

*St. Thomas More High School*  
**CURRICULUM, ASSESSMENT  
AND EXTENDED LEARNING  
GUIDE  
YEAR 9  
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"><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.

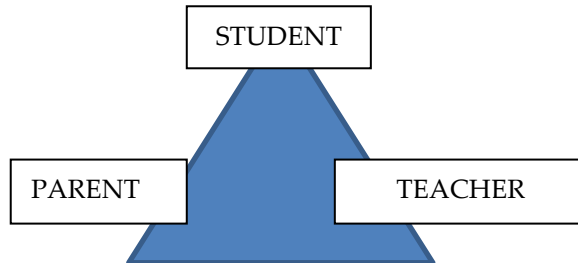
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

## **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 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.*

# SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

## HALF-TERM 3

<b>Synopsis</b>	<p>Students will study a chosen Shakespeare text (<i>Julius Caesar/ Merchant of Venice/ A Midsummer Night's Dream/ The Tempest</i>).</p> <p>Students will practise the skills needed for GCSE literature paper one 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 in order to embed and develop understanding of this period.</p> <p>They will also study the idea of a play as a performance and the dramatic effect exploring different interpretations and how they might change over time.</p>
<b>Assessments taking place</b>	<p>Mid: reading assessment</p> <p>End: literature assessment</p>
<b>Extended Learning Challenges taking place</b>	<p>Complete enough tasks from the takeaway menu to achieve twelve quills.</p> <p><b>1. All students are expected to complete one Extended Learning CHALLENGE set by teachers via the TEAMS per half term.</b></p> <p><b>2. 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>• Working towards completion of all weekly tasks in conjunction with the Wider Reading log.</li> <li>• 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).</li> </ul> <p><b>3. 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.</b></p> <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 Creative Writing 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 play being studied.</li> </ul> <p><b>Individual EL also set by class teacher.</b></p>

## HALF-TERM 4

<b>Synopsis</b>	<b>Language Paper Two</b> Students study a range of texts in order to prepare and consolidate skills for language paper two: Writers' Viewpoints and Perspectives. On this paper, students answer four questions on two unseen non-fiction extracts and complete one written essay which draws on writing to express a viewpoint.
<b>Assessments taking place</b>	Mid: reading assessment End: writing assessment
<b>Extended Learning Challenges taking place</b>	<p>Complete the language paper two on the TEAMS.</p> <p><b>All students are expected to complete one Extended Learning CHALLENGE set by teachers via the TEAMS per half term.</b></p> <p><b>2. 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>• Working towards completion of all weekly tasks in conjunction with the Wider Reading log.</li><li>• 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).</li></ul> <p><b>3. 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.</b></p> <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 Creative Writing 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 any novel/set text/poem being studied.</li></ul> <p><b>Individual EL also set by class teacher.</b></p>



# SUBJECT: SCIENCE (Trilogy)

## HALF-TERM 3

<b>Topics being studied (in chronological order)</b>	<p>C1.2 Bonding, structure, and properties of matter</p> <ul style="list-style-type: none"><li>• Chemical bonds</li><li>• Ionic bonding</li><li>• Ionic compounds</li><li>• Covalent bonds</li><li>• Giant covalent compounds</li><li>• Allotropes of carbon</li><li>• Metallic bonding</li><li>• Metals and alloys</li><li>• Changes of state</li><li>• Polymers</li></ul> <p>B1.2 Bioenergetics</p> <ul style="list-style-type: none"><li>• Photosynthesis</li><li>• The rate of photosynthesis</li><li>• How plants use glucose</li><li>• Making the most of photosynthesis (HIGHER)</li><li>• RP6 Photosynthesis</li><li>• Aerobic respiration</li><li>• Anaerobic respiration</li><li>• The response to exercise</li><li>• Fermentation</li></ul>
<b>Assessments taking place/ Assessment Methods*</b>	<p>At the end of each unit there is a 50-minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.</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. There are three types each term:</p> <ul style="list-style-type: none"><li>• Science in context: An opportunity to research and make a presentation on an aspect of science that affects our everyday lives.</li><li>• Careers: An opportunity to find out about careers in a range of science areas.</li><li>• Make: A practical activity to carry out at home.</li></ul> <p>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" These are organised by topic area and include.</p> <ul style="list-style-type: none"><li>• Textbooks</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 4

<p><b>Topics being studied (in chronological order)</b></p>	<p>B1.3 Disease</p> <ul style="list-style-type: none"> <li>• Pathogens and disease</li> <li>• The spread of disease</li> <li>• Viral Diseases</li> <li>• Bacterial diseases</li> <li>• Fungal and protist diseases</li> <li>• Human defence response</li> <li>• Vaccination</li> <li>• Antibiotics and painkillers</li> </ul> <p>C1.3 Quantitative Chemistry</p> <ul style="list-style-type: none"> <li>• Conservation of mass and balancing equations</li> <li>• Relative Formula Mass</li> <li>• Mass changes</li> <li>• Chemical measurements</li> <li>• Moles (HIGHER)</li> <li>• Amount of substances in equations (HIGHER)</li> <li>• Using moles to balance equations (HIGHER)</li> <li>• Limiting reactions (HIGHER)</li> <li>• Concentrations of Solutions</li> </ul>
<p><b>Assessments taking place/ Assessment Methods</b></p>	<p>At the end of each unit there is a 50-minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.</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. There are three types each term:</p> <ul style="list-style-type: none"> <li>• Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives.</li> <li>• Careers: An opportunity to find out about careers in a range of science areas.</li> <li>• Make: A practical activity to carry out at home.</li> </ul> <p>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" 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: BIOLOGY

## HALF-TERM 3&4

<b>Topics being studied</b>	<b>Systems:</b> In this section we will learn about the human digestive system which provides the body with nutrients and how dissolved materials that need to be moved quickly around the body in the blood by the circulatory system. Damage to any of these systems can be debilitating if not fatal. Although there has been huge progress in surgical techniques, especially with regard to coronary heart disease, many interventions would not be necessary if individuals reduced their risks through improved diet and lifestyle.
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate. Your son should ensure he is well prepared for these assessments using the resources provided in teams.
<b>Extended Learning Challenges taking place</b>	Independent learning booklet: <a href="https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS">https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS</a>
<b>Link to any key docs/revision lists</b>	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <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> Please encourage your son to make regular use of these to support his progress

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p><b>4.2 - BONDING, STRUCTURE, AND THE PROPERTIES OF MATTER</b></p> <p><b><u>4.2.1 - Chemical bonds, ionic, covalent and metallic</u></b></p> <ul style="list-style-type: none"> <li>✓ 4.2.1.1 - Chemical bonds</li> <li>✓ 4.2.1.2 - Ionic bonding</li> <li>✓ 4.2.1.3 - Ionic compounds</li> <li>✓ 4.2.1.4 Covalent bonding</li> <li>✓ 4.2.1.5 Metallic bonding</li> </ul> <p><b><u>4.2.2 How bonding and structure are related to the properties of Substances</u></b></p> <ul style="list-style-type: none"> <li>✓ 4.2.2.1 The three states of matter</li> <li>✓ 4.2.2.2 State symbols</li> <li>✓ 4.2.2.3 Properties of ionic compounds</li> <li>✓ 4.2.2.4 Properties of small molecules</li> <li>✓ 4.2.2.5 Polymers</li> <li>✓ 4.2.2.6 Giant covalent structures</li> <li>✓ 4.2.2.7 Properties of metals and alloys</li> <li>✓ 4.2.2.8 Metals as conductors</li> </ul> <p><b><u>4.2.3 Structure and bonding of carbon</u></b></p> <ul style="list-style-type: none"> <li>✓ 4.2.3.1 Diamond</li> <li>✓ 4.2.3.2 Graphite</li> <li>✓ 4.2.3.3 Graphene and fullerenes</li> </ul> <p><b><u>4.2.4 Bulk and surface properties of matter including nanoparticles</u></b></p> <ul style="list-style-type: none"> <li>✓ 4.2.4.1 Sizes of particles and their properties</li> <li>✓ 4.2.4.2 Uses of nanoparticles</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	<p>Progress Assessment –</p> <ul style="list-style-type: none"> <li>★ 4.2 – BONDING STRUCTURE and PROPERTIES OF MATTER</li> </ul> <p>Post-topic spelling test 4.3</p> <p><b>All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</b></p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on the “science GCSE – 2016 onwards” TEAMS page.</p>
<b>Extended Learning Challenges taking place</b>	<p>Every 2 weeks students are to go over what they have learnt in class using the text book available via the kerboodle online resource OR using the BBC bitesize resource (AQA): <a href="https://www.bbc.com/education/examspecs/z8r997h">https://www.bbc.com/education/examspecs/z8r997h</a></p> <p>To tackle past exam questions available on teams</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” 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><b>Please encourage your son to make regular use of these to support his progress</b></p>

## HALF-TERM 4

<p><b>Topics being studied (in chronological order)</b></p>	<p>4.4 - CHEMICAL CHANGES</p> <p><u>4.4.1 - Reactivity of metals</u></p> <ul style="list-style-type: none"> <li>✓ 4.4.1.1 Metal oxides</li> <li>✓ 4.4.1.2 The reactivity series</li> <li>✓ 4.4.1.3 Extraction of metals and reduction</li> <li>✓ 4.4.1.4 Oxidation and reduction in terms of electrons (HT only)</li> </ul> <p><u>4.4.2 - Reactions of acids</u></p> <ul style="list-style-type: none"> <li>✓ 4.4.2.1 - Reactions of acids with metals</li> <li>✓ 4.4.2.2 Neutralisation of acids and salt production</li> <li>✓ 4.4.2.3 Soluble salts</li> <li>✓ 4.4.2.4 The pH scale and neutralisation</li> <li>✓ 4.4.2.5 Titrations</li> <li>✓ 4.4.2.6 Strong and weak acids (HT only)</li> </ul> <p><u>4.4.3 Electrolysis</u></p> <ul style="list-style-type: none"> <li>✓ 4.4.3.1 The process of electrolysis opportunities</li> <li>✓ 4.4.3.2 Electrolysis of molten ionic compounds</li> <li>✓ 4.4.3.3 Using electrolysis to extract metals</li> <li>✓ 4.4.3.4 Electrolysis of aqueous solutions</li> <li>✓ 4.4.3.5 - Representation of reactions at electrodes as half equations (HT only)</li> </ul>
<p><b>Assessments taking place/ Assessment Methods</b></p>	<p>Progress Assessment 4</p> <p style="text-align: center;">★ 4.4 – CHEMICAL CHANGES</p> <p><b>All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</b></p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on Teams</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p>Every 2 weeks students are to go over what they have learnt in class using the text book available via the kerboodle online resource OR using the BBC bitesize resource (AQA): <a href="https://www.bbc.com/education/examspecs/z8r997h">https://www.bbc.com/education/examspecs/z8r997h</a></p> <p>To tackle past exam questions available on Teams</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>

# SUBJECT: Physics

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	Topic 2: Electricity Electrical circuits Know how to draw electric field lines around a charged object. Be able to explain how an object becomes statically charged. Understand what it meant by voltage, current and resistance. Understand and use the relationship between current and charge. Know about Ohm's law and Ohmic conductors. Be able to experimentally show the I-V characteristics of circuit components. Know the symbols and uses of various circuit components. Be able to draw series and parallel circuits. Know and apply the rules for current and voltage in series and parallel circuits.
<b>Assessments taking place/ Assessment Methods*</b>	<b>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</b> <b>There will be a half way assessment for this topic at the end of the half term.</b> Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams.
<b>Extended Learning Challenges taking place</b>	Every 2 weeks students are to go over what they have learnt in class using the text book available via the kerboodle online resource OR using the BBC bitesize resource (AQA): <a href="https://www.bbc.com/education/examspecs/z8r997h">https://www.bbc.com/education/examspecs/z8r997h</a>
<b>Link to any key docs/revision lists etc.</b>	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <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> Please encourage your son to make regular use of these to support his progress

## HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	Topic 2: Electricity Electricity in the home Know the difference between alternating and direct current. Be aware of appliances that use alternating current and ones that use direct current. Know the colours, position and function of each of the wires in a plug. Be able to explain why particular materials are used for each part of the plug and cable. Be able to able to calculate power when you have resistance or potential difference. Be able to determine they correct size of fuse to use in a plug. Be able to calculate energy transferred in a circuit. Be able to calculate the efficiency of an appliance.
<b>Assessments taking place/ Assessment Methods*</b>	<b>*All modules are assessed 2 weeks after the completion of that module in an assessment that happens in one lesson. A second lesson is set apart to go over that assessment (DIRT).</b> <b>There will be an end of topic test this half term.</b> Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams
<b>Extended Learning Challenges taking place</b>	Every 2 weeks students are to go over what they have learnt in class using the text book available via the kerboodle online resource OR using the BBC bitesize resource (AQA): <a href="https://www.bbc.com/education/examspecs/z8r997h">https://www.bbc.com/education/examspecs/z8r997h</a> To tackle past exam questions available on teams
<b>Link to any key docs/revision lists etc.</b>	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <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> Please encourage your son to make regular use of these to support his progress

## SUBJECT: Religious Studies

### HALF-TERM 3

<b>Topics being studied (in chronological order)</b>	<p><b>Perspectives on Faith</b>  <b>Marriage, relationships.</b>            1.1 Human beings as sexual            1.2 Human beings as sexual CCC            2.1-Theology of the body            2.2 Catholics and sexual relationships            3.1 Catholic Marriage            3.2 Homosexuality            4.1 Catholics and divorce            4.2 cohabitation            5.1 natural family planning            5.2 Christian teachings on family life            6.1-Gender equality            6.2 Consolidation</p>
<b>Assessments taking place/ Assessment Methods (estimated dates if applicable)</b>	<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.  <b>Perspectives on faith, marriage and relationships:</b> "A family is still a family, no matter what gender the parents are". Evaluate this statement Be sure to include more than one point of view, and refer to Catholic beliefs and teachings in your answer (12 marks)</p>
<b>Extended Learning Challenges taking place</b>	<p><b>Perspectives on faith, marriage and relationships:</b> "Research some countries that allow same-sex marriages - for example the UK, France and Canada - and some countries that forbid them - for example Hungary, Kenya and Poland. Examine the arguments given by both sets of countries for their decisions.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Textbook: Catholic Christianity for AQA spec B            Online textbook available at Kerboodle:  <a href="https://www.kerboodle.com/users/login?user_return_to=%2Fapp">https://www.kerboodle.com/users/login?user_return_to=%2Fapp</a>            Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: <b>ISBN-13: 978-0198422877</b></p>

### HALF-TERM 4

<b>Topics being studied (in chronological order)</b>	<p><b>Judaism</b>  <b>Beliefs and teachings</b>              The nature of God: God as one(9.1)            The nature of God: God as creator(9.2)            The nature of God: God as lawgiver and judge; the divine presence (9.3)            Life after death, judgement and resurrection (9.4)            The nature and role of the Messiah (9.5)            The Promised Land and the covenant with Abraham (9.6)            The covenant at Sinai and the Ten Commandments (9.7)            Key moral principles in Judaism (9.8)            Sanctity of life (9.9)            Free will and mitzvot (9.10)</p>
<b>Assessments taking place/</b>	<p>Assessment: test</p>

<b>Assessment Methods</b> (estimated dates if applicable)	<p>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>Judaism beliefs and teachings:</b> “The mitzvoth help Jews to use free will properly”. Evaluate this statement. Be sure to include more than one point of view, and refer to Jewish beliefs and teachings in your answer. (12 marks)</p>
<b>Extended Learning Challenges taking place</b>	<p><b>Judaism beliefs and teachings:</b> Write an article explaining the differences between Christian and Jewish beliefs about the Messiah.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Textbook: Catholic Christianity for AQA spec B          Online textbook available at Kerboodle:  <a href="https://www.kerboodle.com/users/login?user_return_to=%2Fapp">https://www.kerboodle.com/users/login?user_return_to=%2Fapp</a>          Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism          Revision Guide: ISBN-13: 978-0198422877</p>



## SUBJECT: Geography

### HALF-TERM 3&4

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b><u>Urban Issues and Challenges</u></b></p> <p>What is urbanisation?</p> <p>Rio de Janeiro:</p> <ul style="list-style-type: none"> <li>• Opportunities</li> <li>• Social, Economic and Environmental Challenges and Improvements</li> <li>• Squatter Settlements</li> <li>• Squatter Settlement Improvements</li> </ul> <p>Urban Change in the UK (Bristol):</p> <ul style="list-style-type: none"> <li>• UK's Population Distribution</li> <li>• Bristol as a Major UK City</li> <li>• Urban Change Creating Social, Economic and Environmental Challenges</li> <li>• Solutions to Social, Economic and Environmental Challenges</li> <li>• Temple Quarter Regeneration Project</li> </ul> <p>Sustainable Urban Development</p> <ul style="list-style-type: none"> <li>• Characteristics of a Sustainable Urban Settlement</li> <li>• Sustainable Living in Freiburg (and other settlements)</li> <li>• Sustainable Traffic Management Strategies</li> </ul>
<p><b>Assessments taking place</b></p>	<p>Ongoing assessment of practice exam questions in exercise book</p> <p>Urban Issues and Challenges Mid-Topic Test (focus on Rio de Janeiro)</p> <p>Urban Issues and Challenges Mid-Topic Test (focus on Bristol)</p> <p>Urban Issues and Challenges End of Topic Test</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p><b><u>Urban Issues and Challenges</u></b></p> <p><i>Complete all of the 'Stretch Yourself' questions on pages 148-191.</i></p> <p><i>Make a set of revision notes (e.g. mindmap, revision cards, etc.) for this topic in preparation for your End of Unit Test. These can be re-used for End of Year exams and your real GCSEs.</i></p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Exercise Book</p> <p>CGP GCSE Revision Guide (available to purchase from the school at a discounted rate)</p> <p>TEAMS</p> <p>BBC Bitesize Urban Issues and Challenges Revision (<a href="https://www.bbc.com/education/topics/z9wcg82">https://www.bbc.com/education/topics/z9wcg82</a>)</p> <p>Seneca Learning (<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>)</p> <p>Andrew Marr's Megacities Documentary</p> <p>Slumming it with Kevin McCloud Documentary</p>

SUBJECT: History

HALF-TERM 3	
<b>Topics being studied</b> (in chronological order)	<p><b><u>The Cold War - Part 2:</u></b></p> <ol style="list-style-type: none"> <li>1. Causes of the Vietnam War</li> <li>2. Tactics during the Vietnam War?</li> <li>3. Why did US public opinion turn against the War?</li> <li>4. Impact of the Vietnam War</li> <li>5. Causes of the Soviet Invasion of Afghanistan</li> <li>6. Why the Soviets were defeated in Afghanistan</li> <li>7. Impact of the Soviet Defeat in Afghanistan</li> <li>8. Timeline of Events charting both the Vietnam and Afghan war</li> </ol>
<b>Assessments taking place</b>	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
<b>Extended Learning Challenges taking place</b>	Students will be given a research task Students will be given an interpretation question
<b>Link to any key docs/revision lists etc.</b>	Revision docs will be on the TEAMS Students can also access BBC bitesize
HALF-TERM 4	
<b>Topics being studied</b> (in chronological order)	<p><b><u>The Cold War Ends:</u></b></p> <ol style="list-style-type: none"> <li>1. Enter Reagan</li> <li>2. Enter Gorbachev</li> <li>3. The Collapse of Communism</li> <li>4. Timeline of Events</li> <li>5. Interpretation skills lesson 1</li> <li>6. Interpretation skills lesson 2</li> <li>7. Interpretation skills lesson 3</li> <li>8. The Post-Cold War World</li> </ol>
<b>Assessments taking place</b>	There will be one essay and one source question assessment. At the mid-point week and final week of each half term.
<b>Extended Learning Challenges taking place</b>	Students will be given a research task Students will be given an essay or source question
<b>Link to any key</b>	Revision docs will be on the TEAMS Students can also access BBC bitesize

**docs/revision  
lists etc.**

# SUBJECT: Computer Science

HALF-TERM 3	
<b>Topics being studied</b> (in chronological order)	Designing an App using programming techniques – Mr Marshall <ul style="list-style-type: none"> <li>• Selection</li> <li>• Iteration</li> <li>• Sequence</li> <li>• Programming constructs</li> </ul> Networking basics – Mrs Cannon <ul style="list-style-type: none"> <li>• LANS vs WANS</li> <li>• Protocols</li> <li>• IP &amp; Packet Switching</li> </ul>
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	Summative Assessment – Networks Test Formative Assessments (Quizizz, Kahoot , and practice exam questions)
<b>Extended Learning Challenges taking place</b>	4 x exam style questions and REPL accounts
<b>Link to any key docs/revision lists etc.</b>	<a href="https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2009/Forms/AllItems.aspx">https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2009/Forms/AllItems.aspx</a>  <i>KS4 Computer Science Page</i>
HALF-TERM 4	
<b>Topics being studied</b> (in chronological order)	Unit 7 – Logic & Languages <ul style="list-style-type: none"> <li>• Logic diagrams &amp; Truth tables</li> <li>• Defensive design</li> <li>• Errors &amp; Testing</li> <li>• Translators and facilities of languages</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	Summative Assessment - Unit 7 –Unit Test wb - 09/03 Formative Assessments (Quizizz, Kahoot , and practice exam questions)
<b>Extended Learning Challenges taking place</b>	4 x exam style questions and revision homework inc. flipped learning
<b>Link to any key docs/revision lists etc.</b>	<a href="https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2009/Forms/AllItems.aspx">https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2009/Forms/AllItems.aspx</a>  <i>KS4 Computer Science Page</i>

## SUBJECT: BTEC Tech Award in Digital Information Technology

<b>HALF-TERM 3</b>	
<b>Topics being studied</b>	Learning Aim C: Develop and Review a user interface C1 Develop a user interface C2 Refining the user interface C3: Review a user interface
<b>Assessments taking place</b>	Component 1 – Learning Aim A, B and C Assessment – MAR 2022
<b>Extended Learning Challenges taking place</b>	See Teams
<b>Link to any key docs/revision lists etc.</b>	See Teams
<b>HALF-TERM 4</b>	
<b>Topics being studied (in chronological order)</b>	<b>Component 2 Collecting, presenting and interpreting Data</b> A: Investigate the role and impact of using data on individuals and organisations A1 Characteristics of data and information A2 Representing information A3 Ensuring data is suitable for processing A4 Data collection
<b>Assessments taking place/ Assessment Methods</b>	Component 2 – Learning Aim A, B and C Assessment – MAY 2022
<b>Extended Learning Challenges taking place</b>	See Teams - for updates
<b>Link to any key docs/revision lists etc.</b>	See Teams

## SUBJECT: SPANISH

HALF-TERM 3	
Topics being studied (in chronological order)	<p><b><u>Theme 2: Holidays – Las vacaciones</u></b></p> <ul style="list-style-type: none"> <li>• Discussing holiday activities and weather</li> <li>• Talking about holiday preferences</li> <li>• Talking about a past holiday</li> </ul> <p>Describing a trip in detail</p>
Assessments taking place/ Assessment Methods	<p>Module 2 Speaking Assessment W/beginning 1<sup>st</sup> of Feb Module 1 Writing Assessment W/beginning 18<sup>th</sup> of Jan Ongoing Listening, Reading and Speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> <li>1. Write a diary blog entry about a recent holiday you went on. Include a narration of the events that took place.</li> <li>2. Research a Spanish speaking holiday destination and create a brochure. Include the following: what there is to do, the types of accommodation, what the weather is like, etc</li> </ol> <p>Additional EL challenges will be on Teams.</p>
Link to any key docs/revision lists etc.	<p>GCSE Verb Booklet GCSE Vocabulary Booklet GCSE Paper 2: Speaking Conversation Questions Booklet GCSE Writing Guide GCSE Translation Guide All resources will be on Microsoft Teams</p>
HALF-TERM 4	
Topics being studied (in chronological order)	<p><b><u>Theme 2: Holidays – Las vacaciones</u></b></p> <ul style="list-style-type: none"> <li>• Describing accommodation in detail</li> <li>• Booking accommodation and dealing with problems</li> </ul> <p>Giving an account of a holiday in the past</p>
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>Module 2 Writing Assessment W/beginning 8<sup>th</sup> of March Module 1 Speaking Assessment W/beginning 29<sup>th</sup> of March Module 1 Reading and Listening Assessment 29<sup>th</sup> of March Module 2 Writing Assessment W/beginning 22<sup>nd</sup> of March Ongoing Listening, Reading and Speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> <li>1.) Write and record two dialogues between a hotel guest and receptionist. For the first one you should book a room and make specific requests. For the second one you should complain about an issue with the hotel.</li> <li>2.) Look up a real accommodation in a Spanish speaking city. Write an article for a travel magazine recommending that accommodation.</li> </ol>

	<p>Include a detailed description of it, price and amenities. Justify your opinions.</p> <p>Additional EL challenges will be on Teams.</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>GCSE Verb Booklet</p> <p>GCSE Vocabulary Booklet</p> <p>GCSE Paper 2: Speaking Conversation Questions Booklet</p> <p>GCSE Writing Guide</p> <p>GCSE Translation Guide</p> <p>All resources will be on Microsoft Teams</p>

## SUBJECT: Music

### Half Term 1 – Blues, Jazz and Chord Extensions

Embedded understanding of popular music timeline, with the blues evolving out of slavery, into Jazz, electronic, pop, hip-hop etc. Students to extended chords, building on understanding of chords and numerals. Learning of the blues scale, further development of lyric writing through rhythm and theme. Introduction of syncopation and “swing,”

#### **Extended Learning Challenge**

Melodic Dictation Tasks, Rhythmic Dictation tasks, composition recordings and performance practice.

#### **Ongoing**

Practice your instrument (Solo performance).

Attend Music Enrichment activities.

Keep a glossary of key terms.

Practice your ensemble music pieces.

### Half Term 2 – Musical Elements and Musical Meanings

An in-depth journey through the different musical elements, building on prior knowledge and understanding of theory. Aiming to heighten aural and active listening skills. Through a whistle stop tour of styles from each Area of study. Learners will develop the basis of advanced listening skills from analysis and comparison.

#### **Extended Learning Challenge**

Melodic Dictation Tasks, Rhythmic Dictation tasks, composition recordings and performance practice.

#### **Ongoing**

Practice your instrument (Solo performance).

Attend Music Enrichment activities.

Keep a glossary of key terms.

Practice your ensemble music pieces.

Composition Tasks

## SUBJECT: ART

Extended learning is an important part of the course and support in this area is valuable. Students will be issued with a hardback sketchbook within which they will complete their weekly Extended Learning tasks. These tasks will help them practise skills that they have learnt in class as well as complete their research into the works of Artists and will also enable them to plan for the large scale work they will be producing in school. **THIS SKETCHBOOK IS THE KEY TO THEIR SUCCESS IN THIS SUBJECT.** A range of art materials at home would be useful. Tasks will include the following:

- Drawing from direct observation
- Mixed media work
- Taking and editing digital photographs
- Researching the work of Artists linked with the student's area of study
- Annotating work in the sketchbook using subject specific vocabulary



## SUBJECT: BTEC Business

<b>HALF-TERM 3</b>	
<b>Topics being studied</b> (in chronological order)	<u><b>Unit 2</b></u> <ul style="list-style-type: none"> <li>- Modern banking</li> <li>- Pay and Pay calculations</li> <li>- Types of Payment Card</li> <li>- Cost of borrowing</li> </ul>
<b>Assessments taking place</b>	Extended Learning Mini Assessments in preparation for the Unit 2 examination at the end of term.
<b>Extended Learning Challenges</b>	Visit your local bank and ask for leaflets on the different types of payment card that are available. Do a comparison on the best types of card and does this differ depending on your circumstances
<b>Link to any key docs/revision lists etc.</b>	Revision lists on Teams Revision Booklets on Teams
<b>HALF-TERM 4</b>	
<b>Topics being studied</b> (in chronological order)	<u><b>Unit 2</b></u> <ul style="list-style-type: none"> <li>- Using money abroad</li> <li>- Financial difficulties and the consequences</li> <li>- Financial advice and their protection</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	Unit 2: 15 stand-alone multiple-choice questions and 5 sets of stimulus material each with 4 associated questions (total marks 35)
<b>Extended Learning Challenges taking place</b>	To write an essay discussing the effects of financial difficulties and their families. (1000 words)
<b>Link to any key docs/revision lists etc.</b>	Revision lists on Teams Revision Booklets on Teams

## SUBJECT: GCSE Business

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p><b><u>Unit 1 Business in the Real World</u></b></p> <ul style="list-style-type: none"> <li>- Stakeholders</li> <li>- Locations of a Business</li> <li>- Business Planning</li> </ul>
<b>Assessments taking place</b>	<p>EL4 – Complete the case study - 3.1.4 Stakeholders Simply Music in January UNIT 1 – unit assessment in February</p>
<b>Extended Learning Challenges</b>	<p>Visit your local bank and ask for a Business Plan. Read through the contents of the business plan. In a word document, produce a reflection about how easy/difficult you think completing one would be, did any of the contents surprise you. Then answer this question – ‘Does having a thorough business plan guarantee a long lasting and successful business?’</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Revision lists on Teams Revision Booklets on Teams Extended Learning Booklet on Teams and in your folders CGP GCSE Business Studies for AQA students 9-1 – which can be purchased through the school but can be bought through Amazon <a href="#">here</a> and the accompanying workbook which can be purchased <a href="#">here</a></p>

## HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	<p><b><u>Unit 1 Business in the Real World</u></b></p> <ul style="list-style-type: none"> <li>- Business Planning</li> <li>- Methods of Expansion</li> </ul> <p><b><u>Unit 4 Human Resources</u></b></p> <ul style="list-style-type: none"> <li>- Organisational structures</li> <li>- Centralisation and decentralisation</li> </ul>
<b>Assessments taking place</b>	<p>EL5 – Complete the case study - 3.4.1 Organisational structures - Organic Snacks Ltd – In March EL6 – Complete the case study - 3.1.6 - Business Planning Sasha The Artist – in March</p>
<b>Extended Learning Challenges taking place</b>	<p>To have produced a full business plan (using available template) for your planned business idea – including market research (questionnaire/ interview) on target market or audiences perspective over whether or not it would be successful</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Revision lists on Teams Revision Booklets on Teams Extended Learning Booklet on Teams and in your folders CGP GCSE Business Studies for AQA students 9-1 – which can be purchased through the school but can be bought through Amazon <a href="#">here</a> and the accompanying workbook which can be purchased <a href="#">here</a></p>

SUBJECT: Design and Technology

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> <li>• Cams and Followers</li> </ul> <p>Woods: Wooden Cam Frame</p> <ul style="list-style-type: none"> <li>• Manufacture/Make – Practise Joints</li> </ul> <p>Evaluation</p> <ul style="list-style-type: none"> <li>• Self-Evaluation Techniques</li> </ul>
<b>Assessments taking place</b>	<ul style="list-style-type: none"> <li>• Practical Assessments <ul style="list-style-type: none"> <li>◦ Marking Out and Processing of Wooden Joints</li> </ul> </li> <li>• Self - Evaluation of Practical Progress</li> <li>• Core Content Theory Exam Style Assessment</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Independent Revision on content covered in lessons</li> <li>• Wood Joint Research</li> <li>• CAD Design Development</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on TEAMS under <i>Year 9 GCSE Technology</i></li> </ul>

### HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> <li>• Cams and Followers</li> </ul> <p>Woods: Wooden Cam Frame</p> <ul style="list-style-type: none"> <li>• Manufacture/Make – Wooden Toy Frame</li> </ul> <p>Design</p> <ul style="list-style-type: none"> <li>• Design Development</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>◦ Assessment of Built Frame</li> </ul> </li> <li>• Final Product Evaluation</li> <li>• Core Content Theory Exam Style Assessment #2</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Independent Revision on content covered in lessons</li> <li>• Design Development Evaluation</li> <li>• Cam and Follower Movement</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on TEAMS under <i>Year 9 GCSE Technology</i></li> </ul>

SUBJECT: Food Preparation and Nutrition

### HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> <li>• Bread <ul style="list-style-type: none"> <li>- Introduction to the style of NEA task 1</li> </ul> </li> <li>• Fruit and vegetables <ul style="list-style-type: none"> <li>- How preparation and cooking affects the nutritional properties of fruit and vegetables</li> </ul> </li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Mini NEA investigation (research, investigation and analysis)</li> <li>• Practical Assessment <ul style="list-style-type: none"> <li>○ Apple based product</li> </ul> </li> <li>• Core Content Theory Exam Style Assessment (w/b 25<sup>th</sup> Feb )</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Independent Revision on content covered in lessons</li> <li>• To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc</li> <li>• Cook at home – photograph</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on TEAMS under <i>Year 9 GCSE Technology</i></li> </ul>
<b>HALF-TERM 4</b>	
<b>Topics being studied</b> (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> <li>- Cereals</li> <li>- Carbohydrate theory</li> <li>- Poultry and fish <ul style="list-style-type: none"> <li>- Protein theory</li> </ul> </li> <li>- Proposed visit from a butcher</li> <li>• Costing recipes</li> </ul>
<b>Assessments taking place</b>	<ul style="list-style-type: none"> <li>• Practical Assessment – rice</li> <li>• Practical Assessment – de-boning chicken</li> <li>• Core Content Theory Exam Style Assessment (w/b 22<sup>nd</sup> April)</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Independent Revision on content covered in lessons</li> <li>• To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc</li> <li>• Cook at home – photograph</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on TEAMS under Year 9 GCSE Food Technology</li> </ul>

SUBJECT: Maths – Foundation Tier

### HALF-TERM 3

<b>Topics being studied (in chronological order)</b>	5.1 Multiples of whole numbers 5.2 Factors of whole numbers 5.3 Prime numbers 6.1 Rounding whole numbers 6.2 Rounding decimals 6.3 Approximating calculations
<b>Assessments taking place</b>	Chapters 1 to 6 test week commencing week before February 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 TEAMS for individual tasks set.
<b>Link to any key docs/revision lists etc.</b>	Revise all topics listed in chapters 1 to 6 or see revision list given by class teacher

### HALF-TERM 4

<b>Topics being studied (in chronological order)</b>	7.1 Calculating with decimals 7.2 Fractions and reciprocals 7.3 Writing one quantity as a fraction of another 7.4 Adding and subtracting fractions 7.5 Multiplying and dividing fractions 7.6 Fractions on a calculator 8.1 Graphs and equations 8.2 Drawing linear graphs by finding points 8.3 Gradient of a line 8.4 $y = mx + c$ 8.5 Finding the equation of a line from its graph 8.6 The equation of a parallel line 8.7 Real-life uses of graphs 8.8 Solving simultaneous equations using graphs
<b>Assessments</b>	Chapters 1 to 8 test week before Easter holidays
<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 TEAMS for individual tasks set.
<b>Link to any key docs</b>	Revise topics in chapters 1 to 8 or see revision list given by class teacher

SUBJECT: Maths – Higher Tier

## HALF-TERM 3

<b>Topics being studied (in chronological order)</b>	5.1 Ratio 5.2 Direct proportion problems 5.3 Best buys 5.4 Compound measures 5.5 Compound interest and repeated percentage change 5.6 Reverse percentage (working out the original amount) 6.1 Angle facts 6.2 Triangles 6.3 Angles in a polygon 6.4 Regular polygons 6.5 Angles in parallel lines 6.6 Special quadrilaterals 6.7 Scale drawings and bearings
<b>Assessments</b>	Chapters 1 to 6 week before February 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 TEAMS for individual tasks set.
<b>Link to any key docs/revision lists</b>	Revise topics in chapters 1 to 6 or see revision list from class teacher
<b>HALF-TERM 4</b>	
<b>Topics being studied (in chronological order)</b>	7.1 Congruent triangles 7.2 Rotational symmetry 7.3 Transformations 7.4 Combinations of transformations 7.5 Bisectors 7.6 Defining a locus 7.7 Loci problems 7.8 Plans and elevations 8.1 Basic algebra 8.2 Factorisation 8.3 Quadratic expansion 8.4 Expanding squares 8.5 More than two binomials 8.6 Quadratic factorisation 8.7 Factorising $ax^2 + bx + c$ 8.8 Changing the subject of a formula
<b>Assessments</b>	Chapters 1 to 8 test week commencing 1/4/19
<b>Extended Learning Challenges</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 TEAMS for individual tasks set.
<b>Link to any key docs/</b>	Revise topics in chapters 1 to 8 or see revision list from class teacher.

## SUBJECT: GCSE PE

HALF-TERM 3	
Topics being studied (in chronological order)	Cardiovascular & Respiratory systems Short & Long term effects of exercise
Assessments taking place	End of half term test Exam based questions in class for extended learning
Extended Learning Challenges taking place	
Link to any key docs/revision lists etc.	GCSE Bitesize - <a href="https://www.bbc.com/education/examspecs/zxbg39q">https://www.bbc.com/education/examspecs/zxbg39q</a> Pearson Edexcel Specification - <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</a> Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology
HALF-TERM 4	
Topics being studied (in chronological order)	Physical Training <ul style="list-style-type: none"> <li>• Components of fitness</li> <li>• Fitness Testing and their importance to a training programme</li> <li>• Principles of training (ISPORRRFITT)</li> </ul>
Assessments taking place/ Assessment Methods	Half term test Exam questions for extended learning
Extended Learning Challenges taking place	Design a training programme that would improve one type of fitness important for your main sport
Link to any key docs/revision lists etc.	GCSE Bitesize - <a href="https://www.bbc.com/education/examspecs/zxbg39q">https://www.bbc.com/education/examspecs/zxbg39q</a> Pearson Edexcel Specification - <a href="https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html">https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</a> Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology

## SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> <li>1. Fertility and contraception                             <ul style="list-style-type: none"> <li>• Knowing about methods for managing conception aids reflection on why they uphold or contravene God’s plan for sex.</li> </ul> </li> </ol> <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"> <li>2. <b>Keeping your cool</b> <ul style="list-style-type: none"> <li>• Anger management</li> <li>• Passive aggressiveness</li> <li>• How to react in a positive way to things</li> </ul> </li> </ol>
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	<p><a href="http://www.tentenresources.co.uk/parent-portal">www.tentenresources.co.uk/parent-portal</a> RSE lesson parents portal</p> <p>Username: opp-stm-ss Password: rse-parent-yellow</p>
HALF-TERM 2	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> <li>3. Marriage                             <ul style="list-style-type: none"> <li>• Learning about different types of committed relationships leads to consideration of what relationships are desired in the future.</li> </ul> </li> </ol> <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"> <li>4. County lines and gangs                             <ul style="list-style-type: none"> <li>• Young offenders and what happens to one</li> <li>• Drugs</li> <li>• Knife crime</li> <li>• How gangs recruit and operate</li> </ul> </li> </ol>
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	<p><a href="http://www.tentenresources.co.uk/parent-portal">www.tentenresources.co.uk/parent-portal</a> RSE lesson parents portal</p> <p>Username: opp-stm-ss Password: rse-parent-yellow</p>



## How to contact Heads of Department

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Media and Film Studies	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk

\* Interim subject contact.