

*St. Thomas More High School*  
**CURRICULUM, ASSESSMENT  
AND EXTENDED LEARNING  
GUIDE**  
**YEAR 8**  
**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
<ul style="list-style-type: none"><li>★ 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></li></ul>	<ul style="list-style-type: none"><li>★ These tasks are the <b>MINIMUM</b> that a teacher will be expecting a student to complete outside of the classroom.</li><li>★ The extended learning <b>ASSESSMENTS</b> are <b>ESSENTIAL</b> activities a student must undertake to be successful in a particular subject.</li><li>★ They will be set and marked at least twice a half-term.</li></ul>	<ul style="list-style-type: none"><li>★ 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.</li><li>★ 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.</li></ul>

## 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.

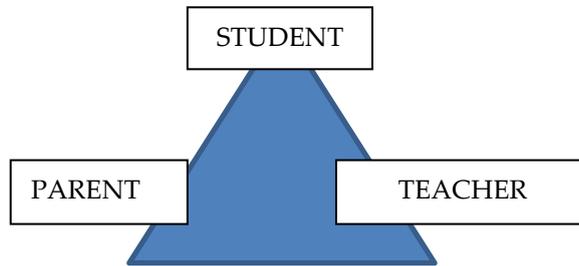
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

## **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 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 8 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><u>Novel</u> Students 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. They will also explore and evaluate the writer's choices and wider themes within the novel.</p>
<b>Assessments taking place</b>	<p>Mid: writing assessment End : reading assessment</p>
<b>Extended Learning Challenges taking place</b>	<p>FOCUS: Novel you are currently studying. CHALLENGE: Create a new chapter or a different ending for the end of the novel you are studying. EXTRA MERIT: If you are feeling particularly creative you can illustrate or design a poster for it too!</p> <p><b>Students should also be working towards completing the following INDEPENDENT Extended Learning tasks on a weekly basis:</b></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>• Working towards a book review based on a current or recently finished book</li> </ul> <p><b>Alternative tasks are as follows:</b></p> <ul style="list-style-type: none"> <li>• Redrafting once per week based upon teacher or peer feedback.</li> <li>• Making improvements to any Reading Burst Monday or <a href="#">Creative Writing</a> Friday tasks undertaken in lessons.</li> <li>• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes.</li> <li>• Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online.</li> <li>• Research and make notes on the historical background (context) of the novel being studied.</li> <li>• Research the author and their background and make a poster.</li> <li>• Read other books in the genre of the novel they are studying or other novels by the author.</li> </ul> <p><b>Individual EL also set by the class teacher.</b></p>
<b>Additional Information</b>	<p><u>Novel Choices:</u></p> <ul style="list-style-type: none"> <li>- Time Machine</li> <li>- Stories of Sherlock Holmes</li> <li>- The Hunger Games</li> </ul>

- Hoot
- The Boy in the Striped Pyjamas
- Stone Cold
- Robinson Crusoe
- The Machine Gunners
- Rinaldi's Ring
- A Hero of Lesser Causes
- The Other Side of the Truth
- Coral island
- Outsiders
- The Fire Eaters
- The Pearl
- Brighton Rock
- The Adventures of Tom Sawyer
- Journey's End
- Death of a Salesman
- 1984
- The Old Man and the Sea
- Things Fall Apart
- Oliver Twist
- Great Expectations
- The Rest of Us Just Live Here
- Coram Boy New
- The Bone Sparrow
- The Knife of Never Letting Go

## HALF-TERM 2

<b>Synopsis</b>	<b>Poetry Through the Ages / History of Language</b> Students will study a range of extracts to prepare and develop their skills for the study of English Literature and English Language. They will practise the skills needed for GCSE language which include: reading for meaning (both stated and implied), analysing language and structure in an extract, evaluating ideas expressed and writing for effect. They will also explore different literary eras and practise using the vocabulary of literary analysis.
<b>Assessments taking place</b>	Mid: reading assessment End: writing assessment
<b>Extended Learning Challenges taking place</b>	<b>CHALLENGE:</b>  <b>Compile an anthology of your favourite poems. Include an essay on at least one poem .</b>  <b>INDEPENDENT Extended Learning tasks on a weekly basis:</b> <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>• Working towards a book review based on a current or recently finished book (</li></ul> <b>Alternative tasks are as follows:</b> <ul style="list-style-type: none"><li>• Redrafting once per week based upon teacher or peer feedback.</li><li>• Making improvements to any Reading Burst Monday or <a href="#">Creative Writing</a> Friday tasks undertaken in lessons.</li><li>• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes.</li><li>• Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online.</li><li>• Create revision index cards / mindmaps for each question on the language paper.</li></ul> <b>Individual EL also set by the class teacher.</b>

# SUBJECT: Maths - Set 1

<b>HALF-TERM 1</b>	
<b>Topics being studied (in chronological order)</b>	1.1 Multiplying and dividing negative numbers 1.2 Factors and highest common factor (HCF) 1.3 Multiples and lowest common multiple (LCM) 1.4 Powers and roots 1.5 Prime factors Challenge –Blackpool Tower 2.1 Parallel lines 2.2 The geometric properties of quadrilaterals 2.3 Translations 2.4 Enlargements 2.5 Constructions Challenge – More constructions Chapters 1–2 assessment on Collins Connect 3.1 Mutually exclusive outcomes and exhaustive outcomes 3.2 Using a sample space to calculate probabilities 3.3 Estimates of probability Financial skills – Fun in the fairground
<b>Assessments taking place</b>	Chapters 1-2 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\Y8 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y8 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	4.1 Calculating percentages 4.2 Calculating percentage increases and decreases 4.3 Calculating a percentage change Challenge – Changes in population 5.1 Congruent shapes 5.2 Congruent triangles 5.3 Using congruent triangles to solve problems Problem solving – Using scale diagrams to work out distances Chapters 3–5 assessment on Collins Connect 6.1 Metric units for area and volume 6.2 Surface area of prisms 6.3 Volume of prisms Investigation – A cube investigation
<b>Assessments taking place</b>	Chapters 3-5 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 3.1 up to and including 5.3

## SUBJECT: Maths - Set 2

### HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	1.1 Multiplying and dividing negative numbers 1.2 Factors and highest common factors (HCF) 1.3 Lowest common multiples (LCM) 1.4 Powers and roots 1.5 Prime factors Challenge –Blackpool Tower 2.1 Angles in parallel lines 2.2 The geometric properties of quadrilaterals 2.3 Rotations 2.4 Translations 2.5 Constructions Challenge – More constructions Chapter 1–2 assessment on Collins Connect 3.1 Probability scales 3.2 Mutually exclusive events 3.3 Using a sample space to calculate probabilities 3.4 Experimental probability Financial skills – Fun in the fairground
<b>Assessments taking place</b>	Chapters 1-2 Test week before 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\Y8 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y8 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	4.1 Calculating percentages 4.2 Calculating percentage increases and decreases 4.3 Calculating a change as a percentage Challenge – Changes in population 5.1 Using flow diagrams to generate sequences 5.2 The nth term of a sequence 5.3 Working out the nth term of a sequence 5.4 The Fibonacci sequence Investigation – Pond borders Chapter 3–5 assessment on Collins Connect 6.1 Area of a triangle 6.2 Area of a parallelogram 6.3 Area of a trapezium 6.4 Surface areas of cubes and cuboids Investigation – A cube investigation
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	Chapters 3-5 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 3.1 up to and including 5.4

## SUBJECT: Maths - Set 3 and 4

<b>HALF-TERM 1</b>	
<b>Topics being studied</b> (in chronological order)	1.1 Adding and subtracting with negative numbers 1.2 Multiplying and dividing negative numbers 1.3 Factors and highest common factors (HCF) 1.4 Multiples and lowest common multiple (LCM) 1.5 Squares, cubes and roots 1.6 Prime factors Challenge –The Eiffel Tower 2.1 Parallel and perpendicular lines 2.2 Angles in triangles and quadrilaterals 2.3 Translations 2.4 Rotations Challenge – Constructing triangles Chapter 1–2 assessment on Collins Connect 3.1 Probability scales 3.2 Collecting data for a frequency table 3.3 Mixed events 3.4 Using a sample space to calculate probabilities 3.5 Experimental probability Financial skills – Fun in the fairground
<b>Assessments taking place</b>	Chapters 1-2 Test week before 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\Y8 Autumn 1 Revision List.docx">X:\Pupils\Mathematics\Y8 Autumn 1 Revision List.docx</a>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	4.1 Calculating percentages 4.2 Calculating the result of a percentage change 4.3 Calculating a percentage change Challenge – Changes in population 5.1 The Fibonacci sequence 5.2 Algebra and function machines 5.3 The nth term of a sequence Investigation – Pond borders Chapter 3–5 assessment on Collins Connect 6.1 Area of a rectangle 6.2 Areas of compound shapes 6.3 Area of a triangle 6.4 Area of a parallelogram Investigation – Pick’s formula
<b>Assessments taking place</b>	Chapters 3-5 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 3.1 up to and including 5.3

**HALF-TERM 1**

<p><b>Topics being studied</b> (in chronological order)</p>	<p>P2.1 Light</p> <ul style="list-style-type: none"> <li>• Light</li> <li>• Reflection</li> <li>• Refraction</li> <li>• The eye and the camera</li> <li>• Colour</li> </ul> <p>C2.1 Reactions</p> <ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Word equations</li> <li>• Burning fuels</li> <li>• Thermal decomposition</li> <li>• Conservation of mass</li> <li>• Exothermic and endothermic</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><b>Extended Learning Challenges taking place</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. 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>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<p>B2.1 Health and lifestyle</p> <ul style="list-style-type: none"><li>• Nutrients</li><li>• Food tests</li><li>• Unhealthy diet</li><li>• Digestive system</li><li>• Bacteria and enzymes in digestion</li><li>• Drugs</li><li>• Alcohol</li><li>• Smoking</li></ul>
<b>Assessments taking place/ Assessment Methods</b>	<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>
<b>Extended Learning Challenges taking place</b>	<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>
<b>Link to any key docs/revision lists etc.</b>	<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

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b>CREATION</b></p> <p>Wonder of creation            Creation in Genesis 1            Creation in Genesis 2            Theological truths            The Fall            Original sin            Made in God’s image            Stewardship of creation            Native American stewardship            importance of animals</p>
<p><b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)</p>	<p>Assessment: test            5 GCSE style questions. 1 multiple choice, 2 short answers. One longer answering requiring support/ evidence. One extended 12 mark evaluative question.</p> <p><b>EL ASSESSMENT: Half term 1: CREATION:</b> “God does not create to forget but creates and sustains.” Discuss.</p> <ul style="list-style-type: none"> <li>a) Say what you think and why.</li> <li>b) Give a different point of view and say why some people hold it.</li> <li>c) Say why you disagree with it.</li> <li>d) Quote some source of evidence. (12 marks)</li> </ul>
<p><b>Extended Learning Challenges taking place</b></p>	<p><b>Half term 1: CREATION:</b> Think about this statement:  <b>“It is not possible to be a scientist and believe in God”.</b></p> <ul style="list-style-type: none"> <li>a) Say what you <b>think</b> and <b>why</b>.</li> </ul> <p>Give a different point of view and say why some people hold it.            Say why you <b>disagree</b> with it.            Quote some source of evidence from people who have expressed views on this subject</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Useful resources at: <a href="http://quodvultdeus.com/ks3-christianity.html">http://quodvultdeus.com/ks3-christianity.html</a>            Useful clip: <a href="https://www.youtube.com/watch?v=TMSiHGTBdGk&amp;t=307s">https://www.youtube.com/watch?v=TMSiHGTBdGk&amp;t=307s</a></p>

## HALF-TERM 2

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b>Mystery of the Eucharist/ The Mass</b></p> <p>The Mass: early Christians  The Mass as sacrifice  Stages of Mass  Penitential rite  As thanksgiving  As word of God  The last supper  As meal  The real presence  As mission  Stages of Mass</p>
<p><b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)</p>	<p>Assessment: test  5 GCSE style questions. 1 multiple choice, 2 short answers. One longer answering requiring support/ evidence. One extended 12 mark evaluative question.</p> <p><b>Extended Learning: Half term 2: The Mass:</b> Sometimes young people say they are bored at Mass. This is because they don't understand what is happening and what they need to do. Your mission now is to help other pupils in your school understand the Mass. Write a leaflet or poster explaining the Mass.</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p><b>Half term 2: The Mass:</b> "The Mass is our Catholic Faith in a nutshell. What happened over 2,000 years ago is made present in the Mass today." Explain with reference to:  liturgy of the Word;  the offertory;  the Eucharistic Prayer and Consecration;  Jesus' sacrifice;  Holy Communion.</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Useful resources at: <a href="http://quodvultdeus.com/ks3-life-of-the-church.html">http://quodvultdeus.com/ks3-life-of-the-church.html</a></p>

# SUBJECT: Geography

## HALF-TERM 1

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b><u>Extreme Weather</u></b>            Lesson 1 – Types of Extreme Weather and Extreme Cold            Lesson 2 – Storms            Lesson 3 – Hurricanes            Lesson 4 – Hurricane Katrina Case Study            Lesson 5 – Hurricane Katrina Assessment            Lesson 6 – Extreme Wind            Lesson 7 – Tornadoes            Lesson 8 – The Monsoon            Lesson 9 – Extreme Weather in the UK            Lesson 10 – Assessment</p>
<p><b>Assessments taking place</b></p>	<p>Assessment 1 – Hurricane Katrina Extended Answer (GCSE-style question)            Assessment 2 – End of Topic Test</p>
<p><b>Extended Learning Challenges taking place</b></p>	<ul style="list-style-type: none"> <li>• <i>Work in a small group, pair or individually to explain how people can prepare for a hurricane in the most creative way possible. This could be a role play, a graffiti wall, a rap, a song, a video or any other way... the choice is yours! Prizes will be available for the most creative ways.</i></li> <li>• <i>Create a factfile, similar to the one you have created for Hurricane Katrina, for a more recent hurricane, such as Irma.</i></li> </ul>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Exercise Book            'Wild Weather' Documentaries            Hurricane Katrina Case Study Information (<a href="http://www.metlink.org/other-weather/miscellaneous-weather/case-studies/case-study-hurricane-katrina/">http://www.metlink.org/other-weather/miscellaneous-weather/case-studies/case-study-hurricane-katrina/</a>)            National Hurricane Center and storm tracker (<a href="https://www.nhc.noaa.gov/">https://www.nhc.noaa.gov/</a>)            Tornado HQ (<a href="http://www.tornadohq.com/">http://www.tornadohq.com/</a>)            The Monsoon (<a href="https://www.nationalgeographic.org/encyclopedia/monsoon/">https://www.nationalgeographic.org/encyclopedia/monsoon/</a>)            The Beast from the East            (<a href="http://www.coolgeography.co.uk/gcsen/NH_UK_Beast_From_East.php">http://www.coolgeography.co.uk/gcsen/NH_UK_Beast_From_East.php</a>)</p>

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<p><b><u>Globalisation</u></b></p> <p>Lesson 1 – What is globalisation?</p> <p>Lesson 2 – Case Study: Nike</p> <p>Lesson 3 – Why go Global?</p> <p>Lesson 4 – Impacts (Positives/Negatives) of Globalisation</p> <p>Lesson 5/6 – Does Anyone Benefit from Globalisation?</p> <p>Lesson 7/8 – Sweatshops and Sweatshop Improvement</p> <p>Lesson 9 – Assessment</p>
<b>Assessments taking place</b>	<p>Assessment 1 – Opinion of Globalisation Group Presentation (Lesson 6)</p> <p>Assessment 2 – End of Topic Test (Lesson 9)</p>
<b>Extended Learning Challenges taking place</b>	<p><i>Research a TNC other than Nike (e.g. McDonalds, Adidas, Superdry) and create a factfile to include the following:</i></p> <ul style="list-style-type: none"> <li>• <i>Types of goods produced</i></li> <li>• <i>Where the goods are produced (you may want to include a map)</i></li> <li>• <i>Where the goods are sold (you may want to include a map)</i></li> <li>• <i>The revenue of the company</i></li> <li>• <i>How much profit the company made in 2015</i></li> <li>• <i>The costs of the goods and the profits made on individual items e.g. a t-shirt that costs £20 in a shop and £5 to make and distribute yields a £15 profit.</i></li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<p>Exercise Book</p> <p>BBC Bitesize Revision (<a href="https://www.bbc.com/bitesize/guides/zrycwmn/revision/1">https://www.bbc.com/bitesize/guides/zrycwmn/revision/1</a>)</p> <p>BBC Bitesize GCSE Revision (<a href="https://www.bbc.com/bitesize/guides/zxpn2p3/revision/1">https://www.bbc.com/bitesize/guides/zxpn2p3/revision/1</a>)</p> <p>Nike's Community Impact (<a href="https://communityimpact.nike.com/">https://communityimpact.nike.com/</a>)</p> <p>A-Level Style Article Investigating the Positives and Negatives of Nike as a Superbrand (<a href="http://www.inquiriesjournal.com/articles/604/superbrands-globalization-and-neoliberalism-exploring-causes-and-consequences-of-the-nike-superbrand">http://www.inquiriesjournal.com/articles/604/superbrands-globalization-and-neoliberalism-exploring-causes-and-consequences-of-the-nike-superbrand</a>)</p> <p>Seneca Learning (<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>)</p>

SUBJECT: History

**HALF-TERM 1**

<p><b>Topics being studied (in chronological order)</b></p>	<p><b><u>Slavery:</u></b></p> <ol style="list-style-type: none"> <li>1. The Slave Trade</li> <li>2. The Middle Passage</li> <li>3. Slave Auctions</li> <li>4. The Life of a Slave</li> <li>5. Slave Resistance</li> <li>6. Toussaint Louverture</li> <li>7. Abolition in the UK</li> <li>8. Causes of the American Civil War</li> <li>9. Why the North Won the war</li> <li>10. Life in America after the Civil War</li> </ol>
<p><b>Assessments taking place</b></p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p><b>Extended Learning Challenges</b></p>	<p>Students will be given a research task Students will be given an essay or source question</p>
<p><b>Link to any key docs/revision lists</b></p>	<p>Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize</p>

**HALF-TERM 2**

<p><b>Topics being studied (in chronological order)</b></p>	<p><b><u>WW1:</u></b></p> <ol style="list-style-type: none"> <li>1. Long Term Causes of WW1</li> <li>2. The Assassination at Sarajevo</li> <li>3. Recruitment</li> <li>4. Why was the war not over by Christmas</li> <li>5. WW1 Weapons</li> <li>6. Life in the Trenches</li> <li>7. Shot at Dawn</li> <li>8. The Somme: Lions led by donkeys</li> <li>9. Censorship and Propaganda</li> <li>10. Conscription</li> <li>11. The Suffragettes &amp; WW1</li> <li>12. Treaty of Versailles</li> </ol>
<p><b>Assessments taking place</b></p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p>Students will be given a research task Students will be given an essay or source question</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Revision docs will be on the MICROSOFT TEAMS AREA Students can also access BBC bitesize</p>

# SUBJECT: Computing (ICT)

## HALF-TERM 1

<b>Topics being studied</b> (in chronological order)	<b><u>Baseline Assessment</u></b> <b><u>GRAND DESIGNS</u></b> Using Sketch ups skills Creating a Financial Model Recap Basic Spreadsheet Skills Use Formulas in Financial Model Presentation of Project
<b>Assessments taking place</b>	End of Topic/Term 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

## HALF-TERM 2

<b>Topics being studied</b> (in chronological order)	<b><u>Understanding Computers</u></b> Input & Output Devices Elements of a Computer CPU Binary Storage Devices Convergence and New Tech
<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

## SUBJECT: SPANISH

HALF-TERM 1	
Topics being studied (in chronological order)	<p><b><u>Module 1 - Mis vacaciones</u></b></p> <p><b>De vacaciones</b> <i>Unidad 1 pp08-09</i></p> <p><b>¿Qué hiciste?</b> <i>Unidad 2 pp10-11</i></p> <p><b>El último día</b> <i>Unidad 3 pp12-13</i></p> <p><b>¿Cómo te fue?</b> <i>Unidad 4 pp14-15</i></p> <p><b>El verano pasado</b> <i>Unidad 5 pp16-17</i></p> <p><b>¡Vaya vacaciones!</b> <i>¡Proyecto! pp18-19</i></p>
Assessments taking place	<p>Baseline assessment</p> <p>End of Module Assessment week beginning 14<sup>th</sup> of October 2019</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> <li>1. Create a presentation about your family's last holiday (it can be made up)</li> <li>2. Create a role play in pairs booking and complaining about a hotel room</li> <li>3. Verb tenses practice (worksheets)</li> </ol>
Link to any key docs/revision lists	<p>Revision: Vocabulary and grammar booklet for Module 1</p> <p>Practice: Activity booklet for Module 1</p>
HALF-TERM 2	
Topics being studied (in chronological order)	<p><b><u>Module 2 – A comer</u></b></p> <p><b>¿Qué te gusta comer?</b> <i>Unidad 1 pp52-53</i></p> <p><b>¿Qué desayunas?</b> <i>Unidad 2 pp54-55</i></p> <p><b>En el restaurante</b> <i>Unidad 3 pp56-57</i></p> <p><b>¿Qué vamos a comprar?</b> <i>Unidad 4 pp58-59</i></p> <p><b>¡Fiesta!</b> <i>Unidad 5 pp60-61</i></p>
Assessments taking place	<p>End of Module Assessment week beginning 9<sup>th</sup> of December 2019</p> <p>EL Assessment – week beginning 25<sup>th</sup> of November 2019</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> <li>1. Write a blog entry in a healthy lifestyle magazine about healthy eating/a balanced diet</li> <li>2. Write a letter to your Spanish pen pal describing food and meal time and culture in Spain</li> <li>3. Design and write a menu in Spanish</li> </ol>

Link to any key docs/revision lists etc.	Revision: Vocabulary and grammar booklet for Module 2 Practice: Activity booklet for Module 2
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SUBJECT: ART

HALF-TERM 1&2	
Topics being studied	<b><u>CUBISM</u></b> Look at the work of Cubist artists, their techniques and their theories. Use and creation of pattern and texture in painting. Using <i>collage</i> . <i>Mixed Media</i> techniques. Design and refine ideas.
Assessments taking place	A cubist version of a bottle using mixed media

SUBJECT: Music

KS3 Rotations	
Topics being studied (in chronological order)	<p><i>These six topics will be split evenly across your music rotations.</i></p> <p><i>Classical Giants - The history of music through the greats of the classical periods and performance of a famous tune.</i></p> <p><i>Next Door Neighbors – The relation between music, maths and physics. Through the lens of the emotional Fur Elise.</i></p> <p><i>Around the World - A tour of music from various cultures around the world, with a focus on rhythm.</i></p> <p><i>Improvisation - Exploration of Jazz and Blues sound and history. Students will learn how to improvise.</i></p> <p><i>Film and TV - The use of music and sound, to create sonic landscapes in film and tv.</i></p> <p><i>Hip-Hop and Rap - An in depth look at the history of these popular styles, with an emphasis on technical rhythms, technology and popular music.</i></p>
Assessments taking place	<p><b><u>Classical Giants</u></b> <i>Performance of the Moonlight Sonata, or other selected famous piece.</i></p> <p><b><u>Next Door Neighbors</u></b> <i>Performance of Fur Elise, at varying levels of difficulty.</i></p> <p><b><u>Around the World</u></b> <i>Group performances of music from various world cultures and music.</i></p> <p><b><u>Improvisation</u></b> <i>Improvised solo performance on chosen instrument (where applicable.)</i></p> <p><b><u>Film and TV</u></b> <i>Composed piece of film music.</i></p> <p><b><u>Hip-Hop and Rap</u></b> <i>Composed and performed Rap / Hip-Hop piece.</i></p>

<b>Extended Learning Challenges taking place</b>	<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>Instruments of the Orchestra – Poster / Collage</p> <p>Lyric writing / Scales leaflets</p> <p>Build a Drum / Percussion instrument</p> <p>Jazz Artist Fact File</p> <p>Sound Design Poster / Droid model</p> <p>Rap / Hip-Hop History Project</p>
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## SUBJECT: PE

TERM 1	
<b>Topics being studied (in chronological order)</b>	<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 (estimated dates if applicable)</b>	<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>

Year 8 students can also have a look at the GCSE specification in preparation for selecting their GCSE subjects next term. PE staff will speak to students they think are suitable candidates for this course

<https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html>

## SUBJECT: Design and Technology: Metal Technology

Key Stage 3 Rotation	
<b>Topics being studied</b> (in chronological order)	Design and Make Activity Nightlight Candle Holder Unit
<b>Assessments taking place/ Assessment Methods</b>	<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, Materials Research</li> <li>• Design Idea Development</li> <li>• Diary of Manufacture</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 8 Technology</i></li> </ul>

## SUBJECT: Design and Technology: Mixed Materials Technology

Key Stage 3 Rotation	
<b>Topics being studied</b> (in	Design and Make Activity Desk Tidy Unit

chronological order)	
<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>○ Wooden Joint Development, Acrylic Edge Finishing and Line Bending</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, Materials Research</li> <li>• Design Idea Development</li> <li>• Diary of Manufacture</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 8 Technology</i></li> </ul>

## SUBJECT: Food Technology

### Key Stage 3 Rotation

<b>Topics being studied</b> (in chronological order)	<ul style="list-style-type: none"><li>• Advanced Kitchen subject knowledge</li><li>• Advanced Cooking Skills</li><li>• Further Health and Safety in the Kitchen</li><li>• Food Preparation</li></ul>
<b>Assessments taking place/ Assessment Methods</b>	<ul style="list-style-type: none"><li>• Practical Assessments<ul style="list-style-type: none"><li>◦ Bread, Carrot Cake, Risotto, Bolognaise</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 8 Technology</i></li></ul>

# SUBJECT: CPSHE

<b>HALF-TERM 1</b>	
<b>Topics being studied</b> (in chronological order)	RSE lesson 1. Appreciating difference <ul style="list-style-type: none"><li>appreciating male/female differences and learning to accept the invitation from God to root our identity in who he created us to be</li></ul> Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> 2. Bullying V Banter <ul style="list-style-type: none"><li>Anti bullying, in person and online and the difference between banter and bullying.</li></ul> 3. <b>Self confidence</b> , achievement and behaviour
<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. Feelings <ul style="list-style-type: none"><li>Managing sexual feeling and self control.</li></ul> Other CPSHE topics covered: 5. Co-existence <ul style="list-style-type: none"><li>Need for tolerance in society, understanding equality, racism, discrimination, prejudice and stereotype</li><li>Minority groups</li><li>Examining your own beliefs</li></ul>
<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.