

*St. Thomas More High School*  
**CURRICULUM, ASSESSMENT  
AND EXTENDED LEARNING  
GUIDE**  
**YEAR 10**  
**SPRING TERM 2021**



# LEARNING AND ACHIEVING AT ST. THOMAS MORE HIGH SCHOOL

At St Thomas More High School we believe it is very important that parents and staff work together in providing the best possible learning environment and we value the support and encouragement that parents can provide.

This booklet is designed to provide you with a brief overview of what your son will be learning in each of his subjects over the next term. The guide also contains information regarding assessments and Extended Learning that will take place in each subject.

As you read through each of the subject descriptions you will be able to discover the topics being studied, together with other details which may help you to support your son. By giving you this information you may be able to select newspaper articles, television programmes or local visits which will support your son's studies. You will also be in a better position to discuss your son's progress with his teachers at the Parent Consultation Evenings.

The subjects which form your son's curriculum have been set to give them the broadest range of learning opportunities. At St Thomas More High School, our well qualified staff use their expertise and the wide range of resources available to them to ensure that all students have the opportunity to make progress through their curriculum.

We hope you find this booklet useful, but if you have any specific subject queries please do not hesitate to contact the Heads of Department whose contact details are listed at the back of this booklet.

# EXTENDED LEARNING POLICY

## The Aim of Extended Learning....

*Students, parents and teachers working together to develop independent and enquiring learners*

### **What is our expectation?**

Our expectation is that students, parents and teachers will all work together to extend students' learning and challenge their interests, by encouraging them to think beyond the four walls of St Thomas More's classrooms.

We anticipate this working in the following ways:

- Teachers will offer pupils opportunities to extend their learning in a variety of ways
- Parents/Carers will take the time to support, encourage and inspire students to develop their knowledge and understanding at every opportunity
- Pupils will take these opportunities provided to them and even work on their own initiative to develop their learning and their interests through the help, support and encouragement of both their parents and their subject teachers.

# What will Students be doing at home?

## How will students learning be extended?

Teachers will extend students learning in a variety of ways. Students will be provided with three types of extended learning activities:

- ★ **Extended Learning INDEPENDENT**
- ★ **Extended Learning ASSESSMENTS**
- ★ **Extended Learning CHALLENGES**

EXTENDED LEARNING INDEPENDENT	EXTENDED LEARNING ASSESSMENTS	EXTENDED LEARNING CHALLENGES
★ 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>	★ These tasks are the <b>MINIMUM</b> that a teacher will be expecting a student to complete outside of the classroom. ★ The extended learning <b>ASSESSMENTS</b> are <b>ESSENTIAL</b> activities a student must undertake to be successful in a particular subject. ★ They will be set and marked at least twice a half-term.	★ 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. ★ 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.

## 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?**

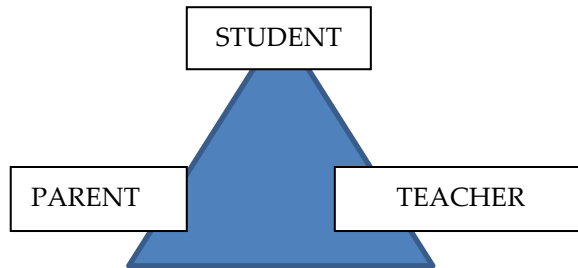
All students will be assessed twice every half-term in each of their subjects in line with our school's marking policy to ensure they are continually working towards their targets and goals. Some tasks may involve students preparing for these assessments. From these assessments students will be given 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 the VLE 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

## *An Inspector Calls*

<b>Synopsis</b>	Students study the play and watch a performance of it in preparation for Literature Paper 2 Section A. They study the development of the plot, character and theme whilst also exploring contextual attitudes and ideas.
<b>Assessment</b>	Mid: literature assessment End: literature assessment
<b>Skills being assessed</b>	<p><i>Literature Assessment Objectives:</i></p> <p>AO1: Read, understand and respond to texts. Students should be able to:</p> <ul style="list-style-type: none"> <li>- maintain a critical style and develop an informed personal response</li> <li>- use textual references, including quotations, to support and illustrate interpretations.</li> </ul> <p>AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate.</p> <p>AO3: Show understanding of the relationships between texts and the contexts in which they were written.</p> <p>AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<b>Extended Learning Challenge</b>	<p>Write a newspaper editorial commenting on the division of wealth between the upper and lower classes in England during Edwardian England.</p> <p>Attempt a GCSE style exam question from the VLE.</p> <p>Write a creative story using the end of your studied play as the starting point.</p> <p>Analyse the effectiveness of Priestley’s use of stage directions across the play as a whole.</p>
<b>Extended Learning</b>	<p>Students should complete their weekly wider reading log – linked to material on the VLE</p> <p>Scholarly reading articles on the VLE should be attempted regularly</p> <p>Exam practice and further reading available on the VLE</p> <p>Classwork should be revisited and redrafted when directed.</p> <p>Students should use the following websites for further research:  <a href="https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls">https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</a></p>

**Half Term Four**  
**Language Paper One**

<b>Synopsis</b>	Students study a range of texts in order to revisit and consolidate skills for language paper one: Explorations in Creative Reading and Writing. On this paper, students answer four questions on one unseen fiction extract and complete one written essay which draws on descriptive or narrative skills.
<b>Assessment</b>	Mid: reading assessment End: writing assessment
<b>Skills being assessed</b>	<p><i>Language Assessment Objectives:</i></p> <p>AO1:</p> <ul style="list-style-type: none"> <li>- identify and interpret explicit and implicit information and ideas</li> <li>- select and synthesise evidence from different texts</li> </ul> <p>AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views</p> <p>AO4: Evaluate texts critically and support this with appropriate textual references</p> <p>AO5:</p> <ul style="list-style-type: none"> <li>- Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences.</li> <li>- Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts</li> </ul> <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
<b>Extended Learning Challenge</b>	Complete 2 whole Language Paper 1 papers from the VLE.
<b>Extended Learning</b>	<p>Students should complete their weekly wider reading log – linked to material on the VLE</p> <p>Scholarly reading articles on the VLE should be attempted regularly</p> <p>Exam practice and further reading available on the VLE</p> <p>Classwork should be revisited and redrafted when directed.</p>



# SUBJECT: SCIENCE (Trilogy)

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p>Work experience will take place at the end of January Students will just be finishing the previous rotation and will start this term sitting the summative assessment that covers all of those 4 modules. Students will then start this rotation:</p> <ul style="list-style-type: none"> <li>• B2-6 – Inheritance*</li> </ul> <p>(contained within the “inheritance, variation and evolution” module on BBC bitesize. *this will NOT cover evolution, this will be covered later in their studies.</p> <ul style="list-style-type: none"> <li>• C2.6 – Rates of Reaction</li> </ul> <p>(Rate and extent of chemical change on BBC bitesize)</p> <ul style="list-style-type: none"> <li>• P2.5a – Forces</li> </ul> <p>(this will cover up to “Forces and Elasticity” in the Forces module on BBC bitesize, and all of the Magnetism and Electromagnetism module on BBC bitesize) These three modules will take up to 10 weeks to be taught and assessed fully so will roll over into the next half term.</p>
<b>Assessments taking place</b>	<p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
<b>Extended Learning Challenges taking place</b>	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): <a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a> To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>“science GCSE – 2016 onwards” VLE page: <a href="https://vle.st-thomasmore.southend.sch.uk/">https://vle.st-thomasmore.southend.sch.uk/</a></p>

## HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	<p>Students will continue this rotation: B2-6 – Inheritance* (contained within the “inheritance, variation and evolution” module on BBC bitesize. *this will NOT cover evolution, this will be covered later in their studies. C2.6 – Rates of Reaction (Rate and extent of chemical change on BBC bitesize) P2.5a – Forces (this will cover up to “Forces and Elasticity” in the Forces module on BBC bitesize, and all of the Magnetism and Electromagnetism module on BBC bitesize)</p>
<b>Assessments taking place/ Assessment Methods</b>	<p>After each module there will be an assessment covering the topics studied in that module. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out. <b>^^After these modules have been taught students will have a skills assessment focusing on all the “working scientifically” and mathematical skills they have practiced since the start of the year, and need to learn and be able to do. Details of this will be on our VLE page and sent out to parents by the school.</b></p>
<b>Extended Learning Challenges taking place</b>	<p>Every 2 weeks students are to go over what they have learnt in class using BBC bitesize: (AQA): <a href="https://www.bbc.co.uk/bitesize/examspecs/z8r997h">https://www.bbc.co.uk/bitesize/examspecs/z8r997h</a> To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>“science GCSE – 2016 onwards” VLE page: <a href="https://vle.st-thomasmore.southend.sch.uk/">https://vle.st-thomasmore.southend.sch.uk/</a></p>

## SUBJECT: BIOLOGY

### HALF-TERM 3

<b>Topics being studied</b>	<b><u>Inheritance:</u></b> In this section we will discover how the number of chromosomes are halved during meiosis and then combined with new genes from the sexual partner to produce unique offspring. Gene mutations occur continuously and on rare occasions can affect the functioning of the animal or plant. These mutations may be damaging and lead to a number of genetic disorders or death.
<b>Assessments taking place/ Assessment Methods</b>	Mid unit: Skills assessment piece. End of the unit: 50min exam in style of GCSE paper.
<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>	Google Drive of Resources: <a href="https://drive.google.com/open?id=1EiVwSGUv_-vvH285KIW_E3L3PFqDI6HM">https://drive.google.com/open?id=1EiVwSGUv_-vvH285KIW_E3L3PFqDI6HM</a> Including practice questions, revision guides, exam papers and much, much more.

## HALF-TERM 3&4

<b>Topics being studied</b>	<p><u>4.8 - CHEMICAL ANALYSIS</u></p> <p><u>4.8.1 Purity, formulations and chromatography</u></p> <p>4.8.1.1 Pure substances</p> <p>4.8.1.2 Formulations</p> <p>4.8.1.3 Chromatography</p> <p><u>4.8.2 Identification of common gases</u></p> <p>4.8.2.1 Test for hydrogen</p> <p>4.8.2.2 Test for oxygen</p> <p>4.8.2.3 Test for carbon dioxide</p> <p>4.8.2.4 Test for chlorine</p> <p><u>4.8.3 Identification of ions by chemical and spectroscopic means</u></p> <p>4.8.3.1 Flame tests</p> <p>4.8.3.2 Metal hydroxides</p> <p>4.8.3.3 Carbonates</p> <p>4.8.3.4 Halides</p> <p>4.8.3.5 Sulphates</p> <p>4.8.3.6 Instrumental methods</p> <p>4.8.3.7 Flame emission spectroscopy</p> <p><u>4.9 - CHEMISTRY OF THE ATMOSPHERE</u></p> <p><u>4.9.1 The composition and evolution of the Earth's atmosphere</u></p> <p>4.9.1.1 The proportions of different gases in the atmosphere</p> <p>4.9.1.2 The Earth's early atmosphere</p> <p>4.9.1.3 How oxygen increased</p> <p>4.9.1.4 How carbon dioxide decreased</p>
<b>Assessments taking place/ Assessment Methods</b>	<ul style="list-style-type: none"> <li>✓ Pre-topic spelling test 4.8</li> <li>✓ Progress Assessment 8 – 4.8 CHEMICAL ANALYSIS</li> <li>✓ Post-topic spelling test 4.8</li> <li>✓ Pre-topic spelling test 4.9</li> </ul> <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” VLE 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><b>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</b></p>

Link to any key docs/revision lists etc.	<a href="#">GCSE Chemistry Spelling list</a> <a href="#">4.8 Revision List</a> <a href="#">4.8 – Exam Specification</a>
<b>HALF-TERM 4</b>	
Topics being studied (in chronological order)	<p><u>4.9.2 Carbon dioxide and methane as greenhouse gases</u></p> <p>4.9.2.1 Greenhouse gases</p> <p>4.9.2.2 Human activities which contribute to an increase in greenhouse gases in the atmosphere</p> <p>4.9.2.3 Global climate change</p> <p>4.9.2.4 The carbon footprint and its reduction</p> <p><u>4.9.3 Common atmospheric pollutants and their sources</u></p> <p>4.9.3.1 Atmospheric pollutants from fuels</p> <p>4.9.3.2 Properties and effects of atmospheric pollutants</p>
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<ul style="list-style-type: none"> <li>✓ Pre-topic spelling test 4.9 <ul style="list-style-type: none"> <li>○ Progress Assessment 9 – 4.9 – CHEMISTRY OF THE ATMOSPHERE</li> </ul> </li> <li>✓ Post-topic spelling test 4.9</li> </ul> <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” VLE page.</p>
Extended Learning Challenges taking place	<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><b>To tackle past exam questions available on the “science GCSE – 2016 onwards” VLE page.</b></p>
Link to any key docs/revision lists etc.	<a href="#">GCSE Chemistry Spelling list</a> <a href="#">4.10 - Revision List</a> <a href="#">4.10 – Exam Specification</a>

# SUBJECT: Physics

## HALF-TERM 3

Topics being studied (in chronological order)	5: Forces Force and pressure  6: Waves Wave properties Electromagnetic waves
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<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). There will be an end of topic exam on all of topic 5.</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 the "science GCSE – 2016 onwards" VLE page.
Extended Learning Challenges taking place	All students are expected to review their work at weekly in addition to normal extended learning tasks including revision for assessments. All students MUST use the resources on the VLE page to boost their understanding. Past paper and exemplar question packs are also available on this VLE page.
Link to any key docs/revision lists etc.	"science GCSE – 2016 onwards" VLE page: <a href="https://vle.st-thomasmore.southend.sch.uk/">https://vle.st-thomasmore.southend.sch.uk/</a>

## HALF-TERM 4

Topics being studied (in chronological order)	6: Waves Wave properties Electromagnetic waves
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<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). As this is a large topic there will be two additional exams during the module. One after wave properties near the start of the term and one on Electromagnetic waves at the end of the 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 the "science GCSE – 2016 onwards" VLE page.
Extended Learning Challenges taking place	All students are expected to review their work at weekly in addition to normal extended learning tasks including revision for assessments. All students MUST use the resources on the VLE page to boost their understanding. Past paper and exemplar question packs are also available on this VLE page.
Link to any key docs/revision lists etc.	"science GCSE – 2016 onwards" VLE page: <a href="https://vle.st-thomasmore.southend.sch.uk/">https://vle.st-thomasmore.southend.sch.uk/</a>

# SUBJECT: Religious Studies

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p><b>The Triune God</b></p> <p>Psalms and the use of music in worship (3.1)</p> <p>Music in the liturgy (3.2)</p> <p>Acclamations used in the Mass(3.3)</p> <p>The Triune God explained in the Bible(3.4)</p> <p>The Trinity in the Nicene Creed and Genesis 1 (3.5)</p> <p>The influence of the Trinity on Christians today (3.6)</p> <p>The Trinity in the Bible(3.7)</p> <p>The Trinity and God’s Love(3.8)</p> <p>The authority of the Magisterium and its view on the Trinity (3.9)</p> <p>Baptism (3.10)</p>
<b>Assessments taking place/</b>	<p>Assessment: test.</p> <p>Extended Learning: "The religious life of a Christian depends totally on belief in the Triune God". Evaluate this statement. Be sure to include more than one point of view, and refer to Catholic teaching in your answer. (12 marks)</p>
<b>Extended Learning Challenges</b>	<p>Research the decisions of the council of Nicea. How can they be seen as reactions to the teachings of Arius?</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Textbook: Catholic Christianity for AQA spec B</p> <p>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></p> <p>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</b> (in chronological order)	<p><b>Redemption</b></p> <p>How church architecture reflects Catholic beliefs (4.1)</p> <p>The main parts of a Catholic church (4.2)</p> <p>Contrasting features and artefacts used by Catholics (4.3)</p> <p>The role of Jesus in restoration through sacrifice (4.4)</p> <p>The significance of Jesus’ death, burial, resurrection and ascension (4.5) Salvation (past, present, future) (4.6)</p> <p>redemption in the Bible(1) (4.7)</p> <p>Redemption in the Bible(2)</p> <p>st. Irenaeus and St. Anselm (4.8)</p> <p>The importance of conscience for Christians (4.9)</p> <p>Redemption and the Mass (4.10)</p> <p>Different Christian understanding of the Eucharist (4.11)</p> <p>Prayers in the Mass and adoration (4.12)</p>
<b>Assessments taking place</b>	<p>Assessment: test.</p> <p>Extended Learning "For Catholics, joining in the Mass is the only way to celebrate salvation". 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</b>	<p>Research examples of Christians who have lived and died by following their consciences, such as Oscar Romero or Maximilian Kolbe. Do you think they made the right choices in life? Explain your answer.</p>
<b>Link to any key docs/revision lists etc.</b>	<p>Textbook: Catholic Christianity for AQA spec B</p> <p>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></p> <p>Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: <b>ISBN-13: 978-0198422877</b></p>

# SUBJECT: Geography

## HALF-TERM 3/4

<p><b>Topics being studied</b> (in chronological order)</p>	<p><u><b>The Changing Economic World</b></u></p> <p>Nigeria</p> <ul style="list-style-type: none"> <li>• Background Information and Country Characteristics</li> <li>• Links with the Wider World</li> <li>• Role of TNCs: Shell, Unilever</li> <li>• Impacts of Aid</li> <li>• Managing Environmental Issues</li> <li>• Improving the Quality of Life</li> </ul> <p>The Changing UK Economy</p> <ul style="list-style-type: none"> <li>• Changes in the UK Economy Overtime</li> <li>• UK Science and Business Parks</li> <li>• Environmental Impacts of Industry</li> <li>• Changing Rural Landscapes</li> <li>• Changing Transport Infrastructure</li> <li>• North-South Divide</li> <li>• Links with the Wider World</li> </ul>
<p><b>Assessments taking place/ Assessment Methods</b></p>	<p>Ongoing assessment of practice exam questions in exercise book</p> <p>Changing Economic World Mid-Topic Test (Nigeria)</p> <p>Changing Economic World Mid-Topic Test (The UK)</p> <p>Changing Economic World End of Topic Test</p>
<p><b>Extended Learning Challenges</b></p>	<p><i>Complete all of the 'Stretch Yourself' questions on pages 194-253.</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>VLE</p> <p>BBC Bitesize Changing Economic World Revision ( <a href="https://www.bbc.com/education/topics/zg93ycw">https://www.bbc.com/education/topics/zg93ycw</a>)</p> <p>Seneca Learning (<a href="https://www.senecalearning.com/">https://www.senecalearning.com/</a>)</p>

SUBJECT: History

**HALF-TERM 3**

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b><u>Revision of War and Society revision:</u></b></p> <ol style="list-style-type: none"> <li>1. Recap of part one</li> <li>2. Recap of part one B</li> <li>3. Recap of part two</li> <li>4. Recap of part two B</li> <li>5. Recap of part three</li> <li>6. Recap of part three B</li> </ol>
<p><b>Assessments taking place</b></p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term. Students will complete a mock exam</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p>Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Revision docs will be on the VLE Students can also access BBC bitesize</p>

**HALF-TERM 4**

<p><b>Topics being studied</b> (in chronological order)</p>	<p><b><u>The English Civil War:</u></b></p> <ol style="list-style-type: none"> <li>1. England in 1625</li> <li>2. Religious groups in 1625</li> <li>3. Personal Rule – Wentworth and Strafford</li> <li>4. Personal Rule - Laud</li> <li>5. Events leading to War</li> <li>6. Civil War Divisions</li> <li>7. The Execution of the King</li> <li>8. The Commonwealth, 1649-53</li> </ol>
<p><b>Assessments taking place</b></p>	<p>There will be one essay and one source question assessment. At the mid-point week and final week of each half term.</p>
<p><b>Extended Learning Challenges taking place</b></p>	<p>Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide</p>
<p><b>Link to any key docs/revision lists etc.</b></p>	<p>Revision docs will be on the VLE Students can also access BBC bitesize</p>



# SUBJECT: Computer Science

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	Students will spend 20 hours of timetabled time analysing and designing a solution to a given problem.  The report will encompass 5 main sections and will require a wide variety of skills: <i>Analysis</i> <i>Design</i> <i>Development</i> <i>Programming</i> <i>Testing, evaluation and conclusions</i>
<b>Assessments taking place/ Assessment Methods</b> (estimated dates if applicable)	Summative Assessment – Paper 1 mock end of January  Formative Assessments (Quizizz, Kahoot , and NEA Progress Check (weekly))
<b>Extended Learning Challenges taking place</b>	4 x exam style questions and revision homework
<b>Link to any key docs/revision lists etc.</b>	<a href="https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/Forms/AllItems.aspx">https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/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>Links</b>	<a href="https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/Forms/AllItems.aspx">https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/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 (in chronological order)</b>	B Use project planning techniques to plan and design a user interface <ul style="list-style-type: none"> <li>• Create an appropriate project plan for the design of a user interface, which makes effective use of project planning techniques, and create a detailed and considered initial design that shows how it meets most user requirements.</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	ASSIGNMENT B DEADLINE – 3rd FEBRUARY 2020
<b>Extended Learning Challenges</b>	See VLE – Recorded weekly on the VLE  Know It all Ninja
<b>Link to any key docs/revision lists etc.</b>	Any additional revisions will be found on the VLE here: <a href="https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618">https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618</a>
<b>HALF-TERM 4</b>	
<b>Topics being studied</b>	1: Exploring User Interface Design Principles and Project Planning Techniques  C: Develop and review a user interface Use their plan to develop and refine an effective user interface that shows most features and analyse the strengths and weaknesses of their user interface and project plan, discussing decisions made.
<b>Assessments taking place/ Assessment Methods</b>	ASSIGNMENT B RESUBMISSION DEADLINE – 6th MARCH 2020  ASSIGNMENT C HAND OUT DATE – 9th MARCH 2020
<b>Extended Learning Challenges taking place</b>	See VLE – Recorded weekly on the VLE
<b>Link to any key docs/revision lists etc.</b>	Any additional revisions will be found on the VLE here: <a href="https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618">https://vle.st-thomasmore.southend.sch.uk/course/view.php?id=1618</a>

# SUBJECT: SPANISH

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p><b><u>Theme 5 – Local area, holiday and travel - Ciudades</u></b></p> <ul style="list-style-type: none"> <li>- Town, region and country</li> <li>- Travel and tourist attractions</li> <li>- Talking about places in a town</li> <li>- Travel and tourist transaction: Talking about shops</li> <li>- Town, region and country: Describing the features of a region</li> <li>- Town, region and country: Planning what to do</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	<p>EL Writing W/beginning 18<sup>th</sup> of Jan          Speaking assessment W/beginning 11<sup>th</sup> of Jan          Reading &amp; Listening assessment M1-4 W/beginning 1<sup>st</sup> of Feb          Ongoing Listening, Reading and Speaking skills during lessons</p>
<b>Extended Learning Challenges taking place</b>	<ol style="list-style-type: none"> <li>1. Create a presentation about a region in Spain (your choice) and research in Spanish what the region is famous for, what history there is and what the key areas of interest are</li> <li>2. Choose 2 tourist attractions anywhere in the world, and write a magazine article to compare them and give your opinion on them</li> <li>3. Write an email in Spanish to a friend to explain to them what you are planning to do when they come to visit</li> </ol> <p>Additional EL challenges will be on Teams.</p>
<b>Link to any key docs/revision lists</b>	<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

<b>Topics being studied</b>	<p><b><u>Theme 5 – Local area, holiday and travel – Ciudades</u></b></p> <ol style="list-style-type: none"> <li>1. Town, region and country: Planning what to do</li> <li>2. Travel and tourist transactions: Shopping for clothes and presents</li> <li>3. Town, region and country: Talking about the problems in a town</li> <li>4. Holidays – describing holidays in the past</li> </ol>
<b>Assessments taking place/ Assessment Methods</b>	<p>EL Writing W/beginning 22<sup>nd</sup> of Feb          Speaking assessment W/beginning 1st of Mar          End of Module 5 Assessment W/beginning 30<sup>th</sup> March          Ongoing Listening, Reading and Speaking skills during lessons</p>
<b>Extended Learning Challenges taking place</b>	<ol style="list-style-type: none"> <li>1. Create a role play about shopping in Spain for clothes/presents</li> <li>2. Create a magazine article in Spanish choosing 2 of your previous holidays (could be going away or visiting grandparents in Ireland) completely up to you, and compare your 2 holidays</li> </ol>

	<p>3. Create a presentation in Spanish highlighting the different problems you have in your local town</p> <p>Additional EL challenges will be on Teams.</p>
<b>Link to any key docs/revision lists</b>	<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>

# SUBJECT: GCSE Business

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<u><b>Unit 2 – Influences on Business</b></u> Impact of technology and changing use of ICT E-commerce and digital communication Ethical considerations Environmental considerations and sustainability Interest rates Employment and unemployment Consumer Spending How businesses compete internationally?
<b>Assessments taking place/ Assessment Methods</b>	EL5 – Complete the case study 3.2.1 Technology – Marketing for Business week beginning 13 <sup>th</sup> January 2020 EL6 - Complete the case study 3.2.2 Ethical and Environmental – Bottles for Life week beginning 3 <sup>rd</sup> February 2020
<b>Extended Learning Challenges</b>	Research report on Social Enterprise - Your Local Authority is offering financial grants to social enterprises to encourage them to start businesses that address unmet needs in the local community which could be met by social enterprises. You have been asked to identify areas of social need which could be met by a social enterprise that are not currently provided for by existing enterprises. You are required to write a report in which you demonstrate how one specific social enterprise could successfully meet a prioritised local need.
<b>Link to any key docs/revision lists etc.</b>	Revision lists on the VLE Revision Booklets on the VLE Extended Learning Booklet on the VLE and in your folders CGP GCSE Business Studies for AQA students 9-1 – which should have been purchased through the school already but can be bought through Amazon <a href="#">here</a> and the accompanying workbook which can be purchased <a href="#">here</a>

## HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	<u><b>Unit 2 – Influences on Business</b></u> <ul style="list-style-type: none"> <li>- How UK businesses compete internationally?</li> <li>- Exchange rates</li> <li>- Employment Law</li> <li>- Health and Safety Law</li> <li>- Consumer Law</li> </ul> Impact on businesses of operating in competitive markets
<b>Assessments taking place/ Assessment Methods</b>	EL7 – Complete the case study 3.2.5 Legislation – Convenient for all week beginning 2 <sup>nd</sup> March 2020 UNIT 2 – Unit Assessment – week beginning 30 <sup>th</sup> March 2020
<b>Extended Learning Challenges</b>	Create a historic timeline about the economy in the UK, describe what has happened and come up with the reasons why. Present this as a report. Do a research report on the effect of social media on businesses today. What are the positives and negatives and conclude whether you think it is a positive step for businesses. Give examples (screen shots) if possible.
<b>Link to any key docs/revision lists etc.</b>	Revision lists on the VLE Revision Booklets on the VLE Extended Learning Booklet on the VLE and in your folders CGP GCSE Business Studies for AQA students 9-1 – which should have been purchased through the school already but can be bought through Amazon <a href="#">here</a> and the accompanying workbook which can be purchased <a href="#">here</a>

## SUBJECT: BTEC BUSINESS

<b>HALF-TERM 3</b>	
<b>Topics being studied</b> (in chronological order)	<p><b><u>COMPONENT 1 Exploring enterprises</u></b>  <b><u>Learning Aim C - Investigate the factors that contribute to the success of an enterprise-</u></b>                      Internal factors which the business can control                      External factors                      Situational analysis (SWOT and PEST)                      Measuring the success of an SME</p>
<b>Assessments taking place</b>	<b>Component 1 Assignment C – to be completed week beginning 13<sup>th</sup> January 2020, 10<sup>th</sup> January 2020</b>
<b>Extended Learning Challenges taking place</b>	Create a situational analysis for a business of your choice looking at all the internal and external factors through the use of a SWOT and PEST Analysis.
<b>Link to any key docs/revision lists etc.</b>	Specification and assignments can all be found on the VLE as well as any other materials that will help you to plan
<b>HALF-TERM 4</b>	
<b>Topics being studied</b> (in chronological order)	<p><b><u>COMPONENT 2- Planning for and pitching an enterprise activity</u></b>                      Pitching an idea                      Presenting a pitch  <b>COMPLETION OF ASSIGNMENT 1 (Pitch a micro enterprise) Task 2</b></p>
<b>Assessments taking place/ Assessment Methods</b>	<b>Component 2 Assignment A – to be completed week beginning 30<sup>th</sup> March 2020, 20<sup>th</sup> April 2020, 27<sup>th</sup> April 2020</b>
<b>Extended Learning Challenges</b>	Create a presentation of research about how to create a good business pitch – choose one bad example (plenty of options on Dragons Den) and explain why you think it is bad and how he/she could improve it if they were going to do it again!
<b>Link to any key docs/revision lists etc.</b>	Specification and assignments can all be found on the VLE as well as any other materials that will help you to plan

# SUBJECT: Design and Technology

## HALF-TERM 3

<b>Topics being studied</b> (in chronological order)	<p>Mock Non-Examined Assessment (NEA)</p> <ul style="list-style-type: none"> <li>• Investigation of Task</li> <li>• Design Development</li> </ul> <p>Exam Theory</p> <ul style="list-style-type: none"> <li>• Materials Research</li> <li>• Material Properties</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Mock NEA collected by teacher every lesson, and assessed once a fortnight with suggested improvements given</li> <li>• Exam Style Questions used as lesson starters</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Client Interview</li> <li>• Product Analysis</li> <li>• Revision on Content from lessons</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on VLE under <i>Year 10 GCSE Technology</i></li> </ul>

## HALF-TERM 4

<b>Topics being studied</b> (in chronological order)	<p>Mock Non-Examined Assessment (NEA)</p> <ul style="list-style-type: none"> <li>• Iterative Design Development</li> <li>• CAD Modelling</li> <li>• Mechanical Drawing Techniques</li> </ul> <p>Exam Theory</p> <ul style="list-style-type: none"> <li>• Material Properties</li> <li>• Materials Processing</li> </ul>
<b>Assessments taking place/ Assessment Methods</b>	<ul style="list-style-type: none"> <li>• Mock NEA collected by teacher every lesson, and assessed once a fortnight with suggested improvements given</li> <li>• Exam Style Questions used as lesson starters</li> </ul>
<b>Extended Learning Challenges taking place</b>	<ul style="list-style-type: none"> <li>• Client Interview</li> <li>• Design Techniques Research</li> <li>• Revision on Content from lessons</li> </ul>
<b>Link to any key docs/revision lists etc.</b>	<ul style="list-style-type: none"> <li>• All pupil resources available on VLE under <i>Year 10 GCSE Technology</i></li> </ul>

## SUBJECT: BTEC SPORT

HALF-TERM 3&4		
Topics being studied (in chronological order)	UNIT 5 – Training for personal fitness	Designing a training programme
	UNIT 5 – Training for personal fitness	Adherence factors for successful training

## SUBJECT: PE

HALF-TERM 3	
Topics being studied (in chronological order)	<p>Injuries</p> <ul style="list-style-type: none"> <li>• How to avoid them</li> <li>• Concussion, Fracture, Dislocation, soft tissue, sprain, torn cartilage</li> <li>• Treatment of the above</li> </ul> <p>Performance Enhancing Drugs</p> <ul style="list-style-type: none"> <li>• Types (steroids, stimulants, beta blockers, diuretics, narcotic analgesics, peptide hormones, HGH, blood doping)</li> <li>• Performers who use these and risks associated</li> </ul>
Assessments taking place/ Assessment Methods	<p>End of half term test</p> <p>Exam based questions in class for extended learning</p>
Extended Learning Challenges taking place	<p>Research a sports performer who was caught using PED's</p> <p>Watch 'Icarus' documentary on Netflix</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - <a href="https://www.bbc.com/education/examspecs/zxbg39q">https://www.bbc.com/education/examspecs/zxbg39q</a></p> <p>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></p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy &amp; Physiology</p>



## 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: MATHS – Foundation Tier

HALF-TERM 3	
<b>Topics being studied</b>	14.1 3D shapes 14.2 Volume and surface area of a cuboid 14.3 Volume and surface area of a prism 14.4 Volume and surface area of cylinders 15.1 Solving linear equations 15.2 Solving equations with brackets 15.3 Solving equations with the variable on both sides
<b>Assessments taking place</b>	Chapters 1 to 15 test 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 VLE for individual tasks set.
HALF-TERM 4	
<b>Topics being studied (in chronological order)</b>	16.1 Equivalent percentages, fractions and decimals 16.2 Calculating a percentage of a quantity 16.3 Increasing and decreasing quantities by a percentage 16.4 Expressing one quantity as a percentage of another 16.5 Compound measures 17.1 Compound interest and repeated percentage change 17.2 Reverse percentage (working out the original value) 17.3 Direct proportion 17.4 Inverse proportion
<b>Assessments taking place</b>	Chapters 1 to 17 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 VLE for individual tasks set.

## SUBJECT: MATHS – Higher Tier

HALF-TERM 3	
<b>Topics being studied</b> (in chronological order)	15.1 Linear equations 15.2 Elimination methods for simultaneous equations 15.3 Substitution method for simultaneous equations 15.4 Balancing coefficients to solve simultaneous equations 15.5 Using simultaneous equations to solve problems 15.6 Linear inequalities 15.7 Graphical inequalities 16.1 Rational numbers, reciprocals, terminating and recurring decimals 16.2 Estimating powers and roots 16.3 Negative and fractional powers 16.4 Surds 16.5 Limits of accuracy 16.6 Problems involving limits of accuracy 16.7 Choices and outcomes
<b>Assessments taking place</b>	Chapters 1 to 16 test 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 VLE for individual tasks set.
HALF-TERM 4	
<b>Topics being studied</b> (in chronological order)	17.1 Plotting quadratic graphs 17.2 Solving quadratic equations by factorisation 17.3 Solving a quadratic equation by using the quadratic formula 17.4 Solving quadratic equations by completing the square 17.5 The significant points of a quadratic curve 17.6 Solving one linear and one non-linear equation using graphs 17.7 Solving quadratic equations by the method of intersection 17.8 Solving linear and non-linear simultaneous equations algebraically 17.9 Quadratic inequalities 18.1 Collecting data 18.2 Frequency polygons 18.3 Cumulative frequency graphs 18.4 Box plots 18.5 Histograms
<b>Assessments taking place</b>	Chapters 1 to 18 test week before Easter holidays

<b>Extended Learning Challenges taking place</b>	<p>Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.</p> <p>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.</p> <p>Please check VLE for individual tasks set.</p>
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**SUBJECT: Music**

Please see [KS4 Overview](#) attached.

## How to contact Heads of Department

Subject	Head of Department	Contact Email Address
English	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk
Maths	Ms Clarke	eclarke@st-thomasmore.southend.sch.uk
Science	Mr Clunn	sclunn@st-thomasmore.southend.sch.uk
Biology	Mr Jones	sjjones@st-thomasmore.southend.sch.uk
Chemistry	Mrs Jones	ejones@st-thomasmore.southend.sch.uk
Physics	Miss Pierce	apierce@st-thomasmore.southend.sch.uk
Religious Studies	Mr Griffin	pgriffin@st-thomasmore.southend.sch.uk
Geography	Mrs Shane	rshane@st-thomasmore.southend.sch.uk
History	Mr Daly	cdaly@st-thomasmore.southend.sch.uk
BTEC D.I.T	Mr Barrett	lbarrett@st-thomasmore.southend.sch.uk
KS4 Computing	Mr Marshall	jmarshall@st-thomasmore.southend.sch.uk
Spanish	Ms Rey	rgarcia-rey@st-thomasmore.southend.sch.uk
Art	Mr Kabarowski	rkabarowski@st-thomasmore.southend.sch.uk
Music/BTEC Music	Ms Rattenbury	vrattenbury@st-thomasmore.southend.sch.uk
PE / BTEC Sport	Mr Bass	sbass@st-thomasmore.southend.sch.uk
D&T / Food and Nutrition	Mr Leamy	rleamy@st-thomasmore.southend.sch.uk
Business Studies / BTEC Business	Mrs Lindsay	alindsay@st-thomasmore.southend.sch.uk
Media and Film Studies	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk