

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

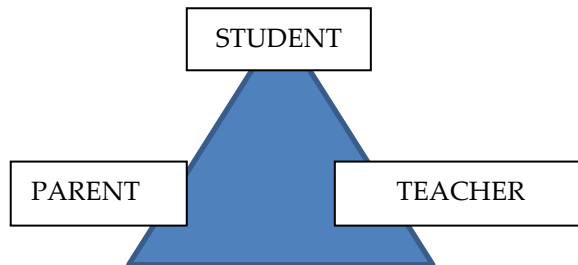
From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

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.*

SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

HALF-TERM 5	
Synopsis	<p>GCSE Skills Unit - Language and Literature Students practice a range of skills assessed across both GCSE Language and Literature papers, including writing creatively, transactional writing and studying and analysing protest poetry through the ages.</p>
Assessments taking place	<p>Mid: language assessment End: literature assessment</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Complete a language paper 1 2. Complete a language paper 2 3. Compile an anthology of poems, analysing at least 2 in detail 4. Visit this site to explore a range of poems - https://www.poetryfoundation.org <p>Alternative tasks are as follows:</p> <ul style="list-style-type: none"> • Redrafting once per week based upon teacher or peer feedback. • Making improvements to any Reading Burst Monday or Creative Writing Friday tasks undertaken in lessons. • Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes. • Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC bitesize website to complete revision tasks online. • Use the following websites to research poetry further: https://www.bl.uk/learning/langlit/poetryperformance/poetryhome.html https://www.bl.uk/shakespeare/themes/poetry <p>Individual EL also set by class teacher.</p>

HALF-TERM 6

Synopsis	Of Mice and Men or Diverse Short Stories Students study the novella 'Of Mice and Men' or a range of short stories from diverse authors exploring the social, cultural and historical context. They also work on developing their analytical skills and consolidate their understanding of how to structure responses to texts in depth.
Assessments taking place	Mid: reading assessment Mock exam (language paper 1)
Extended Learning Challenges taking place	<ol style="list-style-type: none">1. Explore another novel by John Steinbeck or another American author2. Explore at least 3 other short stories – ask your teacher for recommendations. <p>Alternative tasks are as follows:</p> <ul style="list-style-type: none">• Redrafting once per week based upon teacher or peer feedback.• Making improvements to any Reading Burst Monday or Creative Writing Friday tasks undertaken in lessons.• Creating revision resources based upon topics covered that week e.g. power points, cue cards, revision posters, quizzes.• Reading a broadsheet newspaper on a daily basis (The Guardian), BBC online news and visiting BBC Bitesize website to complete revision tasks online.• Research and make notes on the historical background (context) in 'Of Mice and Men'.• Use the following website to research the novel further: https://www.bbc.com/bitesize/topics/z8q3dmn <p>Individual EL also set by class teacher.</p>

SUBJECT: SCIENCE (Trilogy)

HALF-TERM 5

Topics being studied (in chronological order)	<p>P1.3 Particle model of matter</p> <ul style="list-style-type: none">• Density• RP: Density• Change of state• Internal energy• Specific heat capacity• RP: Specific heat capacity• Specific latent heat• Particle motion and gases <p>B1.4 Systems</p> <ul style="list-style-type: none">• Levels of organisation• Digestive system• Food groups• RP4 Qualitative food tests• Proteins, catalysts and enzymes• Factors affecting enzyme action• Digestive enzymes• Making digestion efficient• RP5 Enzymes• Metabolism and the Liver• Blood• Blood vessels• The heart• Circulation• Helping the heart
Assessments taking place	<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>
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. There are three types each term:</p> <ul style="list-style-type: none">• Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives.• Careers: An opportunity to find out about careers in a range of science areas.• Make: A practical activity to carry out at home. <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>
Link to any key docs	<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">• 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

<p>Topics being studied (in chronological order)</p>	<p>C1.5 Energy changes</p> <ul style="list-style-type: none"> • Exothermic and endothermic reactions • RP4: Temperature changes • Reaction profiles • The energy change of reactions (HIGHER) <p>P1.4 Atoms</p> <ul style="list-style-type: none"> • Size and structure of atoms • Atomic models • Unstable nuclei • Nuclear equations • Half life • Contamination and irradiation • 07) Hazards and uses of radiation
<p>Assessments taking place/ Assessment Methods</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.</p> <p>Your son should ensure he is well prepared for these assessments using the resources provided in teams.</p>
<p>Extended Learning Challenges taking place</p>	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges.</p> <p>There are three types each term:</p> <ul style="list-style-type: none"> • Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives. • Careers: An opportunity to find out about careers in a range of science areas. • Make: A practical activity to carry out at home. <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>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>

SUBJECT: BIOLOGY

HALF-TERM 5

Topics being studied	<p>Medical: When at risk from unusual or dangerous diseases our body's natural system can be enhanced by the use of vaccination and antibiotics. The race is now on to develop a new set of antibiotics. This section also explores stem cells, if cells are isolated at an early stage of growth before they have become too specialised, they can retain their ability to grow into a range of different types of cells. This phenomenon has led to the development of stem cell technology. This is a new branch of medicine that allows doctors to repair damaged organs by growing new tissue from stem cells.</p>
Assessments taking place/ Assessment Methods	<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>
Extended Learning Challenges taking place	<p>Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS</p>
Link to any key docs/revision lists	<p>Materials to support your son's progress can be found in the resources section of his "Teams" 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>Exchange We will learn how the plant's transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis. We will also look at how substances can be exchanged between a variety of exchange surfaces.</p>
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<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>
Extended Learning Challenges	<p>Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS</p>
Link to any key docs/revision lists	<p>Materials to support your son's progress can be found in the resources section of his "Teams" 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 5

Topics being studied (in chronological order)	<p>4.4 - CHEMICAL CHANGES continued</p> <p><u>4.4.1 - Reactivity of metals</u></p> <ul style="list-style-type: none"> ✓ 4.4.1.1 Metal oxides ✓ 4.4.1.2 The reactivity series ✓ 4.4.1.3 Extraction of metals and reduction ✓ 4.4.1.4 Oxidation and reduction in terms of electrons (HT only) <p><u>4.4.2 - Reactions of acids</u></p> <ul style="list-style-type: none"> ✓ 4.4.2.1 - Reactions of acids with metals ✓ 4.4.2.2 Neutralisation of acids and salt production ✓ 4.4.2.3 Soluble salts ✓ 4.4.2.4 The pH scale and neutralisation ✓ 4.4.2.5 Titrations ✓ 4.4.2.6 Strong and weak acids (HT only) <p><u>4.4.3 Electrolysis</u></p> <ul style="list-style-type: none"> ✓ 4.4.3.1 The process of electrolysis opportunities ✓ 4.4.3.2 Electrolysis of molten ionic compounds ✓ 4.4.3.3 Using electrolysis to extract metals ✓ 4.4.3.4 Electrolysis of aqueous solutions ✓ 4.4.3.5 - Representation of reactions at electrodes as half equations (HT only)
Assessments taking place	After each section of the specification there will be an assessment covering the topics studied in this topic. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.
Extended Learning Challenges	Review your notes and complete the relevant section of the Year 9 Exam Workbook which can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y9-exambook.docx And the mark schemes to check your work can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y9-exambook-mark-scheme.docx
Link to any key docs	A complete revision list for each topic is found in the specification which gives details of the topics listed above and can be found at: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/chem-spec-y9.docx

HALF-TERM 6

Topics being studied (in chronological order)	4.5 ENERGY CHANGES <u>4.5.1 Exothermic and endothermic reactions</u> 4.5.1.1 Energy transfer during exothermic and endothermic reactions 4.5.1.2 Reaction profiles 4.5.1.3 The energy change of reactions (HT only) r skills <u>4.5.2 Chemical cells and fuel cells</u> 4.5.2.1 Cells and batteries 4.5.2.2 Fuel cells
Assessments taking place/ Assessment Methods	After each section of the specification there will be an assessment covering the topics studied in this topic. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.
Extended Learning Challenges taking place	Review your notes and complete the relevant section of the Year 9 Exam Workbook which can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y9-exambook.docx And the mark schemes to check your work can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y9-exambook-mark-scheme.docx
Link to any key docs/revision lists etc.	A complete revision list for each topic is found in the specification which gives details of the topics listed above and can be found at: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/chem-spec-y9.docx

SUBJECT: Physics

HALF-TERM 5

Topics being studied	Topic 3: Particle Model of Matter Density/States of matter/Changes of state/Internal energy/Specific heat capacity/Specific latent heat/Pressure, Temperature & Volume
Assessments taking place/ Assessment Methods*	*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). There will be an end of topic exam at the end of this half term. Each module starts with a spelling assessment focusing on the key vocabulary that will be taught and used within that module.
Extended Learning Challenges taking place	Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h A great resource for exam questions is linked below: https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/ Regular exam question practice is fundamental to success.
Link to any key docs	Link to the AQA Physics scheme of work: https://www.aqa.org.uk/subjects/science/gcse/physics-8463

HALF-TERM 6

Topics being studied	Topic 4: The Atom Development of the atom/Type of radiation/Nuclear decay/Half-life/Nuclear radiation in medicine/Fission/Fusion
Assessments taking place/ Assessment Methods*	*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). There will be an assessment at the end of the topic. There is also likely to be a Physics paper 1 mock at this time. Each module starts with a spelling assessment focusing on the key vocabulary that will be taught and used within that module.
Extended Learning Challenges taking place	Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h A great resource for exam questions is linked below: https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/ Regular exam question practice is fundamental to success.
Link to any key docs	Link to the AQA Physics scheme of work: https://www.aqa.org.uk/subjects/science/gcse/physics-8463

SUBJECT: Religious Studies

HALF-TERM 5&6

Topics being studied (in chronological order)	Judaism Beliefs and teachings The importance of the synagogue (10.1) Interior features of a synagogue (10.2) Worship in Orthodox and Reform synagogues (10.3) Daily services and prayer (10.4) Shabbat in the synagogue (10.5) Shabbat in the home (10.6) Worship in the home; the written and oral law (10.7) Ceremonies associated with birth (10.8) Bar and Bar Mitzvah (10.9) Marriage (10.10) Mourning for the dead (10.11) Dietary Laws (10.12) Rosh Hashanah and Yom Kippur (10.13) Pesach (10.14)
Assessments taking place/ Assessment Methods	Assessment: test Extended Learning: “The rules of Shabbat are outdated in the 21 st century”. 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)
Extended Learning Challenges	Research the differences between Orthodox and Reformed Jews. Present your information as a fact sheet.
Link to any key docs/revision lists etc.	Textbook: Catholic Christianity for AQA spec B Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877

HALF-TERM 5&6

Topics being studied (in chronological order)

Geographical Skills

- Identifying Features from Photographs
- Drawing Field Sketches

Atlas Skills

- Lines of Latitude and Longitude
- Pattern and Distribution Description

OS Map Skills

- Scale on a Map
- Measuring Distance on a Map
- Compass Directions
- Identification of Features and Landscapes from a Map
- Relief on a Map (Contour Lines, Spot Heights and Gradient)
- Drawing Cross-Sections
- Drawing Sketch Maps

Graphical Skills

- Interpreting Graphs
- Constructing Graphs (Line Graphs, Bar Graphs, Histograms, Pie Charts, Pictograms, Scattergraphs, Population Pyramids)
- Interpreting and Constructing Maps (Choropleth Maps, Isoline Maps, Dot Maps, Desire Line Maps, Flow Line Maps, Proportional Symbols)

Statistical Skills

- Measures of Central Tendency (Mean, Median, Mode)
- Measures of Spread (Range, Quartiles and Inter-Quartile Range, Dispersion Graphs)
- Percentages
- Plotting Trend Lines

UK Physical Landscapes: Coasts

- The UK's Physical Landscapes
- Types of Waves and their Characteristics
- Processes of Weathering
- Mass Movement
- Processes of Erosion
- Longshore Drift (Transportation) and Deposition
- Landforms of Erosion (Bays and Headlands)
- Landforms of Erosion (Caves, Arches, Stacks and Stumps; Wave-Cut Notches and Platforms)
- Landforms of Deposition (Beaches, Spits, Bars)
- Landforms of Deposition (Sand Dunes)
- Managing Coastlines through Hard Engineering Methods
- Managing Coastlines through Soft Engineering Methods and Managed Retreat
- Case Study of Coastal Management: Walton on-the-Naze / Southend-on-Sea
- Coasts Revision Lesson: The Jurassic Coastline Case Study

Assessments taking place	<p>Ongoing assessment of practice exam questions in exercise book</p> <p>Skills Topic Test</p> <p>Coasts End of Topic Test</p> <p>Year 9 Exam (June 2020)</p>
Extended Learning Challenges taking place	<p><u>Geographical Skills</u></p> <p><i>Complete all of the 'Stretch Yourself' questions on pages 326-345.</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><u>Physical Landscapes in the UK: Coasts</u></p> <p><i>Complete all of the 'Stretch Yourself' questions on pages 90-113.</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>
Link to any key docs/revision lists etc.	<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 Geographical Skills Revision (https://www.bbc.com/bitesize/topics/zpf6mnb)</p> <p>BBC Bitesize Coasts Revision (https://www.bbc.com/bitesize/topics/zs3ptyc)</p> <p>Seneca Learning (https://www.senecalearning.com/)</p> <p>Coasts Series in BBC</p> <p>Map Zone by Ordnance Survey (https://www.ordnancesurvey.co.uk/mapzone/)</p>

SUBJECT: History

HALF-TERM 5

<p>Topics being studied (in chronological order)</p>	<p><u>Germany 1925-55:</u> 1: Weimar Germany 2: Nazis in the Wilderness 3: Stressemann to the Rescue 4: Why the Nazis gained support 5: The Reichstag Fire 6: Nazi Censorship and Propaganda 7: How the Nazis maintained control: Fear 8: Women and the Youth</p>
<p>Assessments taking place</p>	<p>There will be one essay and one source question assessment At the mid-point week and final week of each half term.</p>
<p>Extended Learning Challenges taking place</p>	<p>Students will be given a research task Students will be given an essay or source question</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Revision docs will be on the TEAMS Students can also access BBC bitesize</p>

HALF-TERM 6

<p>Topics being studied (in chronological order)</p>	<p><u>Germany, 1925-55:</u> 1. Standard of Living 2. Persecution of Minorities 3. Germany during WW2 4. The Impact of War on the Jews 5. Opposition during WW2 6. Denazification 7. Building West Germany 8. Building East Germany</p>
<p>Assessments taking place</p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p>Extended Learning Challenges taking place</p>	<p>Students will be given a research task Students will be given an essay or source question</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Revision docs will be on the TEAMS Students can also access BBC bitesize</p>

SUBJECT: BTEC Tech Award in Digital Information Technology

HALF-TERM 5	
Topics being studied	<ul style="list-style-type: none"> • Learners will explore the data collection methods for two different sectors. • Learners will assess how the data collection methods and features affect the quality of the data. • Learners will assess how the data collection methods and quality of data affect decision making in two sectors
Assessments taking place	Learning aim A: a written document or presentation (with speaker notes) assessing how the data collection methods affect the quality of data and decision decisions assessment practice finishes – JUNE 2022
Extended Learning Challenges taking place	Produce a podcast explaining the data collection methods
Link to any key docs/revision lists etc.	See Teams
HALF-TERM 6	
Topics being studied (in chronological order)	<ul style="list-style-type: none"> • Learners will be provided with a large data set, which they will import into spreadsheet software. <p>Learners will:</p> <ul style="list-style-type: none"> • select and apply the data manipulation methods listed in B1 to manipulate data in order to provide appropriate summaries of the data. • produce a dashboard to display the summaries of data using appropriate presentation features and presentation methods.
Assessments taking place/ Assessment Methods	<p>Assessment Period: JUL 2022</p> <p>Provide a written document containing screenshots that show the manipulation methods used and a completed dashboard with annotated screenshots of the completed dashboard and dataset, outlining the choice of presentation features and the data manipulation tools used</p> <p>Provide a printout of the final dashboard created.</p>
Extended Learning Challenges taking place	Produce an additional spreadsheet model for a scenario of your choice
Link to any key docs/revision lists etc.	See Teams

SUBJECT: SPANISH

HALF-TERM 5

Topics being studied (in chronological order)	<p>Theme: Identity and Culture – Mi gente</p> <ul style="list-style-type: none"> - Talking about socialising and family - Describing people (link with theme 1) - Talking about social networks - Making arrangements
Assessments taking place/ Assessment Methods	<p>EL Writing Assessment Week beginning 27th April 2020 – Write an email to a penpal describing and comparing other friends</p> <p>EL Writing Assessment Week beginning 18th May 2020 – Report on the pros and cons of social media</p> <p>Ongoing Listening, Reading and speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1.) Create a presentation describing the different types, uses and problems of social media in Spanish 2.) Create a roleplay that your classmates can use about making arrangements to go out in Spanish 3.) Write a magazine article about social media in Spain and England (in Spanish)
Link to any key docs/revision lists etc.	GCSE Verb Pack – important to learn all of your verbs and vocabulary

HALF-TERM 6

Topics being studied (in chronological order)	<p>Theme: Identity and Culture – Mi gente</p> <ul style="list-style-type: none"> - Cultural life, talking about reading preferences - Describing people (link with theme 1) - Talking about friends and family and what your family have arranged to do at certain times - Film Study – Voces Inocentes
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>EL Writing Assessment Week beginning 8th June 2020 – Create a role play making arrangements in continuous prose</p> <p>Ongoing Listening, Reading and speaking skills during lessons</p> <p>End of Module/Term Assessment – Listening, reading, writing and speaking skills to be assessed week beginning 6th July 2020</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1.) Make a powerpoint presentation on the PRESENT TENSE. 2.) Add notes to your grammar booklet on the PRESENT TENSE. 3.) Make a powerpoint presentation on the NEAR FUTURE TENSE.
Link to any key docs/revision lists etc.	GCSE Verb Pack – important to learn all of your verbs and vocabulary Film Study Pack on the TEAMS and to be given out in class

SUBJECT: ART

Please see attached: <https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/art-curric/art.pdf>

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

HALF-TERM 5	
Topics being studied (in chronological order)	<p><i><u>We are now going to be embarking on the theory of BTEC Business once we have completed the Award in Financial Education</u></i></p> <p><u>Component 1 BTEC Coursework</u></p> <ul style="list-style-type: none"> - A1 What is an enterprise? - A2 Types and characteristics of SMEs - A3 The purpose of enterprise - A4 Entrepreneurs
Assessments taking place	<p>Preparation of Component 1 Assignment A</p> <p>To continue developing market research in anticipation for next assignment</p> <p>Component 1 Assignment B</p>
Extended Learning Challenges	<p>To research 3 different competitors for an industry in your local area – e.g. if you choose Sports Direct – what other businesses are in competition with this particular business. Create a competitor profile along with the list of products and services it offers, its prices and what it does differently better/worse compared to your chosen company.</p>
Link to any key docs/revision lists etc.	<p>Revision lists on Teams</p> <p>Revision Booklets on Teams</p>
HALF-TERM 6	
Topics being studied (in chronological order)	<p><u>Component 1 BTEC Coursework</u></p> <ul style="list-style-type: none"> - B1 Customer needs - B2 Using market research to understand customers - B3 Understanding competitors - C1 Internal Factors - C2 External Factors
Assessments taking place/ Assessment Methods	<p>Component 1 Assignment A – mock assignment</p>
Extended Learning Challenges taking place	<p>Create a SWOT analysis to identify the key internal factors and the key external factors for the business you have chosen.</p>
Link to any key docs/revision lists etc.	<p>Revision lists on Teams</p> <p>Revision Booklets on Teams</p> <p>Extended Learning Booklet on Teams and in your folders</p>

SUBJECT: GCSE Business

HALF-TERM 5	
Topics being studied (in chronological order)	<p><u>Unit 4 Human Resources</u></p> <ul style="list-style-type: none"> - The Need for Recruitment - Methods of Recruitment, Selection of employees - Contracts of employment - Importance of motivation in the workforce
Assessments taking place	EL7 – Complete the case study - 3.4.2 Recruitment and motivation - Wyvern Fruit Farms – In May
Extended Learning Challenges	To research 3 different job descriptions and person specification of jobs of your choice and highlight the good/bad bits of these documents – assess whether you think they are fit for purpose and whether you think they would allow the business to hire the right kind of candidate!
Link to any key docs/revision lists etc.	<p>Revision lists on teams</p> <p>Revision Booklets on teams</p> <p>Extended Learning Booklet on teams and in your folders</p> <p>CGP GCSE Business Studies for AQA students 9-1 – which can be purchased through the school but can be bought through Amazon here and the accompanying workbook which can be purchased here</p>
HALF-TERM 6	
Topics being studied (in chronological order)	<p><u>Unit 4 Human Resources</u></p> <ul style="list-style-type: none"> - Methods to motivate staff - Importance of training the workforce - Types of training undertaken by businesses <p><u>Summer Project</u></p> <p>Theme Park Challenge between all of the year 9 classes, an opportunity to work in groups and develop different skills in the last few weeks of term</p>
Assessments taking place	<p>End of Year Test – to cover units 1 and 4 – June</p> <p>UNIT 4 – Unit Assessment – in June</p> <p>Group Presentations of Summer Project</p>
Extended Learning Challenges taking place	Interview some members of your family and friends about what motivates them in the work place, what training they do or have been offered and whether they think training is a valuable tool in motivating staff. Write 200-300 words assessing the impact of your findings on whether training can impact on motivation.

Link to any key docs/revision lists etc.

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 [here](#) and the accompanying workbook which can be purchased [here](#)

SUBJECT: Design and Technology

HALF-TERM 5

Topics being studied (in chronological order)	Theory Core Content: <ul style="list-style-type: none"> • Design Theory including past and present designers, factors such as environmental and social to be considered when designing, strategies, and communication of ideas Project: Clock Design <ul style="list-style-type: none"> • Design – Clock inspired by key past or present designer • Manufacture – Frame
Assessments taking place	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ○ Marking Out & Processing of practise Wooden Joints ○ Processing of Wooden Frame • Core Content Theory Exam Style Assessment – Lesson Starters.
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent revision on content covered in lessons • Independent revision activities • Product Analysis: Products of key designers
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on individual class Teams • Exam Board Specification can be found here

HALF-TERM 6

Topics being studied (in chronological order)	Theory Core Content: <ul style="list-style-type: none"> • Design Theory including past and present designers, factors such as environmental and social to be considered when designing, strategies, and communication of ideas Project: Clock Design <ul style="list-style-type: none"> • Manufacture – Frame • Evaluation – Final Product
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> • Practical Assessments <ul style="list-style-type: none"> ○ Final Product • End of Year Assessment – Covering all topics over course of year.
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent revision on content covered in lessons • Independent revision activities • Evaluation exercises on prototype
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on individual class Teams • Exam Board Specification can be found here

SUBJECT: Food Preparation and Nutrition

HALF-TERM 5

Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> - Dough (pastry and pasta) - Shortcrust pastry - Puff pastry <ul style="list-style-type: none"> o Fat theory o Food labelling and marketing o Nutritional analysis
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> • Writing a time plan • Practical Assessment – quiche • Year 9 exam
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc • Cook at home – photograph
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on individual class Teams • Exam Board Specification can be found here

HALF-TERM 6

Topics being studied (in chronological order)	<p>Theory Core Content:</p> <ul style="list-style-type: none"> - Dairy - Primary and secondary processing <ul style="list-style-type: none"> o Cake (different methods of cake making, food science, raising agents)
Assessments taking place	<ul style="list-style-type: none"> • Research - cheese • Practical Assessment – Victoria sponge cake (and decoration) Core Content Theory Exam Style Assessment
Extended Learning Challenges taking place	<ul style="list-style-type: none"> • Independent Revision on content covered in lessons • To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc • Cook at home – photograph
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> • All pupil resources available on individual class Teams • Exam Board Specification can be found here

SUBJECT: Maths – Foundation Tier

HALF-TERM 5	
Topics being studied (in chronological order)	9.1 Basic algebra 9.2 Substitution 9.3 Expanding brackets 9.4 Factorisation 9.5 Quadratic expansion 9.6 Quadratic factorisation 9.7 Changing the subject of a formula 10.1 Ratio 10.2 Speed, distance and time 10.3 Direct proportion problems 10.4 Best buys
Assessments	Chp 1-10 test during Year 9 Exam week
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 in chapters 1 to 10 or see revision list given by class teacher
HALF-TERM 6	
Topics being studied (in chronological order)	11.1 Rectangles 11.2 Compound shapes 11.3 Area of a triangle 11.4 Area of a parallelogram 11.5 Area of a trapezium 11.6 Circles 11.7 The area of a circle 11.8 Answers in terms of π 12.1 Rotational symmetry 12.2 Translation 12.3 Reflections 12.4 Rotations 12.5 Enlargements 12.6 Using more than one transformation 12.7 Vectors
Assessments	Chp 1-12 Test before end of school year
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 List	Revise topics in chapters 1 to 12 or see revision list given by class teacher

SUBJECT: Maths – Higher Tier

HALF-TERM 5

Topics being studied (in chronological order)	9.1 Circumference and area of a circle 9.2 Area of a parallelogram 9.3 Area of a trapezium 9.4 Sectors 9.5 Volume of a prism 9.6 Cylinders 9.7 Volume of a pyramid 9.8 Cones 9.9 Spheres 10.1 Drawing linear graphs from points 10.2 Gradient of a line 10.3 Drawing graphs by gradient-intercept and cover-up methods 10.4 Finding the equation of a line from its graph 10.5 Real-life uses of graphs 10.6 Solving simultaneous equations using graphs 10.7 Parallel and perpendicular lines
Assessments	Chp 1 – 10 End of Year 9 Exam (During Year 9 exam week)
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	See TEAMS for revision list

HALF-TERM 6

Topics being studied (in chronological order)	11.1 Pythagoras' theorem 11.2 Finding the length of the shorter side 11.3 Applying Pythagoras' theorem in real-life situations 11.4 Pythagoras' theorem and isosceles triangles 11.5 Pythagoras' theorem in three dimensions 11.6 Trigonometric ratios 11.7 Calculating angles 11.8 Using the sine and cosine functions 11.9 Using the tangent function 11.10 Which ratio to use 11.11 Solving problems using trigonometry 11.12 Trigonometry and bearings 11.13 Trigonometry and isosceles triangles 12.1 Similar triangles 12.2 Areas and volumes of similar shapes
Assessments	Chp 1-12 Exam before end of term (July)
Extended Learning Challenges	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 List	Revise Chapters 1-12

HALF-TERM 5

Topics being studied (in chronological order)	<p>Long term effects of exercise</p> <p>3.4.1 Long-term effects of aerobic and anaerobic training and exercise and the benefits to the muscular-skeletal and cardio-respiratory systems and performance</p> <p>3.4.2 Long-term training effects: able to train for longer and more intensely</p> <p>3.4.3 Long-term training effects and benefits: for performance of the muscular-skeletal system: increased bone density, increased strength of ligaments and tendons, muscle hypertrophy, the importance of rest for adaptations to take place, and time to recover before the next training session</p> <p>3.4.4 Long-term training effects and benefits: for performance of the cardio-respiratory system: decreased resting heart rate, faster recovery, increased resting stroke volume and maximum cardiac output, increased size/strength of heart, increased capillarisation, increase in number of red blood cells, drop in resting blood pressure due to more elastic muscular wall of veins and arteries, increased lung capacity/volume and vital capacity, increased number of alveoli, increased strength of diaphragm and external intercostal muscles</p>
Assessments taking place	<p>End of half term test</p> <p>Exam based questions in class for extended learning</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>
HALF-TERM 6	
Topics being studied (in chronological order)	<p>How to optimise training and prevent injury</p> <p>3.5.1 The use of a PARQ to assess personal readiness for training and recommendations for amendment to training based on PARQ</p> <p>3.5.2 Injury prevention through: correct application of the principles of training to avoid overuse injuries; correct application and adherence to the rules of an activity during play/participation; use of appropriate protective clothing and equipment; checking of equipment and facilities before use, all as applied to a range of physical activities and sports</p> <p>3.5.3 Injuries that can occur in physical activity and sport: concussion, fractures, dislocation, sprain, torn cartilage and soft tissue injury (strain, tennis elbow, golfers elbow, abrasions)</p>

	<p>3.5.4 RICE (rest, ice, compression, elevation)</p> <p>3.5.5 Performance-enhancing drugs (PEDs) and their positive and negative effects on sporting performance and performer lifestyle, including anabolic steroids, beta blockers, diuretics, narcotic analgesics, peptide hormones (erythropoietin (EPO), growth hormones (GH)), stimulants, blood doping</p>
Assessments taking place	<p>Half term test</p> <p>Exam questions for extended learning</p>
Extended Learning Challenges taking place	<p>Research four examples of injuries from professional sport</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>

SUBJECT: BTEC SPORT

HALF-TERM 5	
Topics being studied	Unit 1- Fitness for Sport and Exercise
Extended Learning Challenge	Creating revision notes
Link to any key docs/revision lists etc.	<p>Unit textbook on TEAMS</p> <p>The Everlearner – Every student has access with a login on their school email</p>
HALF-TERM 6	
Topics being studied	Unit 1- Fitness for Sport and Exercise
Assessments taking place	Learning Aim A and B assessment – W/C 8 th June 2020
Extended Learning Challenge	Creating revision notes
Link to any key docs/revision lists etc.	<p>Unit textbook on TEAMS</p> <p>The Everlearner – Every student has access with a login on their school email</p>

SUBJECT: MUSIC

Half Term 1 – Musical Elements and Musical Meanings (Extended for remaining elements.)

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

Half Term 2 – The Evolution of Instruments

Continuing directly from sonority, learn about electronic instruments and the impact that technology has had on music. Using as a stimulus bands such as deep purple to explore electric guitars and organs, synthpop groups to look at synthesizers and finally further world instruments through fusion and Bhangra.

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: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	<p>RSE lesson</p> <ol style="list-style-type: none"> 1. Consent <ul style="list-style-type: none"> • Consent is not just gaining permission for something but involves choosing to honour and respect one another as persons with innate dignity. <p>Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i></p> <ol style="list-style-type: none"> 2. Substance abuse <ul style="list-style-type: none"> • Alcohol and parties • Class B drugs and substance abuse
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	<p>www.tentenresources.co.uk/parent-portal RSE lesson parents portal</p> <p>Username: opp-stm-ss Password: rse-parent-yellow</p>

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
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Business Studies / BTEC Business	Mrs Lindsay	alindsay@st-thomasmore.southend.sch.uk
Media and Film Studies	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk

* Interim subject contact.