe            Using Email            Searching the Web            Using The Internet to Research</p>
<b>Assessments taking place</b>	<ol style="list-style-type: none"> <li>1. Baseline Test</li> <li>2. End of Topic/Term Assessment</li> </ol>
<b>Extended Learning Challenges taking place</b>	See MICROSOFT TEAMS AREA – Recorded weekly on the MICROSOFT TEAMS AREA
<b>Link to any key docs/revision lists etc.</b>	Any additional revisions will be found on the MICROSOFT TEAMS AREA
HALF-TERM 2	
<b>Topics being studied</b> (in chronological order)	<p><b><u>Introduction to Programming Language Kodu</u></b>            How Programs Work            Creating Landscapes            Navigation &amp; Pathing            Clones &amp; Creatable            Pages &amp; Selections            Game Depth &amp; Complexity            Kodu Assessment</p>
<b>Assessments taking place</b>	Peer Assessment Self Assessment End of Term/Topic assessment
<b>Extended Learning Challenges taking place</b>	See MICROSOFT TEAMS AREA – Recorded weekly on the MICROSOFT TEAMS AREA

<b>Link to any key docs/revision lists etc.</b>	Any additional revisions will be found on the MICROSOFT TEAMS AREA
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## SUBJECT: SPANISH

<b>HALF-TERM 1</b>	
<b>Topics being studied (in chronological order)</b>	<p><b>Module 1 – Mi vida</b></p> <p><b>¿Qué tipo de persona eres?</b> <i>Unidad 1 pp10-11</i></p> <p><b>¿Tienes hermanos?</b> <i>Unidad 2 pp12-13</i></p> <p><b>¿Cuándo es tu cumpleaños?</b> <i>Unidad 3 pp14-15</i></p> <p><b>¿Tienes mascotas?</b> <i>Unidad 4 pp16-17</i></p> <p><b>Cómo soy...</b> <i>Unidad 5 pp18-19</i></p> <p><b>¿Qué te gusta hacer?</b> <i>Unidad 1 pp30-31</i></p>
<b>Assessments taking place/ Assessment Methods</b>	<p>Baseline assessment – First lesson</p> <p>D.I.R.T. Essay 7<sup>th</sup> Oct 2019</p> <p>'End of Module' assessment week beginning 21<sup>th</sup> Oct 2019</p>
<b>Extended Learning Challenges taking place</b>	<ol style="list-style-type: none"> <li>1. Make a Spanish ID card</li> <li>2. Translation task</li> <li>3. Essay (write a postcard to a friend)</li> </ol>
<b>Link to any key docs/Revision lists etc</b>	<p>Revision: Vocabulary and grammar booklet for Module 1</p> <p>Practice: Activity booklet for Module 1</p>

## HALF-TERM 2

<b>Topics being studied (in chronological order)</b>	<p><b>Module 2 – Mi tiempo libre</b></p> <p><b>¿Cantas Karaoke?</b> <i>Unidad 2 pp32-33</i></p> <p><b>¿Qué deportes haces?</b> <i>Unidad 4 pp36-37</i></p> <p><b>¿Qué haces cuando llueve?</b> <i>Unidad 3 pp34-35</i></p> <p><b>Redacción</b> <i>Pasatiempos</i></p> <p><b>¿Qué haces en tu tiempo libre?</b> <i>Unidad 6 pp40-41</i></p> <p><b>Cultura: Navidad en España/Los Reyes Magos</b> <i>¡Proyecto! pp48-49</i></p>
<b>Assessments taking place</b>	<p>EL assessment 18<sup>th</sup> of Novemeber 2019</p> <p>'End of Module' assessment week beginning 9<sup>th</sup> of December 2019</p>
<b>Extended Learning Challenges taking place</b>	<ol style="list-style-type: none"> <li>1. Create a weather report for a 3 day period in Spanish</li> <li>2. Create a poster describing your ideal way to spend your free time, cut out some pictures of things you like to describe why you like them</li> <li>3. Christmas Presentation – Feliz Navidad</li> </ol>
<b>Link to any key docs/revision lists etc.</b>	<p>Revision: Vocabulary and grammar booklet for Module 2</p> <p>Practice: Activity booklet for Module 2</p>

# SUBJECT: ART

## HALF-TERM 1

HALF-TERM 1	
<b>Topics being studied</b> (in chronological order)	<b>SYMMETRY</b> <b>COLOUR CIRCLE</b> <b>SYMMETRY:</b> Use of guidelines which can be transferred to drawing from direct observation and composition. Positive and negative images. <b>COLOUR CIRCLE:</b> Brush control and an understanding of basic colour theory. Colour mixing.
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	<b>SYMMETRY:</b> Black and white symmetrical collage. <b>COLOUR CIRCLE:</b> Painted 12 part colour circle.
<b>Extended Learning Challenges taking place</b>	<b>SYMMETRY:</b> <i>Create a symmetrical image using cut out paper</i>

# SUBJECT: Music

## KS3 Rotation

<p><b>Topics being studied (in chronological order)</b></p>	<p><i>These six topics will be split evenly across your music rotations.</i></p> <p>The Three Skills Challenge – the key skills of music, listening, composing and performing.</p> <p>Studio Music - Writing lyrics and music for popular music and performance.</p> <p>Soundscapes - Body percussion, singing and musical structure.</p> <p>Ukulele (I'm a believer) – Chords and performance – Ukulele practice, group performances and singing.</p> <p>Creating a Cover – Through the theme of “Lean on Me” create your own version of a song, with a group.</p> <p>Musicals – A tour of musicals from Broadway and the West End. In depth look at one music and a performance of the show stopping song.</p>
<p><b>Assessments taking place/ Assessment Methods (estimated dates if applicable)</b></p>	<ul style="list-style-type: none"> <li>- <u>Three skills challenges:</u> <ul style="list-style-type: none"> <li>• – Baseline tasks: Listening, composing, and performing.</li> </ul> </li> <li>- <u>Song writing challenge:</u> <ul style="list-style-type: none"> <li>• - Play a seasonal piece of music on an instrument and write your own song lyrics.</li> <li>• Group performance</li> <li>• Practical assessments.</li> <li>• Elements of music.</li> </ul> </li> <li>- <u>Soundscapes:</u> <ul style="list-style-type: none"> <li>• Group percussion performance.</li> <li>• Individual and chorus vocal singing.</li> <li>• Understand of Toto’s Africa</li> </ul> </li> <li>- <u>Ukulele – I’m a Believer</u> <ul style="list-style-type: none"> <li>• Performing the chords individually and vocals.</li> <li>• Group performance of the song.</li> </ul> </li> <li>- <u>Creating a cover</u> <ul style="list-style-type: none"> <li>• Arrangement of piece and new lyrics.</li> <li>• Group performance of piece</li> </ul> </li> <li>- <u>Musicals</u> <ul style="list-style-type: none"> <li>• Final instrument solo performance</li> <li>• End of year elements of music.</li> </ul> </li> </ul>
<p><b>Extended Learning and Resources</b></p>	<p>Throughout the rotations, students are highly encouraged to practice a musical instrument where possible. It may not always be possible for students to have an instrument, so the music department will have various opening times and slots for students to play and rehearse.</p> <p>Class extended learning, challenges and extra pieces of music shall be available within the Teams area.</p> <p>Tasks will include:</p> <p>Show and Tell</p> <p>Elements of Music – Facts and definitions</p> <p>Song study – Toto (Africa)</p> <p>Create and build your own Ukulele</p> <p>Bill Withers Fact File</p> <p>Musicals Project.</p>

SUBJECT: PE

## TERM 1

<b>Topics being studied</b> (in chronological order)	<p>Cross Country/Rugby/Basketball/Football</p> <p>All students will follow a PE programme covering these sports in their first term</p>
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	<p>We follow a 'ME in PE' model where we assess pupils on four key areas:</p> <ul style="list-style-type: none"><li>• Physical</li><li>• Social</li><li>• Leadership</li><li>• Coaching</li></ul> <p>Pupils will be assessed in their basic physical skills but will also be graded on how they work and interact with others, how they take to leading tasks and where relevant, their ability to coach others. The pupils will be formally assessed in their final lesson of each sport.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Students should try to watch as many sports as they can to gain an understanding of skills, techniques, rules and officiating. Youtube is an excellent resource to see sports that they may not be able to see on TV with videos often explaining key skills and how rules are applied.</p> <p>There are also many coaching apps available to download to phones/tablets that will also help students with their overall understanding of these sports (<i>Sportplan, Basketball Practice Planner, The Coaching Manual</i>)</p>

SUBJECT: Design and Technology: Wood Technology

Key Stage 3 Rotation	
<b>Topics being studied</b> (in chronological order)	Design and Make Activity Small Softwood Shelf Storage See attached Unit Mapping Sheet
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	<ul style="list-style-type: none"> <li>• Practical Assessments                             <ul style="list-style-type: none"> <li>○ Marking Out, Shaping, Assembly, Final Product</li> </ul> </li> <li>• Booklet Written Feedback</li> <li>• End of Unit Assessment</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• YouTube research activities</li> <li>• Design Idea Development</li> <li>• Client Interview</li> </ul> <p>See attached Unit Mapping Sheet for further information</p>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 7 Technology</i></li> <li>• All teaching and learning resources found on staff shared area under "Y:\Staff\Design Technology\KS3"</li> </ul>

SUBJECT: Food Technology

Key Stage 3 Rotation	
<b>Topics being studied</b> (in chronological order)	<ul style="list-style-type: none"> <li>• Introduction to the Kitchen</li> <li>• Basic Cooking Skills</li> <li>• Health and Safety in the Kitchen</li> <li>• Kitchen Hygiene</li> </ul>

	Food and Personal Nutrition
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	<ul style="list-style-type: none"> <li>• Practical Assessments <ul style="list-style-type: none"> <li>◦ Fruit Salad, Pizza Toast, Couscous Salad, Pizza Swirls</li> </ul> </li> <li>• Booklet Written Feedback</li> <li>• End of Unit Assessment</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 7 Technology</i></li> <li>• All teaching and learning resources found on staff shared area under "Y:\Staff\Design Technology\KS3"</li> </ul>

## SUBJECT: Electronics

<b>Key Stage 3 Rotation</b>	
<b>Topics being studied</b> (in chronological order)	<ul style="list-style-type: none"> <li>• Circuit Symbols</li> <li>• Circuit Switching</li> <li>• Resistors and Resistor Values</li> <li>• Diodes &amp; Electronic Switching (Transistors)</li> <li>• Building a moisture sensor</li> </ul>
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	<ul style="list-style-type: none"> <li>• Practical Assessments <ul style="list-style-type: none"> <li>◦ PCB board drilling, Soldering Components, Wiring etc.</li> </ul> </li> <li>• Booklet Written Feedback</li> <li>• End of Unit Assessment</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Transistor Values Homework</li> <li>• Construction Diary Task</li> <li>• Components Research Task</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on MICROSOFT TEAMS AREA under <i>Year 7 Technology</i></li> <li>• All teaching and learning resources found on staff shared area under "Y:\Staff\Design Technology\KS3"</li> </ul>



# SUBJECT: CPSHE

<b>HALF-TERM 1</b>	
<b>Topics being studied</b> (in chronological order)	RSE lesson 1. Changing bodies <ul style="list-style-type: none"><li>• Puberty involves physical, emotional, and sexual development.</li></ul> Other CPSHE topics covered: 2. Relationships, positive and negative. 3. Rumours
<b>Assessments taking place</b>	In lesson assessment during topics
<b>Link to any key docs/revision lists etc.</b>	<a href="http://www.tentenresources.co.uk/parent-portal">www.tentenresources.co.uk/parent-portal</a> RSE lesson parents portal Username: opp-stm-ss Password: rse-parent-yellow
<b>HALF-TERM 2</b>	
<b>Topics being studied</b> (in chronological order)	RSE lesson 4. Healthy inside and out <ul style="list-style-type: none"><li>• Self esteem</li></ul> Other CPSHE topics covered: 5. Animal rights
<b>Assessments taking place</b>	In lesson assessment during topics
<b>Link to any key docs/revision lists etc.</b>	<a href="http://www.tentenresources.co.uk/parent-portal">www.tentenresources.co.uk/parent-portal</a> RSE lesson parents portal Username: opp-stm-ss Password: rse-parent-yellow

## How to contact Heads of Department

Subject	Head of Department	Contact Email Address
English	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk
Maths	Ms Clarke	eclarke@st-thomasmore.southend.sch.uk
Science	Mr Jones	sjones@st-thomasmore.southend.sch.uk
Religious Studies	Mr Griffin	pgriffin@st-thomasmore.southend.sch.uk
CPSHE	Miss McCague	dmccague@st-thomasmore.southend.sch.uk
Geography	Mr West	gwest@st-thomasmore.southend.sch.uk
History	Mr Daly	cdaly@st-thomasmore.southend.sch.uk
KS3 Computing	Mr Barrett	lbarrett@st-thomasmore.southend.sch.uk
Spanish	Ms Rey	rgarcia-rey@st-thomasmore.southend.sch.uk
Art	Mr Hollingsworth*	jhollingsworth@st-thomasmore.southend.sch.uk
Physical Education	Mr Bass	sbass@st-thomasmore.southend.sch.uk
D&T	Mr Hollingsworth*	jhollingsworth@st-thomasmore.southend.sch.uk
Music	Mr Dixon	ldixon@st-thomasmore.southend.sch.uk

\* Interim Subject contact.