

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

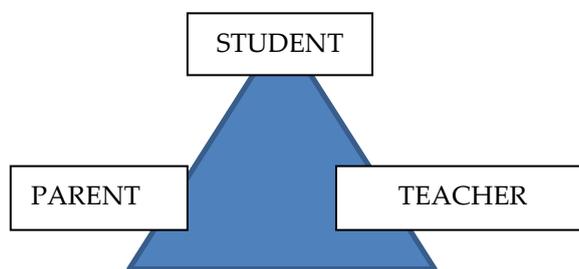
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

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 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	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 5	
Synopsis	The Gothic – thematic Unit Students study a range of poetry and fiction in the Gothic genre, both Pre-19 th century and contemporary. This involves close study of literary devices and techniques in preparation for material in subsequent years, and for the GCSE Language and Literature papers.
Assessments taking place	Mid: literature assessment End: literature assessment
Extended Learning Challenges taking place	Task: 1) Write a Gothic short story 2) Read a novel in the gothic genre – ask your teacher for suggestions 3) Complete tasks from the Gothic takeaway homework document Alternative tasks are as follows: <ul style="list-style-type: none">• Redrafting once per week based upon teacher or peer feedback.• 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. Individual EL also set by class teacher.

HALF-TERM 6

Synopsis	Journeys A creative unit enabling students to explore the concept of journeys both physical and metaphorical. They study a range of extracts from across the world and different cultures spanning varying time periods. Students work on inference skills, analysis of language and structure, and develop their ability to embed quotations.
Assessments taking place	Mid: writing assessment End of year exam
Extended Learning Challenges taking place	<p>Tasks:</p> <ol style="list-style-type: none">1) Write about a journey you have taken – try to make your writing interesting and compelling2) Create a leaflet advertising your home town3) Read the travel section of a weekend newspaper regularly. <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>Alternative tasks are as follows:</p> <ul style="list-style-type: none">• Redrafting once per week based upon teacher or peer feedback.• 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. <p>Individual EL also set by class teacher.</p>

SUBJECT: Maths - Set 1

HALF-TERM 5	
Topics being studied (in chronological order)	12.1 Adding and subtracting fractions 12.2 Multiplying fractions and integers 12.3 Dividing with integers and fractions 12.4 Multiplication with large and small numbers 12.5 Division with large and small numbers Challenge – Guesstimates 13.1 Direct proportion 13.2 Graphs and direct proportion 13.3 Inverse proportion 13.4 Comparing direct proportion and inverse proportion Challenge – Planning a trip Chapters 12–13 assessment on Collins Connect 14.1 The circumference of a circle 14.2 Formula for the circumference of a circle 14.3 Formula for the area of a circle Financial skills – Athletics stadium
Assessments taking place	No formal assessment this half term. Class tests may be given by class teachers (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.
HALF-TERM 6	
Topics being studied (in chronological order)	15.1 Equations with brackets 15.2 Equations with the variable on both sides 15.3 More complex equations 15.4 Rearranging formulae Mathematical reasoning – Using graphs to solve equations 16.1 Grouped frequency tables 16.2 Drawing frequency diagrams 16.3 Comparing sets of data 16.4 Misleading charts Problem solving – Why do we use so many devices to watch TV?
Assessments taking place	End of Year exam end of June/beginning of July. Chapters 1 to 16.
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.
Link to any key docs/revision lists	Revise topics listed above from chapters 1 to 16

SUBJECT: Maths - Set 2

HALF-TERM 5

Topics being studied (in chronological order)	12.1 Adding and subtracting fractions 12.2 Multiplying fractions and integers 12.3 Dividing with integers and fractions 12.4 Multiplication with large and small numbers 12.5 Division with large and small numbers Challenge –Guesstimates 13.1 Direct proportion 13.2 Graphs and direct proportion 13.3 Inverse proportion 13.4 Comparing direct proportion and inverse proportion Challenge – Planning a trip Chapter 12–13 assessment on Collins Connect 14.1 The circle and its parts 14.2 Circumference of a circle 14.3 Formula for the circumference of a circle 14.4 Formula for the area of a circle Financial skills – Athletics stadium
Assessments taking place	No formal assessment. Class tests may be set by class teachers (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.
<h3>HALF-TERM 6</h3>	
Topics being studied (in chronological order)	15.1 Equations with brackets 15.2 Equations with the variable on both sides 15.3 More complex questions 15.4 Rearranging formulae Mathematical reasoning – Using graphs to solve equations 16.1 Grouped frequency tables 16.2 Drawing frequency diagrams 16.3 Comparing data 16.4 Which average to use? Problem solving – Technology questionnaire
Assessments taking place	End of year exam end of June/beginning of July Chapters 1 to 16
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 from chapters 1 to 16

SUBJECT: Maths - Set 3 and 4

HALF-TERM 5

Topics being studied (in chronological order)	12.1 Adding and subtracting fractions 12.2 Multiplying fractions and integers 12.3 Dividing with integers and fractions 12.4 Multiplication with powers of ten 12.5 Division with powers of ten Problem solving – Making estimates 13.1 Direct proportion 13.2 Graphs and direct proportion 13.3 Inverse proportion 13.4 The difference between direct and inverse proportion Challenge – Coach trip Chapter 12–13 assessment on Collins Connect 14.1 The circle and its parts 14.2 Circumference of a circle 14.3 A formula to work out the approximate circumference of a circle Activity – Constructions
Assessments taking place	No formal assessment. Class tests may be given by class teachers (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.
<h3>HALF-TERM 6</h3>	
Topics being studied (in chronological order)	15.1 Equations 15.2 Equations with brackets 15.3 More complex equations 15.4 Substituting into formulae Reasoning – Old trees 16.1 Frequency tables 16.2 The mean 16.3 Drawing frequency diagrams 16.4 Comparing data 16.5 Which average to use? Problem solving – Questionnaire
Assessments taking place	End of year exam end of June/ beginning of July Chapters 1 to 16
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 1 to 16

HALF-TERM 5

<p>Topics being studied (in chronological order)</p>	<p>P2.3 Energy Transfers</p> <ul style="list-style-type: none"> • Energy and temperature • Energy transfer: particles • Energy transfer: radiation • Energy and power • Work, energy, and machines <p>C2.3 Metals and acids</p> <ul style="list-style-type: none"> • Acids and metals • Metals and oxygen • Metals and water • Metal displacement reactions • Extracting metals • Ceramics • Polymers • Composites
<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</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 6

Topics being studied	<p>B2.3 Inheritance</p> <ul style="list-style-type: none">• Inheritance• Natural selection• Extinction• The carbon cycle• Climate change <p>P2.4 Motion and pressure</p> <ul style="list-style-type: none">• Speed• Motion graphs• Pressure in gases• Pressure in liquids• Pressure on solids• Turning forces
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	<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">• Textbooks• 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)	<p>Islam</p> <p>Intro</p> <p>Allah</p> <p>Life of Muhammed</p> <p>The Qu'ran</p> <p>The Kaaba</p> <p>5th Pillar Hajj</p> <p>1st pillar Shahadah</p> <p>2nd pillar Salat</p> <p>3rd pillar Sawm</p> <p>Shariah law</p>
Assessments taking place	<p>Assessment: test</p> <p>EL ASSESSMENT: "Zakat is the most important pillar in Islam". Evaluate this statement</p>
Extended Learning Challenges taking place	<p>Find out about the Muslim experience of Ramadan. You could interview a Muslim you know who is participating in Ramadan. If you are Muslim yourself, you can write about you own experiences of Ramadan – you may even feel confident enough to share your experiences with the class by doing a presentation.</p>
Link to any key docs/revision lists etc.	<p>Useful resources at:</p> <p>https://www.youtube.com/results?search_query=my+life+my+religion+islam</p> <p>My life, my religion: Islam</p>
HALF-TERM 6	
Topics being studied (in chronological order)	<p>Prayer</p> <p>What is prayer</p> <p>How to pray</p> <p>Benefits of prayer</p> <p>How prayers are answered</p> <p>The Lord's prayer</p> <p>The rosary</p> <p>lectio devina</p> <p>Review of prayer</p> <p>assessment</p> <p>Green penning</p>
Assessments taking place	<p>Assessment: test</p> <p>EL ASSESSMENT:</p> <p>"The rosary is the most important way for Catholics to pray" Evaluate this statement. Be sure to include more than one point of view, and refer to Muslim beliefs and teachings in your answer (12 marks)</p>
Extended Learning Challenges	<p>Research Louis de Montfort. Find out particularly about what he taught about the rosary. Produce a leaflet about him</p>

Link to any key docs/revision lists etc.	Useful resources at: https://www.rosarycenter.org/homepage-2/rosary/how-to-pray-the-rosary/ https://www.loyolapress.com/our-catholic-faith/prayer/traditional-catholic-prayers
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SUBJECT: Geography

HALF-TERM 5	
Topics being studied	<p><u>Crime and Conflict in Geography</u></p> <p><i>What has geography got to do with crime?</i> <i>How does crime affect people and places?</i> <i>Where do we expect crime to happen?</i> <i>Do we live in a safe part of the country?</i> <i>Fear of Crime</i> <i>Designing out crime</i> <i>Why was Jack the Ripper never caught?</i> <i>The Heroin Trail</i> <i>Organised Crime in Tropical Rainforests</i> <i>Modern Day Piracy</i> <i>Impacts of Civil War in Syria</i> <i>Child Soldiers and Conflict in Sudan</i></p>
Assessments taking place	<p>Assessment 1 (Week 3) - Mapping Crime (map and write-up in lesson and for extended learning)</p> <p>Assessment 2 (Week 7) - Conflict in Sudan group work</p>
Link to any key docs	<p>Exercise Book</p> <p>BBC Bitesize Revision (Classification of crime - Geography of crime - KS3 Geography Revision - BBC Bitesize)</p>
HALF-TERM 6	
Topics being studied	<p><u>Geography MythBusters</u></p> <p><i>What does the world really look like?</i> <i>'Africa is one country and poor'</i> Climate Change: The Facts Impacts of Climate Change</p>
Assessments taking place	<p>Assessment 1 (Week 3) – Extended Writing on Africa’s development</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>

SUBJECT: History

HALF-TERM 5	
Topics being studied	<p><u>The Civil Rights Movement:</u></p> <p>1. Segregation in America</p>

	<ol style="list-style-type: none"> 2. Impact of WW2 on the Civil Rights Movement 3. Brown vs Board of Topeka 4. Emmett Till 5. Rosa Parks: Bus Boycott 6. Little Rock 9 7. Sit Ins 8. March on Washington 9. Malcolm X <p>10. Did the Civil Rights Movement improve the lives of African Americans?</p>
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 lists	Revision docs will be on the TEAMS Students can also access BBC bitesize

HALF-TERM 4

Topics being studied (in chronological order)	<p><u>1980s, 90s, 00s:</u></p> <ol style="list-style-type: none"> 1. Thatcher: Hero or Villain? 2. The End of the Cold War 3. 911 4. The War on Terror 5. Tony Blair & wot 6. 2008 Financial Crisis 7. Obama 8. Isis 9. Brexit 10. Trump
Assessments taking place	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
Extended Learning Challenges taking place	Students will be given a research task Students will be given an essay or source question
Link to any key docs	Revision docs will be on the TEAMS Students can also access BBC bitesize

SUBJECT: Computing (ICT)

HALF-TERM 5

Topics being studied	<p><u>Python</u></p> <ol style="list-style-type: none"> 1. Describe what algorithms and programs are and how they differ 2. Recall that a program written in a programming language needs to be translated in order to be executed by a machine
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	<p>3. Write simple Python programs that display messages, assign values to variables, and receive keyboard input</p>
Assessments taking place	<p>Peer Assessment Self-Assessment End of Term/Topic assessment: Students to complete their own 3 page website</p>
Extended Learning Challenges	<p>See TEAMS – Recorded weekly on the TEAMS</p>
Link to any key docs	<p>Any additional revisions will be found on the TEAMS here: https://Teams.st-thomasmore.southend.sch.uk/course/view.php?id=1618</p>
HALF-TERM 6	
Topics being studied	<p>Data Science</p> <ol style="list-style-type: none"> 1. Define data science 2. Explain how visualising data can help identify patterns and trends in order to help us gain insights 3. Use an appropriate software tool to visualise data sets and look for patterns or trends 4. Recognise examples of where large data sets are used in daily life 5. Select criteria and use data set to investigate predictions 6. Evaluate findings to support arguments for or against a prediction <p>Cyber Security</p> <ol style="list-style-type: none"> 1. Define hacking in the context of cyber security 2. Explain how a DDoS attack can impact users of online services 3. Identify strategies to reduce the chance of a brute force attack being successful 4. Explain the need for the Computer Misuse Act
Assessments taking place	<p>Peer Assessment Self-Assessment End of Term/Topic assessment: Kahoot or Quizlet on basic spreadsheets.</p>
Extended Learning Challenges taking place	<p>See TEAMS – Recorded weekly on the TEAMS Extended Learning Task 1 and 2 Spreadsheet attached to the TEAMS so students can download and complete at home. They will need to bring this in on a memory stick to self mark in the lesson</p>
Link to any key docs/revision lists etc.	<p>Any additional revisions will be found on the TEAMS here: https://Teams.st-thomasmore.southend.sch.uk/course/view.php?id=1618</p>

SUBJECT: SPANISH

HALF-TERM 5	
Topics being studied (in chronological order)	<p>Module 5 – Operación verano</p> <p>¿Qué casa prefieres? <i>Unidad 1 pp100-101</i></p> <p>¿Qué se puede hacer en...? <i>Unidad 2 pp102-103</i></p> <p>¿Dónde está? <i>Unidad 3 pp104-105</i></p> <p>Campamentos de verano <i>Unidad 4 pp106-107</i></p> <p>¡Destinos! <i>Unidad 5 pp108-109</i></p>
Assessments taking place	End of Module Assessment on the week before May half term
Extended Learning Challenges taking place	Create an advertisement (brochure/poster) for a summer camp Write a magazine review on one Spanish summer camp Extended Learning will be uploaded on the TEAMS
Link to any key docs/revision lists	Revision: Knowledge Organiser for Module 5 (on the TEAMS by mid May) Practice: Module 5 Revision Workbook (on the TEAMS by mid May)
HALF-TERM 6	
	Module 6 – Exam, film study and project

Topics being studied (in chronological order)	Reading skills (Understanding key information) ¡Hoy partido! <i>Unidad 5 pp84-85</i> Film Study <i>"Zipi y Zape"</i>
Assessments taking place	End of Year Assessment week beginning 8 th of June 2020
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Grammar and vocabulary practice (booklet) 2. Film Study assignment (film review)
Link to any key docs/revision lists etc.	Film study booklet

SUBJECT: ART

HALF-TERM 3&4	
Topics being studied	<u>OP ART</u> Look at works of <i>Op-Art</i> understanding and analysing the structures, principles and systems used to create them. Design and refine ideas. Use of a grid and guidelines.
Assessments taking place/ Assessment Methods	A3-A4 felt pen on white paper Op-Art design.
Extended Learning Challenges taking place	Research the work of Bridget RILEY and Victor VASARELY. Use their work to inspire ideas.

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>
<p>Assessments taking place</p>	<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>
<p>Extended Learning Challenges taking place</p>	<p>Throughout the rotations, students are highly encouraged to practice a musical instrument where possible. It may not always be possible for students to have an instrument, so the music department will have various opening times and slots for students to play and rehearse.</p> <p>Class extended learning, challenges and extra pieces of music shall be available within the Teams area.</p> <p>Tasks will include:</p> <p>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>

SUBJECT: Design and Technology: Metal Technology

<h3 style="text-align: center;">Key Stage 3 Rotation</h3>	
<p>Topics being studied (in chronological order)</p>	<p>Design and Make Activity</p> <p style="padding-left: 40px;">Nightlight Candle Holder Unit</p>
<p>Assessments taking place/ Assessment Methods</p>	<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/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> • Practical Assessments <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: 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, triple 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	CRICKET – the basics of batting, bowling and fielding through drills and small sided games using modified, safe equipment TENNIS – groundstrokes and volleying through drills and fun games
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 1. Think before you share <ul style="list-style-type: none">Image sharing online Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> 2. Male body image and self esteem <ul style="list-style-type: none">Confidence in ourselves
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
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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
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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.