

St. Thomas More High School
**CURRICULUM, ASSESSMENT
AND EXTENDED LEARNING
GUIDE**
YEAR 10
SPRING TERM 2022



LEARNING AND ACHIEVING AT ST. THOMAS MORE HIGH SCHOOL

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

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

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

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

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

EXTENDED LEARNING POLICY

The Aim of Extended Learning....

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

What is our expectation?

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

We anticipate this working in the following ways:

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

What will Students be doing at home?

How will students learning be extended?

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

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

EXTENDED LEARNING INDEPENDENT	EXTENDED LEARNING ASSESSMENTS	EXTENDED LEARNING CHALLENGES
★ 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.	★ 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.	★ 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?

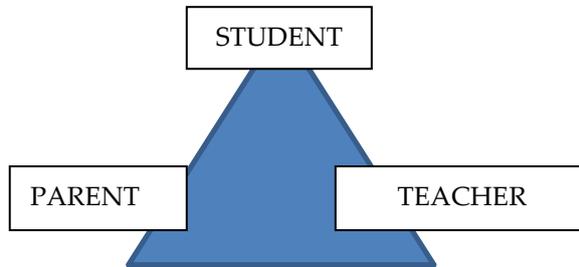
All students will be assessed twice every half-term in each of their subjects in line with our school's marking policy to ensure they are continually working towards their targets and goals. Some tasks may involve students preparing for these assessments. From these assessments students will be given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

An Inspector Calls

Synopsis	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.
Assessment	Mid: literature assessment End: literature assessment
Skills being assessed	<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"> - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations. <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>
Extended Learning Challenge	<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 TEAMS.</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>
Extended Learning	<p>Students should complete their weekly wider reading log – linked to material on the TEAMS</p> <p>Scholarly reading articles on the TEAMS should be attempted regularly</p> <p>Exam practice and further reading available on the TEAMS</p> <p>Classwork should be revisited and redrafted when directed.</p> <p>Students should use the following websites for further research: https://www.bl.uk/20th-century-literature/articles/an-introduction-to-an-inspector-calls</p>

Half Term Four
Language Paper One

Synopsis	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.
Assessment	Mid: reading assessment End: writing assessment
Skills being assessed	<p><i>Language Assessment Objectives:</i></p> <p>AO1:</p> <ul style="list-style-type: none"> - identify and interpret explicit and implicit information and ideas - select and synthesise evidence from different texts <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"> - Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. - Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts <p>AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Extended Learning Challenge	Complete 2 whole Language Paper 1 papers from the TEAMS.
Extended Learning	<p>Students should complete their weekly wider reading log – linked to material on the TEAMS</p> <p>Scholarly reading articles on the TEAMS should be attempted regularly</p> <p>Exam practice and further reading available on the TEAMS</p> <p>Classwork should be revisited and redrafted when directed.</p>

SUBJECT: SCIENCE (Trilogy)

HALF-TERM 3

<p>Topics being studied (in chronological order)</p>	<p>B2.9 - Inheritance</p> <ul style="list-style-type: none"> • Variation • Inheritance in action (HIGHER) • Pedigrees and sex determination • Inherited disorders • Genetic screening • Human Genome Project • Mutation • Types of reproduction • Meiosis <p>C1.4 Chemical changes</p> <ul style="list-style-type: none"> • Metal Oxides • The reactivity series • Extraction and reduction of metals • Oxidation and reduction in terms of electrons HT • Acids and metals • Metal carbonates • Neutralisation and salt production • Soluble salts • RP1: Making salts from an insoluble oxide or carbonate • pH scale and neutralisation • Strong and weak acids HT • Electrolysis • Metal extraction using electrolysis • Electrolysis of aqueous solutions HT • RP3: Electrolysis
<p>Assessments taking place</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>

HALF-TERM 4

<p>Topics being studied (in chronological order)</p>	<p>B2.10 - Evolution</p> <ul style="list-style-type: none"> • Evolution by natural selection • Evidence for evolution • Antibiotic resistant bacteria • Extinction • Selective breeding • Genetic engineering • Classification • New systems of classification <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 HT
<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 3&4

Topics being studied	<u>Inheritance:</u> 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.
Assessments taking place/ Assessment Methods	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.
Extended Learning Challenges taking place	Independent learning booklet: https://drive.google.com/open?id=1Mo1_wyGdO5TdPAvPJzodzCBDtcu6wQVS
Link to any key docs/revision lists	Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include. <ul style="list-style-type: none">• Text books• Glossaries• Knowledge summaries• Practice questions• Links to online resources Please encourage your son to make regular use of these to support his progress

HALF-TERM 3&4

Topics being studied	<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>
Assessments taking place/ Assessment Methods	<ul style="list-style-type: none"> ✓ Pre-topic spelling test 4.8 ✓ Progress Assessment 8 – 4.8 CHEMICAL ANALYSIS ✓ Post-topic spelling test 4.8 ✓ Pre-topic spelling test 4.9 <p>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).</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams.</p>
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): https://www.bbc.com/education/examspecs/z8r997h</p> <p>To tackle past exam questions available on teams</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 4

Topics being studied (in chronological order)	<p>4.9.2 Carbon dioxide and methane as greenhouse gases</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>4.9.3 Common atmospheric pollutants and their sources</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)	<p>✓ Pre-topic spelling test 4.9</p> <ul style="list-style-type: none"> ○ Progress Assessment 9 – 4.9 – CHEMISTRY OF THE ATMOSPHERE <p>✓ Post-topic spelling test 4.9</p> <p>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).</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams</p>
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): https://www.bbc.com/education/examspecs/z8r997h</p> <p>To tackle past exam questions available on teams</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" 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: Physics

HALF-TERM 3

Topics being studied (in chronological order)	6: Waves Wave properties, The wave equation, Electromagnetic waves, Application of waves.
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>*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).</p> <p>There will be an end of topic exam on all of topic 6.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams</p>
Extended Learning Challenges taking place	<p>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 teams to boost their understanding. Past paper and exemplar question packs are also available on teams.</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

HALF-TERM 4

Topics being studied (in chronological order)	6: Waves Reflection, Refraction, Light and colour, Lenses.
Assessments taking place/ Assessment Methods (estimated dates if applicable)	<p>*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).</p> <p>There will be an end of topic exam on all of topic 6.</p> <p>Each module starts AND ends with a spelling assessment focusing on the key vocabulary that will be taught and used within that module. All of these spelling assessments are available on teams.</p>
Extended Learning Challenges taking place	<p>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 teams to boost their understanding. Past paper and exemplar question packs are also available on teams</p>
Link to any key docs/revision lists etc.	<p>Materials to support your son's progress can be found in the resources section of his "Teams" These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

SUBJECT: Religious Studies

HALF-TERM 3

Topics being studied (in chronological order)	<p>The Triune God</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>
Assessments taking place/	<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>
Extended Learning Challenges	<p>Research the decisions of the council of Nicea. How can they be seen as reactions to the teachings of Arius?</p>
Link to any key docs/revision lists etc.	<p>Textbook: Catholic Christianity for AQA spec B</p> <p>Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp</p> <p>Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877</p>

HALF-TERM 4

Topics being studied (in chronological order)	<p>Redemption</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>
Assessments taking place	<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>
Extended Learning Challenges	<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>
Link to any key docs/revision lists etc.	<p>Textbook: Catholic Christianity for AQA spec B</p> <p>Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp</p>

SUBJECT: Geography

HALF-TERM 3/4

<p>Topics being studied (in chronological order)</p>	<p><u>The Changing Economic World</u></p> <p>Nigeria</p> <ul style="list-style-type: none"> • Background Information and Country Characteristics • Links with the Wider World • Role of TNCs: Shell, Unilever • Impacts of Aid • Managing Environmental Issues • Improving the Quality of Life <p>The Changing UK Economy</p> <ul style="list-style-type: none"> • Changes in the UK Economy Overtime • UK Science and Business Pakrs • Environmental Impacts of Industry • Changing Rural Landscapes • Changing Transport Infrastructure • North-South Divide • Links with the Wider World
<p>Assessments taking place/ Assessment Methods</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>Extended Learning Challenges</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>Link to any key docs/revision lists etc.</p>	<p>Exercise Book</p> <p>CGP GCSE Revision Guide (available to purchase from the school at a discounted rate)</p> <p>TEAMS</p> <p>BBC Bitesize Changing Economic World Revision (https://www.bbc.com/education/topics/zg93ycw)</p> <p>Seneca Learning (https://www.senecalearning.com/)</p>

SUBJECT: History

HALF-TERM 3

<p>Topics being studied (in chronological order)</p>	<p><u>Revision of War and Society revision:</u></p> <ol style="list-style-type: none"> 1. Recap of part one 2. Recap of part one B 3. Recap of part two 4. Recap of part two B 5. Recap of part three 6. Recap of part three B
<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. Students will complete a mock exam</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 Independent study and questions in the revision guide</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 4

<p>Topics being studied (in chronological order)</p>	<p><u>The English Civil War:</u></p> <ol style="list-style-type: none"> 1. England in 1625 2. Religious groups in 1625 3. Personal Rule – Wentworth and Strafford 4. Personal Rule - Laud 5. Events leading to War 6. Civil War Divisions 7. The Execution of the King 8. The Commonwealth, 1649-53
<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 Independent study and questions in the revision guide</p>

Link to any key docs/revision lists etc.	Revision docs will be on the TEAMS Students can also access BBC bitesize
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SUBJECT: **Computer Science**

HALF-TERM 3	
Topics being studied (in chronological order)	Searching & Sorting Algorithms – Mr Marshall Networks – Mr Barrett
Assessments taking place/ Assessment Methods (estimated dates if applicable)	Summative Assessment – Paper 1 mock end of January Formative Assessments (Quizizz, Teams MS Forms)
Extended Learning Challenges taking place	4 x exam style questions and revision homework
Link to any key docs/revision lists etc.	https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/Forms/AllItems.aspx <i>KS4 Computer Science Page</i>
HALF-TERM 4	
Topics being studied (in chronological order)	Unit 7 – Logic & Languages – Mr Marshall <ul style="list-style-type: none"> • Logic diagrams & Truth tables • Defensive design • Errors & Testing • Translators and facilities of languages Network Security – Mr Barrett
Assessments taking place/ Assessment Methods	Summative Assessment - Unit 7 –Unit Test wb - 09/03 Formative Assessments (Quizizz, Kahoot , and practice exam questions)
Extended Learning Challenges taking place	4 x exam style questions and revision homework inc. flipped learning
Links	https://stmhs.sharepoint.com/sites/STM_Subjects_CR/Year%2010/Forms/AllItems.aspx <i>KS4 Computer Science Page</i>

SUBJECT: BTEC Tech Award in Digital Information Technology

HALF-TERM 3	
Topics being studied (in chronological order)	B Use project planning techniques to plan and design a user interface <ul style="list-style-type: none">• 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.
Assessments taking place/ Assessment Methods	Learning Aim B – Hand in 14 th January 2022 – Mrs Cannon Learning Aim C - Hand Out 7 th February 2022 – Mrs. Cannon
Extended Learning Challenges	See Teams Know It all Ninja
Link to any key docs/revision lists etc.	Please see Teams for Updates
HALF-TERM 4	
Topics being studied	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.
Assessments taking place/ Assessment Methods	Learning Aim C – Hand in 4 th March 2022 – Mrs Cannon
Extended Learning Challenges taking place	Teams Updated Regularly
Link to any key docs/revision lists etc.	Any additional revisions please check Teams channel

SUBJECT: SPANISH

HALF-TERM 3

Topics being studied (in chronological order)	<p><u>Theme 5 – Local area, holiday and travel - Ciudades</u></p> <ul style="list-style-type: none"> - Town, region and country - Travel and tourist attractions - Talking about places in a town - Travel and tourist transaction: Talking about shops - Town, region and country: Describing the features of a region - Town, region and country: Planning what to do
Assessments taking place/ Assessment Methods	<p>EL Writing W/beginning 18th of Jan Speaking assessment W/beginning 11th of Jan Reading & Listening assessment M1-4 W/beginning 1st of Feb Ongoing Listening, Reading and Speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 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 2. Choose 2 tourist attractions anywhere in the world, and write a magazine article to compare them and give your opinion on them 3. Write an email in Spanish to a friend to explain to them what you are planning to do when they come to visit <p>Additional EL challenges will be on Teams.</p>
Link to any key docs/revision lists	<p>GCSE Verb Booklet GCSE Vocabulary Booklet GCSE Paper 2: Speaking Conversation Questions Booklet GCSE Writing Guide GCSE Translation Guide All resources will be on Microsoft Teams</p>
HALF-TERM 4	
Topics being studied	<p><u>Theme 5 – Local area, holiday and travel – Ciudades</u></p> <ol style="list-style-type: none"> 1. Town, region and country: Planning what to do 2. Travel and tourist transactions: Shopping for clothes and presents 3. Town, region and country: Talking about the problems in a town 4. Holidays – describing holidays in the past
Assessments taking place/ Assessment Methods	<p>EL Writing W/beginning 22nd of Feb Speaking assessment W/beginning 1st of Mar End of Module 5 Assessment W/beginning 30th March Ongoing Listening, Reading and Speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a role play about shopping in Spain for clothes/presents 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 3. Create a presentation in Spanish highlighting the different problems you have in your local town

	Additional EL challenges will be on Teams.
Link to any key docs/revision lists	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

SUBJECT: GCSE Business

HALF-TERM 3

Topics being studied (in chronological order)	<u>Unit 2 – Influences on Business</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?
Assessments taking place/ Assessment Methods	EL5 – Complete the case study 3.2.1 Technology – Marketing for Business in January EL6 - Complete the case study 3.2.2 Ethical and Environmental – Bottles for Life in February
Extended Learning Challenges	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.
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 should have been purchased through the school already but can be bought through Amazon here and the accompanying workbook which can be purchased here
HALF-TERM 4	
Topics being studied (in chronological order)	<u>Unit 2 – Influences on Business</u> <ul style="list-style-type: none"> - How UK businesses compete internationally? - Exchange rates - Employment Law - Health and Safety Law - Consumer Law Impact on businesses of operating in competitive markets
Assessments taking place/ Assessment Methods	EL7 – Complete the case study 3.2.5 Legislation – Convenient for all in March UNIT 2 – Unit Assessment – in March
Extended Learning Challenges	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.
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 should have been purchased through the school already but can be bought through Amazon here and the accompanying workbook which can be purchased here

SUBJECT: BTEC BUSINESS

HALF-TERM 3

Topics being studied (in chronological order)	<p><u>COMPONENT 1 Exploring enterprises</u></p> <p><u>Learning Aim C - Investigate the factors that contribute to the success of an enterprise-</u></p> <p>Internal factors which the business can control</p> <p>External factors</p> <p>Situational analysis (SWOT and PEST)</p> <p>Measuring the success of an SME</p>
Assessments taking place	Component 1 Assignment C – to be completed January
Extended Learning Challenges taking place	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.
Link to any key docs/revision lists etc.	Specification and assignments can all be found on the TEAMS as well as any other materials that will help you to plan

HALF-TERM 4

Topics being studied (in chronological order)	<p><u>COMPONENT 2- Planning for and pitching an enterprise activity</u></p> <p>Pitching an idea</p> <p>Presenting a pitch</p> <p>COMPLETION OF ASSIGNMENT 1 (Pitch a micro enterprise) Task 2</p>
Assessments taking place/ Assessment Methods	Component 2 Assignment A – to be completed March and April
Extended Learning Challenges	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!
Link to any key docs/revision lists etc.	Specification and assignments can all be found on the TEAMS as well as any other materials that will help you to plan

SUBJECT: Design and Technology

HALF-TERM 3

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

HALF-TERM 4

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

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"> • How to avoid them • Concussion, Fracture, Dislocation, soft tissue, sprain, torn cartilage • Treatment of the above <p>Performance Enhancing Drugs</p> <ul style="list-style-type: none"> • Types (steroids, stimulants, beta blockers, diuretics, narcotic analgesics, peptide hormones, HGH, blood doping) • Performers who use these and risks associated
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 - 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: 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	
Topics being studied	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
Assessments taking place	Chapters 1 to 15 test week before February half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.
HALF-TERM 4	
Topics being studied (in chronological order)	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
Assessments taking place	Chapters 1 to 17 test week before Easter holidays
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.

SUBJECT: MATHS – Higher Tier

HALF-TERM 3	
Topics being studied (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
Assessments taking place	Chapters 1 to 16 test week before February half term
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.
HALF-TERM 4	
Topics being studied (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
Assessments taking place	Chapters 1 to 18 test week before Easter holidays

Extended Learning Challenges taking place

Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests.
As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests.
Please check TEAMS for individual tasks set.

SUBJECT: MUSIC

Half Term 1 – AOS 2: Music For ensemble

Understanding of performing in smaller ensembles, with a focus on texture and sonority: Musical Theatre and Chamber groups. Composing and use of texture and sonority (chords and melody) including: Monophonic, homophonic, unison, chordal, melody and accompaniment, countermelody. Introducing additional concepts of melody, harmony and tonality: inversions, dissonance, range, Alto + Bass clefs, intervals, pentatonic, blue notes, modulations to relative major/minor

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 – AOS 3: Film Music

A view into film music, through the works of composers; Danny Elfman, John Williams, Hans Zimmer etc. Through their lens students to explore Leitmotifs, themes, dissonance and the effect it has. An in-depth look into the relationship between music / sound and plot, via the elements of music (MADTSHIRT). Use of comparison and analysis to highlight music creating mood, setting and effect for the audience. Film music also providing opportunity to view contrast and development across scores.

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)	RSE lesson 1. Parenthood <ul style="list-style-type: none">• Responsibility of a lifetime! Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> 2. Mindset <ul style="list-style-type: none">• Fixed traits and growth mindsets• How the brain works• Understanding mistakes and failures• Grit and determination
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	www.tentenresources.co.uk/parent-portal RSE lesson parents portal Username: opp-stm-ss Password: rse-parent-yellow

How to contact Heads of Department

Subject	Head of Department	Contact Email Address
English	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk
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* Interim subject contact.