

St. Thomas More High School
**CURRICULUM, ASSESSMENT
AND EXTENDED LEARNING
GUIDE**
YEAR 8
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.

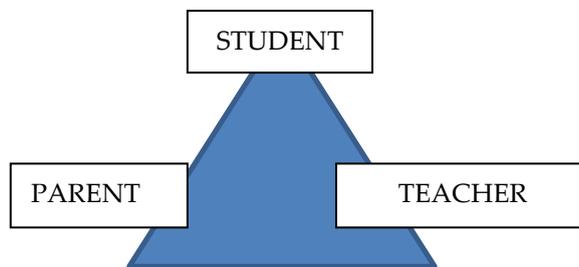
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

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 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.

	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	8	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**

HALF-TERM 1

<p>Synopsis</p>	<p>Students will study a chosen Shakespeare text (<i>The Tempest</i> or <i>Henry V</i>). Students will practise the skills needed for GCSE literature paper 1 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 and cultural context.</p> <p>They will also study the idea of a play as a performance and the dramatic effect.</p>
<p>Assessments taking place</p>	<p>Mid: reading assessment End: literature assessment</p>
<p>Extended Learning Challenges taking place</p>	<ul style="list-style-type: none"> • Complete three tasks from the takeaway homework menu. <p>Students should also be working towards completing the following INDEPENDENT Extended Learning tasks on a weekly basis:</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 below for more information and resources). <p>Students should attempt to stretch and challenge themselves by completing any further INDEPENDENT Extended Learning tasks posted via the TEAMS in the 'Extra Tasks,' 'Spelling, Punctuation and Grammar' or 'The Reading Corner' sections.</p> <p>Alternative tasks are as follows:</p> <ul style="list-style-type: none"> • Redrafting once per week based upon teacher or peer feedback. • Making improvements to any Reading Burst Monday or Creative Writing Friday 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. • Research and make notes on the historical background (context) of the play being studied. • Research the playwright and their background creating a poster to display key facts. • Read or watch other plays by Shakespeare. • Use the following websites to develop your knowledge of the play: <p>For <i>The Tempest</i>: https://www.sparknotes.com/nofear/shakespeare/tempest/ https://www.rsc.org.uk/the-tempest/</p> <p>For <i>Henry V</i>: https://www.sparknotes.com/shakespeare/henryv/ https://www.rsc.org.uk/henry-v/</p> <p>Individual EL also set by class teacher.</p>
<p>HALF-TERM 2</p>	
<p>Synopsis</p>	<p>Gothic Unit</p>

	Students study a range of Gothic texts. They also explore the conventions of the Gothic genre over time whilst exploring language and structural choices used to create tension and dramatic effect.
Assessments taking place	Reading assessment Writing assessment
Extended Learning Challenges taking place	<p>Complete three tasks from the takeaway homework menu. Students should also be working towards completing the following INDEPENDENT Extended Learning tasks on a weekly basis:</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 below for more information and resources). <p>Students should attempt to stretch and challenge themselves by completing any further INDEPENDENT Extended Learning tasks posted via the TEAMS in the 'Extra Tasks,' 'Spelling, Punctuation and Grammar' or 'The Reading Corner' sections.</p> <p>Alternative tasks are as follows:</p> <ul style="list-style-type: none"> • Redrafting once per week based upon teacher or peer feedback. • Making improvements to any Reading Burst Monday or Creative Writing Friday 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. • Research the Gothic genre and create a mindmap of the different features of the genre. • Read other Gothic texts from the selected list. <p>Gothic reading list</p> <ul style="list-style-type: none"> - The Eve of St Agnes: John Keats (1819) - Jane Eyre: Charlotte Bronte (1847) - Wuthering Heights: Emily Bronte (1847) - The House of Seven Gables: Nathaniel Hawthorne(1851) - The Monkey's Paw: W.W. Gibbins (1902) - The Yellow Wallpaper: Charlotte Perkins(1892) - The Madman's Daughter, by Megan Shepherd - The Raven Boys, by Maggie Stiefvater - This Monstrous Thing, by Mackenzi Lee <p>Individual EL also set by class teacher.</p>

SUBJECT: Maths - Set 1

HALF-TERM 3	
	6.1 Metric units for area and volume

Topics being studied (in chronological order)	6.2 Surface area of prisms 6.3 Volume of prisms Investigation – A cube investigation 7.1 Graphs from linear equations 7.2 Gradient (steepness) of a straight line 7.3 Graphs from quadratic equations 7.4 Real-life graphs Challenge – The M25 8.1 Powers of 10 8.2 Significant figures 8.3 Standard form with large numbers 8.4 Multiplying with numbers in standard form Challenge – Space – to see where no one has seen before Chapters 6–8 assessment on Collins Connect
Assessments taking place	Chapters 6 to 8 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.
Link to any key docs/revision lists etc.	Revise topics from chapters 6 to 8
HALF-TERM 4	
Topics being studied (in chronological order)	9.1 Interpreting graphs and diagrams 9.2 Relative sized pie charts 9.3 Scatter graphs and correlation 9.4 Creating scatter graphs Challenge – Football attendances 10.1 Algebraic notation 10.2 Like terms 10.3 Expanding brackets 10.4 Using algebraic expressions 10.5 Using index notation Mathematical reasoning – Writing in algebra 11.1 Ratio of lengths, areas and volumes 11.2 Fractional enlargement 11.3 Map scales Activity – Map reading
Assessments taking place	Chapters 9 to 11 week before Easter holidays
Extended Learning	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.

Challenges taking place	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 from chapters 9 to 11

SUBJECT: Maths - Set 2

HALF-TERM 3	
Topics being studied (in chronological order)	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 7.1 Graphs from linear equations 7.2 Gradient (steepness) of a straight line 7.3 Graphs from simple quadratic equations 7.4 Real-life graphs Challenge – The M25 8.1 Powers of 10 8.2 Large numbers and rounding 8.3 Significant figures 8.4 Standard form with large numbers 8.5 Multiplying with numbers in standard form Challenge - Space – to see where no one has seen before Chapter 6–8 assessment on Collins Connect
Assessments taking place	Chapters 6 to 8 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.
Link to any key docs/revision lists	Revise topics from chapters 6 to 8
HALF-TERM 4	
Topics being studied (in chronological order)	9.1 Pie charts 9.2 Creating pie charts 9.3 Scatter graphs and correlation 9.4 Creating scatter graphs Challenge - Football attendances 10.1 Algebraic notation 10.2 Like terms

	<p>10.3 Expanding brackets 10.4 Using algebraic expressions 10.5 Using index notation Mathematical reasoning – Writing in algebra 11.1 Congruent shapes 11.2 Enlargements 11.3 Shape and ratio 11.4 Scales Problem solving – Photographs</p>
Assessments taking place	Chapters 9 to 11 week before Easter holidays
Extended Learning Challenges taking place	<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>
Link to any key docs/revision lists	Revise topics from chapters 9 to 11

SUBJECT: Maths - Set 3 and 4

HALF-TERM 3	
Topics being studied (in chronological order)	<p>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 7.1 Rules with coordinates 7.2 Graphs from rules 7.3 Graphs from simple quadratic equations 7.4 Distance–time graphs Problem solving – The M60 8.1 Powers of 10 8.2 Large numbers and rounding 8.3 Significant figures 8.4 Estimating answers 8.5 Problem solving with decimals Challenge – Space – to see where no one has seen before Chapter 6–8 assessment on Collins Connect</p>
Assessments taking place	Chapters 6 to 8 week before February half term
Extended Learning	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.

Challenges taking place	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 from chapters 6 to 8
HALF-TERM 4	
Topics being studied (in chronological order)	9.1 Information from charts 9.2 Reading pie charts 9.3 Creating pie charts 9.4 Scatter graphs Challenge – What should we eat? 10.1 Algebraic notation 10.2 Like terms 10.3 Expanding brackets 10.4 Using algebra 10.5 Using powers Mathematical reasoning – Strawberries 11.1 Congruent shapes 11.2 Shape and ratio 11.3 Scale diagrams Financial skills – Carpeting a bungalow
Assessments taking place	Chapters 9 to 11 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 from chapters 9 to 11

HALF-TERM 3

<p>Topics being studied (in chronological order)</p>	<p>P2.2 Electricity</p> <ul style="list-style-type: none"> • Charging up • Circuits and current • Potential difference • Series and parallel • Resistance <p>C2.2 Separation techniques</p> <ul style="list-style-type: none"> • Mixtures • Solutions • Solubility • Filtration • Evaporation and distillation • Chromatography
<p>Assessments taking place/ Assessment Methods</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>Extended Learning Challenges taking place</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>Link to any key docs/revision lists etc.</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"> • 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>B2.2 Bioenergetics</p> <ul style="list-style-type: none">• Photosynthesis• Leaves• Plant minerals• Chemosynthesis• Gas exchange• Breathing• Aerobic respiration• Anaerobic respiration
Assessments taking place/ Assessment Methods	<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 taking place	<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 3

Topics being studied (in chronological order)	Mission of Church challenges to Christianity (atheism) What is the Church – the mission of the Church 1&2.The Church as Body of Christ St. Vincent de Paul Walsingham House/ BCYS/ youth in the Church Taize
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Assessment: test 5 GCSE style questions. 1 multiple choice, 2 short answers. One longer answering requiring support/ evidence. One extended 12 mark evaluative question. Half term 3: Mission of the Church: Explain the following things about Taize: Background and origins; what to expect; where to go; things to do; benefits.
Extended Learning Challenges taking place	Half term 3: Mission of the Church: In what ways do people with disabilities help us to live the mission of the Church? Think about the Church as the: •People of God; •Body of Jesus Christ; •Community.
Link to any key docs/revision lists etc.	Useful PowerPoints: history of Church: http://quodvultdeus.com/ks3-life-of-the-church.html Also, read Acts of the Apostles

HALF-TERM 4

Topics being studied (in chronological order)	Paschal Mystery Holy week intro Palm Sunday Cleansing temple Maundy Thursday Agony in the Garden Jesus' Trial Pontius Pilate Crucifixion Holy Saturday Easter Sunday
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Assessment: test 5 GCSE style questions. 1 multiple choice, 2 short answers. One longer answering requiring support/ evidence. One extended 12 mark evaluative question. Half term 4: Paschal Mystery: Imagine you were with the apostles at the Last Supper and had your own ideas about what you thought would happen. In bullet points describe and explain:

	<ul style="list-style-type: none"> • what your expectations were; • what you witnessed; • what you want to remember and why; • the impact this experience is likely to have on your life.
<p>Extended Learning Challenges taking place</p>	<p>Half term 4: Paschal Mystery: How does the suffering and death of Jesus influence Christians today? Think about: those who suffer physically, mentally, psychologically; what the death of Jesus accomplished; how it inspires people.</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Any of the Gospel accounts of Holy week (especially Mark)</p>

SUBJECT: Geography

HALF-TERM 3

<p>Topics being studied</p>	<p><u>Tectonics</u> Lesson 1 – Structure of the Earth Lesson 2 – Convection Currents and Plate Boundaries Lesson 3 – Stratovolcanoes Lesson 4 – Montserrat (Decision-Making Activity) Lesson 5 – Shield Volcanoes Lesson 6 – Assessment (Test) Lesson 7 – Test Feedback and Introduction to Assessed Project Lesson 8 – Living with Volcanoes Lesson 9 – Reducing the Risk of Volcanoes Lesson 10 – Assessed Project Work Lesson 11 – Assessment (Presenting Projects) Lesson 12 – Assessment (Presenting Projects and mini-test/quiz)</p>
<p>Assessments taking place</p>	<p>Assessment 1 – Test Assessment 2 – Presentation of Independent Research into Volcanoes</p>
<p>Extended Learning Challenges taking place</p>	<p>Undertake some independent research into ‘supervolcanoes’. Create a leaflet to inform people on the following points:</p> <ul style="list-style-type: none"> • What is a supervolcano? • Where can they be found? • Where do they occur here? • What could happen if they were to erupt? • Have any supervolcano eruptions happened in the past? Where? What were the effects?
<p>Link to any key docs</p>	<p>Exercise Book BBC Bitesize Revision Seneca Learning (https://www.senecalearning.com/)</p>
<h2>HALF-TERM 4</h2>	
<p>Topics being studied</p>	<p><u>Energy</u> – <i>currently being updated for 2020</i> Fossil Fuels as an Energy Source Impact of Fossil Fuels on the Planet – Global Warming Renewable Energy Sources Oil as an Energy Resource and its Impacts Nuclear Power as an Energy Resource and its Impacts The Importance of Conserving Resources</p>
<p>Assessments taking place</p>	<p>Assessment 1 – Chernobyl Newspaper Article Assessment 2 – Gulf Oil Spill Research and Presentation</p>
<p>Extended Learning Challenges taking place</p>	<p><u>Impacts of Global Warming</u> You have briefly investigated some of the impacts of global warming, but there are many more! Produce a 2 page researched report to explain some more impacts of global warming. Consider more than just sea level rise – what about the impact on tropical rainforests, diseases, and weather patterns? How do these impacts vary around the world?</p>

**Link to any
key
docs/revision
lists etc.**

Exercise Book (You may also be able to use work completed in Science to aid your revision)

BBC Bitesize Revision (<https://www.bbc.com/bitesize/guides/zh7hvcw/revision/1>)

National Geographic: Chernobyl's Legacy

(<https://blog.nationalgeographic.org/2014/04/14/geography-in-the-news-chernobyls-legacy/>)

Geographical: Chernobyl Summary (<http://geographical.co.uk/places/cities/item/2037-in-the-zone-the-legacy-of-chernobyl>)

The Gulf Oil Spill: What Happened? (<https://ocean.si.edu/conservation/pollution/gulf-oil-spill>)

National Geographic: Gulf Oil Spill 5 Years' On

(<https://news.nationalgeographic.com/2016/04/160420-bp-oil-spill-shoreline-affected-deepwater-horizon-anniversary/>)

The Big Fix Documentary

Seconds From Disaster: The Gulf Oil Spill

(<https://www.youtube.com/watch?v=faRp3LWMwoY>)

Deepwater Horizon Film (on Netflix)

Seneca Learning (<https://www.senecalearning.com/>)

HALF-TERM 3

Topics being studied	<p><u>Causes of WW2:</u></p> <ol style="list-style-type: none"> 1. Germany in the 1920s 2. Why did the Nazis gain support? 3. How did Hitler seize control? 4. Nazi Control: Fear 5. Nazi Control: Propaganda 6. Hitler Youth 7. Women in Nazi Germany 8. League of Nations: Successes and Failures 9. Road to War 10. Appeasement
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	<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	<p>Revision docs will be on the TEAMS</p> <p>Students can also access BBC bitesize</p>

HALF-TERM 4

Topics being studied (in chronological order)	<p><u>WW2:</u></p> <ol style="list-style-type: none"> 1. Dunkirk 2. The Blitz 3. Evacuees 4. Operation Barbarossa: 5. Pearl Harbour 6. D Day 7. Why did Germany Lose the War 8. Atom Bomb 9. Post War Europe: The Cold War Begins
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.	<p>Revision docs will be on the TEAMS</p> <p>Students can also access BBC bitesize</p>

SUBJECT: Computing (ICT)

HALF-TERM 3	
Topics being studied	<u>Representation</u> <ol style="list-style-type: none">1. Binary2. Converting Decimal to Binary3. Representation of sizes (kilo, mega, giga)4. Pixels, resolution and Colour Depth5. 24 and 32 bit Colour Representation6. Audio Representation7. Sampling/ Frequency Rate <u>E-Safety</u>
Assessments taking place	Peer Assessment Self Assessment End of Term/Topic assessment
Extended Learning Challenges taking place	Extended Learning on Teams
Link to any key docs/revision lists etc.	PowerPoint of each lesson to remain on teams for pupils to recap
HALF-TERM 4	
Topics being studied	<u>App Development</u> <ol style="list-style-type: none">1. GUI2. User Requirements3. Coding errors/Problem Solving4. Decomposition5. Variables6. Project Work
Assessments taking place	Peer Assessment Self-Assessment End of Term/Topic assessment
Extended Learning Challenges taking place	Microsoft Teams Updated
Link to any key docs/revision lists etc.	Any additional resources will appear on teams including past lesson content

SUBJECT: SPANISH

HALF-TERM 3	
Topics being studied (in chronological order)	<p><u>Module 3 – Comida (Food)</u></p> <ul style="list-style-type: none"> • Saying what food you like and why • Describing mealtimes • Telling the time • Talking someone through your eating habits • Ordering at a restaurant
Assessments taking place	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. Write and record a dialogue between a customer and a waiter at a restaurant 2. Research typical food about in a Spanish speaking country and write a report of their eating habits (including mealtimes and your opinion on the type of food they eat) <p>Additional EL challenges will be on Teams.</p>
Link to any key docs/revision lists	<p>Revision: Knowledge Organiser for Module 3</p> <p>Practice: Activity booklet for Module 3</p> <p>All resources will be on Microsoft Teams</p>
HALF-TERM 4	
Topics being studied (in chronological order)	<p><u>Module 4 – Vida social (Social life)</u></p> <ul style="list-style-type: none"> • Making and cancelling plans • Arranging to meet • Talking about how you get ready to go out • Describing outfits • Using the immediate future
Assessments taking place/ Assessment Methods	<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. Write and record a dialogue in which you make plans to meet but then have to cancel them. 2. Draw and label three different outfits you would wear to three different events. Include adjectives to describe the items of clothing in detail and justify your choices.

	Additional EL challenges will be on Teams.
Link to any key docs/revision lists etc.	Revision: Knowledge Organiser for Module 4 Practice: Activity booklet for Module 4 All resources will be on Microsoft Teams

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><u>Classical Giants</u> <i>Performance of the Moonlight Sonata, or other selected famous piece.</i></p> <p><u>Next Door Neighbors</u> <i>Performance of Fur Elise, at varying levels of difficulty.</i></p> <p><u>Around the World</u> <i>Group performances of music from various world cultures and music.</i></p> <p><u>Improvisation</u> <i>Improvised solo performance on chosen instrument (where applicable.)</i></p> <p><u>Film and TV</u> <i>Composed piece of film music.</i></p> <p><u>Hip-Hop and Rap</u> <i>Composed and performed Rap / Hip-Hop piece.</i></p>
Extended Learning Challenges taking place	<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: Instruments of the Orchestra – Poster / Collage Lyric writing / Scales leaflets Build a Drum / Percussion instrument Jazz Artist Fact File Sound Design Poster / Droid model Rap / Hip-Hop History Project
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SUBJECT: ART

HALF-TERM 3&4	
Topics being studied	PORTRAITS Understanding, analysing and writing using appropriate artistic vocabulary about a range of different artistic styles. Copying sections of paintings in order to understand the practical aspects of an artistic style. Using guidelines to draw the face.
Assessments taking place/ Assessment Methods	A3 portrait of celebrity in the style of chosen artist.

SUBJECT: Design and Technology: Metal Technology

Key Stage 3 Rotation	
Topics being studied (in chronological order)	Design and Make Activity Nightlight Candle Holder Unit
Assessments taking place/ Assessment Methods	<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, Materials Research • Design Idea Development • Diary of Manufacture
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on TEAMS under <i>Year 8 Technology</i>

SUBJECT: Design and Technology: Mixed Materials Technology

Key Stage 3 Rotation	
Topics being studied (in chronological order)	Design and Make Activity Desk Tidy Unit
Assessments taking place/	<ul style="list-style-type: none"> • Practical Assessments

Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> ○ Wooden Joint Development, Acrylic Edge Finishing and Line Bending ● Booklet Written Feedback ● End of Unit Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> ● YouTube research activities, Materials Research ● Design Idea Development ● Diary of Manufacture
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> ● All pupil resources available on TEAMS under <i>Year 8 Technology</i>

SUBJECT: Food Technology

Key Stage 3 Rotation	
Topics being studied (in chronological order)	<ul style="list-style-type: none"> ● Advanced Kitchen subject knowledge ● Advanced Cooking Skills ● Further Health and Safety in the Kitchen ● Food Preparation
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> ● Practical Assessments <ul style="list-style-type: none"> ○ Bread, Carrot Cake, Risotto, Bolognaise ● 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 8 Technology</i> ● All teaching and learning resources found on staff shared area under "Y:\Staff\Design Technology\KS3"

SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> 1. Before I was born. <ul style="list-style-type: none"> ● Contemplating life in the womb. <p>Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i></p> <ol style="list-style-type: none"> 2. Substance misuse <ul style="list-style-type: none"> ● Drugs and addiction ● Cannabis and spice use

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
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.