

St. Thomas More High School
**CURRICULUM, ASSESSMENT
AND EXTENDED LEARNING
GUIDE**
YEAR 7
SPRING TERM 2022



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.

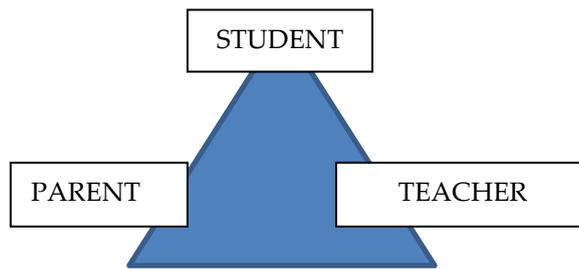
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

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 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.

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

SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

HALF-TERM 3

Synopsis	<p>Poetry Unit</p> <p>Students will study a range of poems and they will explore different forms of poetry.</p> <p>Students will also study a range of poems from different cultures and from through the ages.</p> <p>They will revisit key areas of understanding to consolidate what they already know and develop further understanding of poetry. They will practice the skills needed for GCSE literature paper 2 which include: analysing writers' viewpoints and perspectives, analysis of language form and structure as well as looking developing their ability and confidence to compare two texts.</p>
Assessments taking place	<p>Mid assessment: reading assessment</p> <p>End assessment: literature (poetry analysis)</p>
Extended Learning Challenges taking place	<p>A Starbucks takeaway menu with a range of independent tasks to be completed and submitted. Students should complete one task from each section of the menu.</p> <ul style="list-style-type: none"> • Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons). • 30 minutes of personal reading per night in conjunction with the reading log. • Working towards a book review based on a current or recently finished book (please see the 'The Reading Corner' section on Teams for more information and resources). • Students should attempt to stretch and challenge themselves by completing any further INDEPENDENT Extended Learning tasks posted via Teams in the 'Extra Tasks,' 'Spelling, Punctuation and Grammar' or 'The Reading Corner' sections. • Making improvements to any Reading Burst Monday or Creative Writing tasks undertaken in lessons. • Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters and quizzes. • Read and explore the poetry of one or more of the poets you have studied.

HALF-TERM 4

Synopsis	<u>Language Unit/ Media and non-fiction & Introduction to reading / writing skills</u> Introduction to reading/writing skills needed later at GCSE level and preparation for how to answer exam style Language paper questions. Students will study a range of extracts to prepare and develop their skills for language paper 1. They will practise the skills needed for GCSE language paper 1 which include: reading for meaning (both stated and implied), analysing language and structure in an extract, evaluating ideas expressed and writing for effect.
Assessments taking place	Mid assessment: reading assessment End: Writing assessment
Extended Learning Challenges taking place	Create a set of revision cards for language and structural devices using the guide sheet provided. Use these to help revise and familiarise yourself with key devices. <ul style="list-style-type: none">• Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons).• 30 minutes of personal reading per night in conjunction with the reading log.• Working towards a book review based on a current or recently finished book (please see the 'The Reading Corner' section on Teams for more information and resources).• Students should attempt to stretch and challenge themselves by completing any further INDEPENDENT Extended Learning tasks posted via Teams in the 'Extra Tasks,' 'Spelling, Punctuation and Grammar' or 'The Reading Corner' sections.• Making improvements to any Reading Burst Monday or Creative Writing tasks undertaken in lessons.• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes.• Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online.

SUBJECT: Maths - Set 1 and 2

HALF-TERM 3

Topics being studied (in chronological order)	7.1 Expressions and substitution 7.2 Simplifying expressions 7.3 Using formulae 7.4 Writing formulae Problem solving –Winter sports 8.1 Equivalent fractions 8.2 Comparing fractions 8.3 Adding and subtracting fractions 8.4 Mixed numbers and improper fractions 8.5 Calculations with mixed numbers Challenge – Fractional dissection 9.1 Measuring and drawing angles 9.2 Calculating angles 9.3 Corresponding and alternate angles 9.4 Angles in a triangle 9.5 Angles in a quadrilateral 9.6 Properties of triangles and quadrilaterals Activity – Constructing triangles
Assessments taking place	Chapters 7- 9 week before February 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 TEAMS for individual tasks set.
Revision lists etc.	Revise topics listed above

HALF-TERM 4

Topics being studied (in chronological order)	10.1 Coordinates in four quadrants 10.2 Graphs from relationships 10.3 Predicting graphs from relationships 10.4 Graphs of fixed values of x and y , $y = x$ and $y = -x$ 10.5 Graphs of the form $x + y = a$ 10.6 Graphs from the real world Challenge – Global warming 11.1 Fractions, decimals and percentages 11.2 Fractions of a quantity 11.3 Calculating simple percentages 11.4 Percentages with a calculator 11.5 Percentage increases and decreases Financial skills – Income tax 12.1 Probability scales 12.2 Combined events 12.3 Experimental probability Financial skills – School Easter Fayre
Assessments taking place	Chapters 10 to 12 week before Easter 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 TEAMS for individual tasks set.
Revision Lists	Revise topics listed above

SUBJECT: Maths - Set 3

HALF-TERM 3

<p>Topics being studied (in chronological order)</p>	<p>7.1 Expressions and substitution 7.2 Simplifying expressions 7.3 Using formulae 7.4 Writing formulae Problem solving –Winter sports 8.1 Equivalent fractions 8.2 Comparing fractions 8.3 Adding and subtracting fractions 8.4 Mixed numbers and improper fractions 8.5 Adding and subtracting mixed numbers Fractional dissection 9.1 Measuring and drawing angles 9.2 Calculating angles 9.3 Angles in a triangle 9.4 Angles in a quadrilateral 9.5 Properties of triangles and quadrilaterals Activity – Constructing triangles</p>
<p>Assessments taking place</p>	<p>Chapters 7 to 9 week before February half term</p>
<p>Extended Learning Challenges taking place</p>	<p>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 TEAMS for individual tasks set.</p>
<p>Link to any key docs/revision lists</p>	<p>Revise topics listed above</p>

HALF-TERM 4

Topics being studied (in chronological order)	10.1 Coordinates 10.2 Graphs from relationships 10.3 Graphs for fixed values of x or y 10.4 Graphs of the form $y = ax$ 10.5 Graphs of the form $x + y = a$ 10.6 Graphs from the real world Challenge – Global warming 11.1 Fractions, decimals and percentages 11.2 Fractions of a quantity 11.3 Percentages of a quantity 11.4 Percentages with a calculator 11.5 Percentage increases and decreases Financial skills – Income tax 12.1 Probability words 12.2 Probability scales 12.3 Experimental probability Financial skills – School Easter Fayre
Assessments taking place	Chapters 10 to 12 week before Easter 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 TEAMS for individual tasks set.
Link to any key docs/revision lists	Revise topics listed above

SUBJECT: Maths - Set 4

HALF-TERM 3

<p>Topics being studied (in chronological order)</p>	<p>7.1 Expressions and substitution 7.2 Simplifying expressions 7.3 Using formulae 7.4 Writing formulae Problem solving –Winter sports 8.1 Equivalent fractions 8.2 Comparing fractions 8.3 Adding and subtracting fractions 8.4 Mixed numbers and improper fractions 8.5 Calculations with mixed numbers Challenge – Fractional dissection 9.1 Using the compass to give directions 9.2 Measuring angles 9.3 Drawing angles 9.4 Calculating angles 9.5 Properties of triangles and quadrilaterals Investigation – Snooker tables</p>
<p>Assessments taking place</p>	<p>Chapters 7 to 9 week before February half term</p>
<p>Extended Learning Challenges taking place</p>	<p>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 TEAMS for individual tasks set.</p>
<p>Revision lists etc.</p>	<p>Revise topics listed above</p>

HALF-TERM 4

Topics being studied (in chronological order)	10.1 Coordinates and graphs 10.2 From mappings to graphs 10.3 Naming graphs 10.4 Graphs from the real world Challenge – Global warming 11.1 Fractions and percentages 11.2 Fractions of a quantity 11.3 Percentages of a quantity 11.4 Percentages with a calculator 11.5 Percentage increases and decreases Financial skills – Income tax 12.1 Probability words 12.2 Probability scales 12.3 Experimental probability Financial skills – School Easter Fayre
Assessments taking place	Chapters 10 to 12 week before Easter 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 TEAMS for individual tasks set.
Link to any key docs/revision lists	Revise topics listed above

HALF-TERM 3

Topics being studied (in chronological order)	<p>P1.2 – Sound</p> <ul style="list-style-type: none"> • Waves • Sound and energy transfer • Loudness and pitch • Detecting sound • Echoes and ultrasound <p>C1.2 – Elements & compounds</p> <ul style="list-style-type: none"> • Elements • Atoms • Compounds • Chemical formulae
Assessments taking place	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.
Extended Learning Challenges	If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges. 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
Link to any key docs/revision lists	<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"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 4

Topics being studied (in chronological order)	<p>B1.2 – Body systems</p> <ul style="list-style-type: none">• Levels of organisation• Gas exchange• Breathing• Skeleton• Movement: joints• Movement: muscles <p>P1.3 – Light</p> <ul style="list-style-type: none">• Light• Reflection• Refraction• The eye and the camera• Colour
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<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>
Extended Learning Challenges	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges. 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</p>
Link to any key docs/revision lists etc.	<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">• Text books• Glossaries• Knowledge summaries• Practice questions• Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

SUBJECT: Religious Studies

HALF-TERM 3

Topics being studied (in chronological order)	Topic: The Saviour John the Baptist The Beatitudes Jesus mission Healing miracles – widow at Nain Woman caught in adultery Dining with the Pharisee People who lived for Jesus John Vianney Mother Theresa Oscar Romero Maximilain Kolbe
Assessments taking place/ Assessment Methods	Unit test approx. week 4
Extended Learning Challenges taking place	The Extended Learning Assessment is: Where can we see signs of people living the Beatitudes today? Find examples of people who are: • rich but use their wealth to build up the kingdom of God; • persecuted because he/she is putting the teaching of Jesus into practice; • in prison for his/her Christian beliefs; • feeding the hungry The Challenge is: 'Jesus was an intolerable presence for the Jewish authorities so that they were left with no alternative but to get rid of him'. a) Think of three reasons for and against this statement. b) Write an essay based on your knowledge of scripture giving your own and others opinions of the above statement.
Link to any key docs/revision lists etc.	BBC learning Roman Catholicism: https://www.bbc.com/education/topics/z2gjmp3 Useful resources on TEAMS

HALF-TERM 4

Topics being studied (in chronological order)	The Church St. Peter Pentecost Stoning of Stephen Saul's Experience Peter's arrest Nero's persecution Spread of Christianity Constantine's conversion
Assessments taking place	Unit test approx. week 4
Extended Learning Challenges taking place	The Extended Learning Assessment is: "Christianity wouldn't have been able to exist if it hadn't been for the suffering of the apostles" Evaluate this statement (12 marks) Challenge: 'It was easier to become a Christian in AD30 than it is today.' How far would you agree with this statement? Give reasons for your answers and try to look at things from more than one point of view.
Link to any key docs/revision lists etc.	BBC learning Roman Catholicism: https://www.bbc.com/education/topics/z2gjmp3 Useful resources on TEAMS

SUBJECT: Geography

HALF-TERM 3

Topics being studied (in chronological order)	Development Lesson 1 – Measuring Development (Comparison of the UK's development to India's) Lesson 2 – Uneven World Development Lesson 3 – Slums: Dharavi Case Study Lesson 4 – Fair Trade Lesson 5 – Fair Trade Assessment Lesson 6 – The Trading Game Lesson 7 – Development Research Project Lesson 8 – China's One Child Policy
Assessments taking place	Assessment 1 – Fair Trade Chocolate and Wrapper Design Assessment 2 – Test
Extended Learning Challenges taking place	Research one country (other than China) that uses a policy to control its population. You could start by looking at France, Russia, Vietnam, India, Pakistan, South Korea, USA... Create a factfile to include: What does the policy involve? Why was it needed? Has it been successful? What do residents of the country think of the policy?
Link to any key docs/revision lists etc.	Exercise Book Seneca Learning (https://www.senecalearning.com/)

SUBJECT: History

HALF-TERM 3

Topics being studied (in chronological order)	<u>The Tudors:</u> <ol style="list-style-type: none">1. The War of the Roses2. Henry VII3. The Protestant Reformation4. How did Henry VIII solve his problems?5. Henry VIII Hero or Villain?6. Does Bloody Mary deserve her title?7. Queen Elizabeth8. The Spanish Armada9. Was Drake a Hero or Villain?
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 taking place	Students will be given a research task Students will be given an essay or source question
Link to any key docs/revision lists etc.	Revision docs will be on the TEAMS Students can also access BBC bitesize

HALF-TERM 4

Topics being studied (in chronological order)	<u>The Stuarts:</u> <ol style="list-style-type: none">1. Gunpowder Plot2. Causes of the Civil War3. The Civil War4. The Execution of Charles I5. Cromwell's England6. Why was the Monarchy Restored?7. The Great Fire of London8. The end of the Stuarts
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
Link to any key docs	Revision docs will be on the TEAMS Students can also access BBC bitesize

SUBJECT: Computing (ICT)

HALF-TERM 3	
Topics being studied (in chronological order)	<p><u>Programming Essentials – Scratch</u></p> <ol style="list-style-type: none"> 1. <u>Introduction</u> 2. <u>Sequence/Variables</u> 3. <u>Selection</u> 4. <u>Operators</u> 5. <u>Problem Solving/Decomposition</u> 6. <u>Iteration</u>
Assessments taking place	Peer Assessment Self Assessment End of Term/Topic assessment
Extended Learning Challenges taking place	Microsoft Teams – Extended Learning
Link to any key docs/revision lists etc.	Scratch - Imagine, Program, Share (mit.edu)
HALF-TERM 4	
Topics being studied (in chronological order)	<p><u>Modelling Data</u></p> <ol style="list-style-type: none"> 1. Introduction 2. Basic Formulas 3. Data/Information 4. Functions 5. Analysing Data 6. Advanced Functions 7. Conditional Formating
Assessments taking place	Peer Assessment Self-Assessment End of Term/Topic assessment
Extended Learning Challenges taking place	Microsoft Teams – Extended Learning
Link to any key docs/revision lists etc.	Excel jet Work faster in Excel

SUBJECT: SPANISH

HALF-TERM 3	
Topics being studied (in chronological order)	<p><u>Module 2 – <i>Mi insti</i> (My school)</u></p> <ul style="list-style-type: none"> • Saying what subjects you study • Giving and justifying your opinion • Talking someone through your timetable • Describing your school's facilities • Saying what you do and eat at break and lunchtime • Saying what you eat and drink for breakfast, lunch and dinner
Assessments taking place/ Assessment Methods	Reading and Listening assessment W/beginning 18 th of Jan Speaking assessment W/beginning 8 th of Feb
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a school timetable with all of your subjects in it in Spanish 2. Design your ideal school. Draw a picture and label the school facilities it would have. Include adjectives and opinions. 3. Write a letter for a Spanish magazine to educate children in Spain about British schools. Include a description of the facilities (with a drawing) and a description of what you do study and do at break on a regular day. <p>Additional EL challenges will be on Teams.</p>
Link to any key docs/revision lists etc.	<p>Revision: Knowledge organiser for Module 2</p> <p>Practice: Activity booklet for Module 2</p> <p>All resources will be on Microsoft Teams</p>
HALF-TERM 4	
Topics being studied (in chronological order)	<p><u>Module 2 – <i>Mi insti</i> (My school) continued...</u></p> <ul style="list-style-type: none"> • Telling the time • Talking someone through your daily routine • Describing your uniform <p><u>Module 3 – <i>Mi tiempo libre</i> (My spare time)</u></p> <ul style="list-style-type: none"> • Asking and saying what one does in their free time • Developing your writing and speaking by using time references and adverbs of frequency • Giving and justifying your opinion on a variety of free time activities
Assessments taking place	<p>Reading and Listening assessment W/beginning 8th of Mar</p> <p>Writing assessment W/beginning 29th of Mar</p>

Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a comic strip about your daily routine. Include the time at which you do things as well as the locations (school facilities) 2. Design your ideal school uniform. Draw a picture and label it. Include adjectives and opinions in your description <p>Additional EL challenges will be on Teams.</p>
Link to any key docs/revision lists etc.	<p>Revision: Knowledge organiser for Module 2 & 3</p> <p>Practice: Activity booklet for Module 2 & 3</p> <p>All resources will be on Microsoft Teams</p>

SUBJECT: ART

HALF-TERM 3/4	
Topics being studied	EXPRESSIONIST LANDSCAPE: Variety of mark making in pencil and paint based on drawings and paintings of Expressionist artists. Look at the work of <i>EXPRESSIONIST</i> artists. Use of colour theory in <i>EXPRESSIONISM</i> . Painting techniques of the <i>EXPRESSIONISTS</i> including <i>Wash</i> and <i>Impasto</i> . Working from a photograph.
Assessments taking place	EXPRESSIONIST LANDSCAPE: Painted expressionist landscape from photograph.

SUBJECT: Music

KS3 Rotation	
Topics being studied	<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>
Assessments taking place	<ul style="list-style-type: none"> • <u>Three skills challenges:</u> <ul style="list-style-type: none"> • – Baseline tasks: Listening, composing, and performing. • <u>Song writing challenge:</u> <ul style="list-style-type: none"> • - Play a seasonal piece of music on an instrument and write your own song lyrics. • Group performance • Practical assessments. • Elements of music. • <u>Soundscapes:</u> <ul style="list-style-type: none"> • Group percussion performance. • Individual and chorus vocal singing.

	<ul style="list-style-type: none"> • Understand of Toto's Africa • <u>Ukulele – I'm a Believer</u> • Performing the chords individually and vocals. • Group performance of the song. • <u>Creating a cover</u> • Arrangement of piece and new lyrics. • Group performance of piece • <u>Musicals</u> • Final instrument solo performance • End of year elements of music.
Extended Learning and Resources	<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: Show and Tell Elements of Music – Facts and definitions Song study – Toto (Africa) Create and build your own Ukulele Bill Withers Fact File Musicals Project.</p>

SUBJECT: Design and Technology: Wood Technology

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

SUBJECT: Food Technology

Key Stage 3 Rotation	
Topics being studied (in chronological order)	<ul style="list-style-type: none"> • Introduction to the Kitchen • Basic Cooking Skills • Health and Safety in the Kitchen • Kitchen Hygiene • Food and Personal Nutrition
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ Fruit Salad, Pizza Toast, Couscous Salad, Pizza Swirls • Booklet Written Feedback • End of Unit Assessment
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on TEAMS under <i>Year 7 Technology</i>

SUBJECT: Electronics

Key Stage 3 Rotation	
Topics being studied (in chronological order)	<ul style="list-style-type: none"> • Circuit Symbols • Circuit Switching • Resistors and Resistor Values • Diodes & Electronic Switching (Transistors) • Building a moisture sensor
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ◦ PCB board drilling, Soldering Components, Wiring etc. • Booklet Written Feedback • End of Unit Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Transistor Values Homework • Construction Diary Task • Components Research Task

Link to any key docs/revision lists etc.

- All pupil resources available on TEAMS under *Year 7 Technology*

SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	RSE lesson 1. Where we come from <ul style="list-style-type: none">Sexual intercourse as an expression of love for married couples and Gods plan for how babies are made. Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> 2. Bereavement, grief, and loss. <ul style="list-style-type: none">Coping and dealing with it.
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	www.tentenresources.co.uk/parent-portal 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
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* Interim Subject contact.