

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

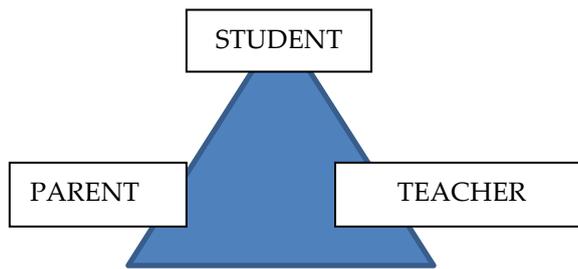
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

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 Five

Beyond Our World – themed unit

Synopsis	<p>Students will study a variety of fiction and non-fiction texts, thematically linked by the topic of 'Beyond Our World'. This includes work on a space theme, fantasy and dystopian fiction.</p> <p>Students will practise the skills needed for GCSE language paper 1 and 2 which include: analysing writers viewpoints and perspectives, analysis of language form and structure as well as looking at any relevant contextual factors including social, historical context.</p>
Assessment	<p>Mid: Writing assessment End: reading assessment</p>
Skills being assessed	<ul style="list-style-type: none"> • AO1: Apply appropriate methods of language analysis, using associated terminology and coherent written expression. • AO2: Demonstrate critical understanding of concepts and issues relevant to language use. • AO3: Analyse and evaluate how contextual factors and language features are associated with the construction of meaning. • AO4: Explore connections across texts, informed by linguistic concepts and methods. • AO5: Demonstrate expertise and creativity in the use of English to communicate in different ways.
Extended Learning Challenge	<p>Either: research space travel and present in a suitable format Or: Create a short story in either the fantasy or science fiction genre.</p>
Extended Learning	<ul style="list-style-type: none"> • Students should complete their weekly wider reading log • Classwork should be revisited and redrafted when directed. • 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. • Making improvements to any reading 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. • Read a novel in either the fantasy or science fiction genre of your choice to develop your understanding and confidence with the texts from this era.

Half Term Six

Myths and Legends OR Second novel

Synopsis	Students study a range of myths from Greek mythology and English legends focusing on the use of symbolism and the exploring the construction of texts over time. Students will develop creative writing skills and further embed inference and analytical skills.
Assessment	Mid assessment: writing End of year exam
Skills being assessed	<p><i>Language Assessment Objectives:</i></p> <p>AO1:</p> <ul style="list-style-type: none">- identify and interpret explicit and implicit information and ideas- select and synthesise evidence from different texts <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p><i>Literature Assessment Objectives:</i></p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none">o maintain a critical style and develop an informed personal responseo use textual references, including quotations, to support and illustrate interpretations. <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p>
Extended Learning Challenge	Complete three tasks from the myths and legends takeaway homework menu.
Extended Learning	<ul style="list-style-type: none">o Learning the weekly spellings as set in the spelling books (to be tested weekly in lessons).o 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
- 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.
- Research a myth or legend from their local area.
- Write their own myth or legend using what they have learned from lesson.

SUBJECT: Maths - Set 1

HALF-TERM 5

Topics being studied (in chronological order)	13.1 Line symmetry and rotational symmetry 13.2 Reflections 13.3 Rotations 13.4 Tessellations Activity – Landmark spotting 14.1 Finding unknown numbers 14.2 Solving equations 14.3 Solving more complex equations 14.4 Setting up and solving equations Challenge –Number puzzles 15.1 Pie charts 15.2 Comparing range and averages of data 15.3 Statistical surveys Challenge – Dancing competition
Assessments taking place	No formal assessment.

	A class test may be given during the half term by class teacher but pupils will be informed.
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 6	
Topics being studied (in chronological order)	16.1 Naming and drawing 3D shapes 16.2 Using nets to construct 3D shapes 16.3 3D investigations Problem solving – Packing boxes 17.1 Introduction to ratios 17.2 Simplifying ratios 17.3 Ratios and sharing 17.4 Solving problems Problem solving –Smoothie bar
Assessments taking place	End of year exam end of June/ beginning of July. Chapters 1 to 17.
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 all topics given above from chapters 1 to 17.

SUBJECT: Maths - Set 2

HALF-TERM 5	
Topics being studied (in chronological order)	13.1 Line symmetry 13.2 Rotational symmetry 13.3 Reflections 13. 4 Tessellations Activity – Landmark spotting 14.1 Finding unknown numbers 14.2 Solving equations 14.3 Solving more complex equations 14.4 Setting up and solving equations Challenge –Number puzzles 15.1 Pie charts 15.2 Comparing mean and range 15.3 Statistical surveys Challenge – Dancing competition

Assessments taking place	No formal assessment given. A class test may be set by class teachers for their class.
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
HALF-TERM 6	
Topics being studied (in chronological order)	16.1 Naming and drawing 3D shapes 16.2 Using nets to construct 3D shapes 16.3 3D investigations Problem solving – Packing boxes 17.1 Introduction to ratios 17.2 Simplifying ratios 17.3 Ratios and sharing 17.4 Solving problems Problem solving –Smoothie bar
Assessments taking place	End of Year exam end of June/ beginning of July. Chapters 1 to 17
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 from chapters 1 to 17

SUBJECT: Maths - Set 3 and 4

HALF-TERM 5	
Topics being studied (in chronological order)	13.1 Line symmetry 13.2 Rotational symmetry 13.3 Reflections 13. 4 Tessellations Activity – Landmark spotting 14.1 Finding unknown numbers 14.2 Solving equations 14.3 Solving more complex equations 14.4 Setting up and solving equations Challenge –Number puzzles 15.1 Pie charts 15.2 Comparing data by median and range 15.3 Statistical surveys Challenge – Dancing competition

Assessments taking place	No formal assessment. A class test may be given by class teachers for their class.
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 6	
Topics being studied (in chronological order)	16.1 3D shapes and nets 16.2 Using nets to construct 3D shapes 16.3 3D investigations Problem solving – Delivering packages 17.1 Introduction to ratios 17.2 Simplifying ratios 17.3 Ratios and sharing 17.4 Ratios and fractions Problem solving –Smoothie bar
Assessments taking place	End of year exam end of June/ beginning of July. Chapters 1 to 17
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 all topics above from chapters 1 to 17.

HALF-TERM 5

Topics being studied (in chronological order)	<p>C1.3 – Reactions</p> <ul style="list-style-type: none"> • Chemical reactions • Word equations • Burning fuels • Thermal decomposition • Conservation of mass • Exothermic and endothermic <p>B1.3 – Reproduction</p> <ul style="list-style-type: none"> • Adolescence • Reproductive systems • Fertilisation and implantation • Development of a foetus • The menstrual cycle • Flowers and pollination • Fertilisation and germination • Seed dispersal
Assessments taking place	<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>
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 certificate.</p>
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 6

Topics being studied (in chronological order)	<p>P1.4 – Space</p> <ul style="list-style-type: none">• The night sky• The Solar System• The Earth• The Moon <p>C1.4 – Acids & Alkalis</p> <ul style="list-style-type: none">• Acids and alkalis• Indicators and pH• Neutralisation• Making salts
Assessments taking place	<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 certificate</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 5	
Topics being studied (in chronological order)	Topic: The Sacraments Introduction to the Sacraments Baptism Confirmation Eucharist Reconciliation Prodigal son Anointing the sick Marriage Holy Orders
Assessments taking place	Unit test approx. week 4
Extended Learning Challenges taking place	The Extended Learning Assessment is: "Baptism is the most important Sacrament" Evaluate this statement Challenge: "I have not committed any serious sin so why go to Confession"? Jayne asked. Write an email to Jayne to help her to understand the importance of going to Confession regularly.
Link to any key docs	BBC learning Roman Catholicism: https://www.bbc.com/education/topics/z2gjmp3 Useful resources on TEAMS
HALF-TERM 6	

Topics being studied (in chronological order)	Topic: Hinduism One God or many Hindu trinity Goddesses and Gods Reaching Moksha Rebirth Hindu holy books Dharma Diwali Hindu prayer - Piju Assessment Green penning
Assessments taking place	Unit test approx. week 5 The Extended Learning Assessment is: "Hinduism is a monotheistic faith". Evaluate this statement. (12 marks)
Extended Learning Challenges taking place	Challenge: Research Hinduism in the UK. Find out how many there are, where Hindus meet as a community, what the experiences of Hindus in the UK are. You could interview or talk to someone you know who is Hindu (there are some Hindus in this school).
Link to any key docs/revision lists etc.	My life, my religion: Hinduism: https://www.youtube.com/watch?v=Hfhka-OvLSA Useful resources on TEAMS

SUBJECT: Geography

HALF-TERM 5	
Topics being studied (in chronological order)	Misconceptions of Place – Africa <i>This is an independent learning topic – the topics can be studied in any order.</i> Identifying African landmarks on a map Interpreting common misconceptions about the continent of Africa Reading and research about how the population of Somalia has changed over time Investigate how Coltan is used. Create fact files for 2 African countries of your choice. Watch Seven Worlds, One Planet: Africa Educate and share with others an infographic of Africa's misconceptions
Assessments taking place	An overall assessment of all the work completed will be undertaken once we return to school. This will be teacher assessed.
Link to any key docs/revision lists etc.	Exercise Book BBC Bitesize Revision Seneca Learning (https://www.senecalearning.com/) https://www.bbc.co.uk/iplayer/episode/m000c6pn/seven-worlds-one-planet-series-1-7-africa https://www.kids-world-travel-guide.com/africa-facts.html https://www.cia.gov/library/publications/the-world-factbook/geos/sf.html
HALF-TERM 6	

Topics being studied (in chronological order)	<p><u>The Geography of Coronavirus</u></p> <p><i>This is an independent learning topic – students will take independent research with teacher guidance to complete the work.</i></p> <p>What is coronavirus?</p> <p>Where did it start? The Geography of China and Wuhan</p> <p>What are the conditions of the wet markets, said to be the starting point of the virus?</p> <p>How did the virus spread to other countries? How does the spread of coronavirus show globalisation?</p> <p>What social impacts has the virus had worldwide and on the UK?</p> <p>What economic impacts has the virus had worldwide and on the UK?</p> <p>What environmental impacts has the virus had worldwide and on the UK?</p> <p>What political impacts has the virus had worldwide and on the UK?</p>
Assessments taking place	<p>An overall assessment of all the work completed will be undertaken once we return to school. This will be teacher assessed.</p>
Link to any key docs/revision lists etc.	<p>Exercise Book</p> <p>BBC Bitesize Revision</p> <p>Seneca Learning (https://www.senecalearning.com/)</p> <p>https://www.cia.gov/library/publications/the-world-factbook/geos/sf.html</p> <p>https://www.rgs.org/schools/teaching-resources/the-coronavirus/</p>

SUBJECT: History

HALF-TERM 5	
Topics being studied (in chronological order)	<p><u>Empires and Revolutions:</u></p> <ol style="list-style-type: none"> 1. What caused the British Empire? 2. Impact of the British Empire? 3. Toussaint Louverture: Hero or Villain? 4. What caused the American Revolution? 5. The American war of Independence 6. Land of the Free? 7. Causes of the French Revolution 8. Life after the French Revolution
Assessments taking place	<p>There will be one essay and one source question assessment.</p> <p>At the mid-point week and final week of each half term.</p>
Extended Learning Challenges taking place	<p>Students will be given a research task</p> <p>Students will be given an essay or source question</p>

Link to any key docs/revision lists etc.	Revision docs will be on the TEAMS Students can also access BBC bitesize
HALF-TERM 6	
Topics being studied (in chronological order)	<p><u>19th Century Britain:</u></p> <ol style="list-style-type: none"> 1. The Industrial Revolution: Causes, changes, impact 2. Living Conditions in 19th century Britain 3. Child Poverty in Victorian Britain 4. Life in a workhouse 5. Changes to Law and Order 6. Transport and Entertainment 7. Victorian Gangs 8. Victorian Protest Movements
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 5	
Topics being studied (in chronological order)	<p>Finish <u>All students will be completing and MicroBit Lessons</u></p> <p><u>Citizen Badges</u> Citizen Badges help you learn digital awareness, safety and ethics.</p> <ul style="list-style-type: none"> • Choose from: • Brain hack (8 points) • Cybersecurity (8points) • Cyber spies (10 points) • Digital ethics (8 points) • E- commerce (5points) • E Safety and online etiquette (10 points) • Safe online (10 points) • Team work (8 points) • What Is the cloud(8 points) <p><u>Microbit</u> (It is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology)</p> <ul style="list-style-type: none"> • Introduction to MicroBits • Graphics • Game

	<ul style="list-style-type: none"> • MicroBit Game • Assessment
Assessments taking place	<p><u>April End of unit assessment What is a computer</u></p> <p>Digital Enterprise Award: ongoing online assessment at end of each topic.</p> <ul style="list-style-type: none"> • Blue Citizen badges 40 points required to achieve bronze award. Each topic = different points <p><u>Micro bits Assessment</u></p> <ul style="list-style-type: none"> • Self-Assessment • End of Topic assessment (after 5 weeks)
Extended Learning Challenges	See TEAMS – Recorded biweekly on the TEAMS
Link to any key docs/revision lists etc.	<p>https://idea.org.uk/docs/leaflet.pdf</p> <p><u>MicroBits Summary</u></p> <p>https://microbit-micropython.readthedocs.io/en/latest/index.html</p>
HALF-TERM 6	
Topics being studied (in chronological order)	<p>All students will have the opportunity to study and complete both Digital Enterprise and MicroBit lessons.</p> <p><u>Digital Enterprise :</u> Citizen Badges will continue Choose from:</p> <ul style="list-style-type: none"> • Brain hack (8 points) • Cybersecurity (8 points) • Cyberspies (10 points) • Digital ethics (8 points) • E- commerce (5 points) • E Safety and online etiquette (10 points) • Safe online (10 points) • Team work (8 points) • What Is the cloud (8 points) <p>Students will start and complete the Workers Award Badge once Citizen badge completed.</p> <ul style="list-style-type: none"> • Worker Badges teach you tools and techniques, which are useful in the workplace. <p>Choose from:</p> <ul style="list-style-type: none"> • Collaboration (8 points) • Colours (10 points) • Data Visualisation (8 points) • Digital portfolios (8 points) • Digital research (20 points) • Image specialist (8 points) • Internet of things (8 points) • Random coding (20 points) • Projects (8 points) • Sysadmin (10 points) • User experience (10points) • User interfaces (10 points) <p><u>Micro bits</u></p>

	<p>(It is a pocket-sized codeable computer with motion detection, a built-in compass and Bluetooth technology)</p> <ul style="list-style-type: none"> • Introduction to BBC MicroBits • Graphics • Game • MicroBit Game • Assessment
Assessments taking place	<p>Digital Enterprise ongoing online assessment at end of each topic.</p> <ul style="list-style-type: none"> • Blue Citizen badges 40 points required to achieve bronze award. • Worker badge 40 points required to achieve bronze award. <p><u>Microbit Assessment</u></p> <ul style="list-style-type: none"> • Self-Assessment • End of Topic assessment after 5 weeks.
Extended Learning Challenges	<p>See TEAMS – Recorded weekly on the TEAMS</p> <p>Digital Enterprise extended learning tasks.</p> <p>Build more advanced game using Micro Bit</p>
Link to any key docs/revision lists etc.	<p><u>Digital Enterprise course summary:</u> https://idea.org.uk/docs/leaflet.pdf</p> <p><u>MicroBits summary</u> https://microbit-micropython.readthedocs.io/en/latest/index.html</p>

SUBJECT: SPANISH

HALF-TERM 5	
Topics being studied (in chronological order)	<p><u>Module 5 – Mi ciudad</u></p> <p>City - Location and adjectives</p> <p><i>¿Dónde vives? Where do you live?</i></p> <p><i>¿Qué hay en tu ciudad? What is there in your city?</i></p> <p><i>¿Qué se puede hacer en tu ciudad? What can you do in your city?</i></p> <p><i>¿Te gusta tu ciudad? Do you like your city?</i></p> <p><i>¿Qué vas a hacer? What are your plans?</i></p>
Assessments taking place/ Assessment Methods	<p>'End of Module' assessment week beginning 18th of May 2020</p>
Extended Learning Challenges taking place	<p>Create a map and highlight where you live. Label it.</p> <p>Choose a city or design a new one and write an informative letter to your friend about</p> <ul style="list-style-type: none"> - What one can do in your city - The different places in your city - Where your city is located - What you think of your city - What you will do in your city at the weekend <p>Extended Learning will be uploaded on the TEAMS after Easter</p>
Link to any key docs/revision lists etc.	<p>Revision: Knowledge Organiser for Module 5 (on the TEAMS after Easter)</p> <p>Practice: Module 5 Revision Workbook (on the TEAMS after Easter)</p>

HALF-TERM 6

Topics being studied (in chronological order)	<p>Extra: Celebrations</p> <p>¿Qué hora es?</p> <p>¡Pasaporte fiesta!</p> <p>¡Proyecto! pp116-117</p> <p>¡Pasaporte fiesta!</p> <p>Presentaciones</p> <p>El Día de los Muertos</p> <p>¡Proyecto! Pp118-119</p> <p>Film Study</p> <p>"El libro de la vida"</p>
Assessments taking place	<p>End of Year Assessment – week beginning 1st of June 2020</p> <p>End of 'Celebrations' Assessment – week beginning 6th of July 2020</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Choose a festival from a Spanish speaking country and create a poster for it 2. Complete a film review for the film study
Link to any key docs/revision lists etc.	<p>Revision: Vocabulary and grammar booklet for 'Celebrations'</p> <p>Practice: Activity booklet for 'Celebrations'</p>

SUBJECT: ART

HALF-TERM 5

Topics being studied	THE HUMAN FACE. Looking at the structure of the human face. Looking at what makes us all different: gender, ethnicity and age.
Assessments taking place	Draw a crowd featuring a range of different people
Extended Learning Challenges	Observe people of various ages, ethnicities and genders looking at differences including fashion, hairstyles etc.

HALF-TERM 6

Topics being studied	OP-ART. Looking at art involving movement and illusion. Focusing on the Op-Art movement and in particular the work of British artist Bridget Riley. Looking at a range of techniques employed by Op-Artists.
Assessments taking place	Design a piece of Op-Art using a combination of the techniques taught.
Extended Learning Challenges	Research the work of Bridget Riley. Look at a range of Op-Art work.

SUBJECT: Music

KS3 Rotation	
Topics being studied (in chronological order)	<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> • – Baseline tasks: Listening, composing, and performing. • <u>Song writing challenge:</u> • - 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> • Group percussion performance. • Individual and chorus vocal singing. • 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>

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.

SUBJECT: Design and Technology: Wood Technology

Key Stage 3 Rotation	
Topics being studied (in chronological order)	Design and Make Activity Small Softwood Shelf Storage
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: PE

HALF-TERM 5	
Topics being studied	<p>ATHLETICS – we will be looking at a number of activities across track & field – sprinting, middle distance, hurdles, long jump, high jump, shot put, discus, javelin</p> <p>CRICKET – the basics of batting, bowling and fielding through drills and small sided games using modified, safe equipment</p> <p>TENNIS – groundstrokes and volleying through drills and fun games</p>
Assessments taking place	Assessment will take place every lesson, principally through measurement or timing. Pupils will be encouraged to try to better their personal best but the emphasis is on learning and enjoyment rather than being the best in the class
Extended Learning Challenges taking place	Pupils should look to attend extra-curricular practices whenever they can to work on their technique
HALF-TERM 6	
Topics being studied	<p>CRICKET – the basics of batting, bowling and fielding through drills and small sided games using modified, safe equipment</p> <p>TENNIS – groundstrokes and volleying through drills and fun games</p>
Assessments taking place	Assessment will take place every lesson with teachers giving verbal feedback . A formal assessment will take place in their final lesson. Pupils will be encouraged to try to work on specific shots in tennis and as part of a team in

	cricket but the emphasis is on learning and enjoyment rather than being the best in the class
Extended Learning Challenges taking place	Pupils should look to attend extra-curricular practices whenever they can to work on their technique

SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	RSE lesson <ol style="list-style-type: none"> 1. My Life on screen <ul style="list-style-type: none"> • Safeguarding when online. Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> <ol style="list-style-type: none"> 2. Something's not right <ul style="list-style-type: none"> • Abuse and knowing when something isn't right and what to do about 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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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
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* Interim Subject contact.