

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



LEARNING AND ACHIEVING AT ST. THOMAS MORE HIGH SCHOOL

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

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

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

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

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

EXTENDED LEARNING POLICY

The Aim of Extended Learning....

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

What is our expectation?

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

We anticipate this working in the following ways:

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

What will Students be doing at home?

How will students learning be extended?

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

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

EXTENDED LEARNING INDEPENDENT	EXTENDED LEARNING ASSESSMENTS	EXTENDED LEARNING CHALLENGES
<ul style="list-style-type: none">★ If a student has completed all his ASSESSMENTS and CHALLENGES the teacher will also set guidance on how a student can further extend their knowledge. They should always have something to do.	<ul style="list-style-type: none">★ These tasks are the MINIMUM that a teacher will be expecting a student to complete outside of the classroom.★ The extended learning ASSESSMENTS are ESSENTIAL activities a student must undertake to be successful in a particular subject.★ They will be set and marked at least twice a half-term.	<ul style="list-style-type: none">★ These are EXTENSION activities that will be set by teachers to STRETCH and CHALLENGE students outside of the classroom.★ The extended learning CHALLENGES should be undertaken if a student is aiming for TOP LEVELS/GRADES in a particular subject OR has a particular INTEREST in that subject.

Extended Learning INDEPENDENT

All students should be:

- ★ Collecting, organising and making revision notes on the topics covered
- ★ Highlighting any areas where you are unsure and making a note to discuss it with your teacher
- ★ Collecting, organising and interpreting information about forthcoming topics and issues by way of reading, watching television programmes, listening to podcasts or researching on the internet
- ★ Participating in the department virtual learning environment to develop higher order thinking skills by adding comments to news articles, and discussing with peers (including reflecting on and questioning their point of view)
- ★ Practising exam technique and revising subject content by answering examination style questions.
- ★ Using the revision guides that are subject and exam board specific to enhance your learning and help your revision

Extended Learning Rewards & Sanctions

How will pupils be rewarded?

Pupils will be rewarded for their efforts. Such rewards may include:

- Receiving merits
- Receiving certificates for a particular subject and/or on a whole school level
- Being entered into a raffle
- Spotlights in lessons and/or assembly

How will student's progress be assessed?

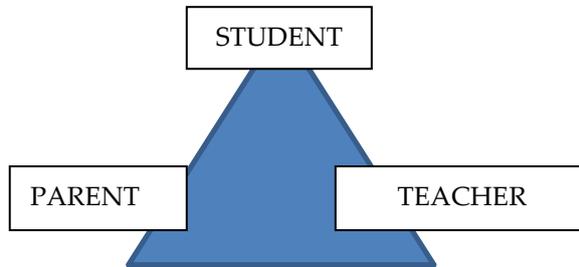
All students will be assessed twice every half-term in each of their subjects in line with our school's marking policy to ensure they are continually working towards their targets and goals. Some tasks may involve students preparing for these assessments. From these assessments students will be given constructive feedback to help them improve and they will be expected to respond to this feedback in order that they might progress.

Will sanctions be set if extended learning challenges are not completed?

At the discretion of the teacher, some extended learning tasks may be set as a mandatory piece of work for the whole class to complete which will be expected to be handed in by a certain date. If this is the case, then this will be made clear to the student, they should keep a record of it in their planner and the instructions of the challenge will be placed on TEAMS as a record for both students and parents. If the student has not completed this challenge, then there may be a sanction set by the teacher as a result.

How will this work?

The following is a diagram to help put an image to our vision:



- ★ *The triangle represents one object with three points – all three must work together in order to achieve.*
- ★ *Students are at the top of the triangle – they are both parents and teachers combined focus. They are the ones we hope will aspire to and achieve great heights as a result.*
- ★ *Parents and teachers are at the base of the triangle – to truly extend pupils' learning beyond the classroom, to challenge and inspire them to progress they must be supported by both their parents and teachers.*

SUBJECT SPECIFIC CURRICULUM, ASSESSMENT AND EXTENDED LEARNING GUIDES

SUBJECT: ENGLISH

Half Term Five

Poetry (first 7 poems in Conflict cluster and some unseen study)

Synopsis	<p>Students begin to explore the first seven poems from the power and conflict cluster from the poetry anthology in preparation for Literature Paper 2 Section B and they practise the skills for Section C Unseen Poetry.</p> <p>They analyse the language, imagery, structure and form of each poem whilst also exploring the context of the poem and wider meanings or messages.</p>
Assessment	<p>Mid: poetry assessment End: poetry unseen assessment</p>
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>
Extended Learning Challenge	<ul style="list-style-type: none"> • Write a poem with emotion as the inspiration (use the 'Workshop' sections to help with all of these different types of poetry) • Write poetry with vivid imagery • Create a detailed revision guide for all 7 poems <p>Create a poster (A3 size) of your responses to these writing projects.</p>
Extended Learning	<p>Classwork should be revisited and redrafted when directed. Extended Learning tasks will be set by class teacher Revise An Inspector Calls and Macbeth Revise Language Paper 1 – complete some practice questions</p>

Half Term Six
Speaking and Listening

Mock exam revision

Synopsis	<p>During this term, students begin to prepare for their Speaking and Listening Endorsement. Students will work on a range of skills including, writing and preparing a speech, delivering and presenting ideas, and their ability to develop their responses to questions.</p> <p>Students will also revise and revisit skills in preparation for their language paper 2 and literature paper 2 mocks.</p>
Assessment	Mock exam (language paper 2 and literature paper 2)
Skills being assessed	<p>For their Spoken Language Endorsement:</p> <p>AO7 – Demonstrate presentation skills in a formal setting AO8 – Listen and respond appropriately to spoken language, including questions and feedback to presentations AO9 – use spoken Standard English effectively in speeches and presentations.</p> <p>In the language mock exam: <i>Language Assessment Objectives:</i> AO1: - identify and interpret explicit and implicit information and ideas - select and synthesise evidence from different texts 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 AO3: Compare writers’ ideas and perspectives, as well as how these are conveyed, across two or more texts AO4: Evaluate texts critically and support this with appropriate textual references AO5: - 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 AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p> <p>In the literature mock exam: <i>Literature Assessment Objectives:</i> AO1: Read, understand and respond to texts. Students should be able to: - maintain a critical style and develop an informed personal response - use textual references, including quotations, to support and illustrate interpretations. AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. AO3: Show understanding of the relationships between texts and the contexts in which they were written. AO4: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</p>
Extended Learning Challenge	Complete a language paper 2 and literature paper 2.
Extended Learning	<p>Classwork should be revisited and redrafted when directed. Group/paired practising of their speeches.</p>

SUBJECT: SCIENCE (Trilogy)

HALF-TERM 5

<p>Topics being studied (in chronological order)</p>	<p>B2.7 - Ecosystems</p> <ul style="list-style-type: none"> • Communities • Organisms in their environment • Interdependence • Distribution and abundance • Systematic sampling • RP9 Sampling • Competition • Types of adaptation • Animal adaptations • Plant adaptations • Feeding relationships • Predator prey relationships • Decomposition <p>P2.7 Electromagnets</p> <ul style="list-style-type: none"> • Permanent and induced magnets • Electromagnetism • The motor effect • Electric motors
<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. 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. 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 6

<p>Topics being studied (in chronological order)</p>	<p>B2.8 - Ecology</p> <ul style="list-style-type: none"> • Human population explosion • Land and water pollution • Air pollution • Global warming • Land Use (Deforestation and Peat) • Biodiversity <p>C2.6 The rate and extent of chemical change</p> <ul style="list-style-type: none"> • Calculating rates of reactions • Interpreting ROR graphs • Factors affecting ROR- temp • Factors affecting ROR- concentration • Factors affecting ROR- surface area • Catalysts • RP5: Rates of reaction • Collision theory and activation energy • Reversible reactions • Equilibrium
<p>Assessments taking place/ Assessment Methods</p>	<p>At the end of each unit there is a 50 minute exam to identify strengths and areas to develop. Students will then be given the opportunity to complete support or extension work as appropriate.</p> <p>Your son should ensure he is well prepared for these assessments using the resources provided in teams.</p>
<p>Extended Learning Challenges taking place</p>	<p>If your son has completed his extended learning (homework) and has revised and reviewed his work, we also provide Extended Learning Challenges.</p> <p>There are three types each term:</p> <ul style="list-style-type: none"> • Science in context: An opportunity to research and make a presentation on an aspect of science that affects our every day lives. • Careers: An opportunity to find out about careers in a range of science areas. • Make: A practical activity to carry out at home. <p>These can be found in his Science Teams resources. They should be completed and returned to his class teacher. These challenges are designed to engage the boys in activities that will stimulate and extend. He will be recognised for his efforts with a school certificate</p>
<p>Link to any key docs/revision lists etc.</p>	<p>Materials to support your son's progress can be found in the resources section of his "Teams"</p> <p>These are organised by topic area and include.</p> <ul style="list-style-type: none"> • Text books • Glossaries • Knowledge summaries • Practice questions • Links to online resources <p>Please encourage your son to make regular use of these to support his progress</p>

SUBJECT: BIOLOGY

HALF-TERM 5&6

Topics being studied	Evolution Very rarely a new mutation can be beneficial and consequently, lead to increased fitness in the individual. Variation generated by mutations and sexual reproduction is the basis for natural selection; this is how species evolve. Scientists have now discovered how to take genes from one species and introduce them in to the genome of another by a process called genetic engineering. In spite of the huge potential benefits that this technology can offer, genetic modification still remains highly controversial.
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	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 5

Topics being studied	<p>4.8 - CHEMICAL ANALYSIS</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 for skills</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>4.9 - CHEMISTRY OF THE ATMOSPHERE</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> <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	After each section of the specification there will be an assessment covering the topics studied in this topic. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.
Extended Learning Challenges	Review your notes and complete the relevant section of the Year 10 Exam Workbook which can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y10-exambook.docx And the mark schemes to check your work can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y10-exambook-mark-scheme.docx
Link to any key docs/revision lists etc.	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 6

<p>Topics being studied (in chronological order)</p>	<p>4.10 - USING RESOURCES</p> <p><u>4.10.1 Using the Earth's resources and obtaining potable water</u></p> <p>4.10.1.1 Using the Earth's resources and sustainable development</p> <p>4.10.1.2 Potable water</p> <p>4.10.1.3 Waste water treatment</p> <p>4.10.1.4 Alternative methods of extracting metals (HT only)</p> <p><u>4.10.2 Life cycle assessment and recycling</u></p> <p>4.10.2.1 Life cycle assessment</p> <p>4.10.2.2 Ways of reducing the use of resources</p> <p><u>4.10.3 Using materials</u></p> <p>4.10.3.1 Corrosion and its prevention</p> <p>4.10.3.2 Alloys as useful materials</p> <p>4.10.3.3 Ceramics, polymers and composites</p> <p><u>4.10.4 The Haber process and the use of NPK fertilisers</u></p> <p>4.10.4.1 The Haber process</p> <p>4.10.4.2 Production and uses of NPK fertilisers</p>
<p>Assessments taking place</p>	<p>After each section of the specification there will be an assessment covering the topics studied in this topic. There will also be questions that will focus on the mathematical and scientific skills that students will be expected to understand and carry out.</p>
<p>Extended Learning Challenges taking place</p>	<p>Review your notes and complete the relevant section of the Year 10 Exam Workbook which can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y10-exambook.docx</p> <p>And the mark schemes to check your work can be found here: https://www.st-thomasmore.southend.sch.uk/uploads/documents/curriculum/chemistry-curric/y10-exambook-mark-scheme.docx</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" 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 5

Topics being studied	Review of previous topic areas that proved difficult across the year 10 topics. Exam question practice to reinforce previous topics.
Assessments taking place/ Assessment Methods (estimated dates if applicable)	*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). Each module starts with a spelling assessment focusing on the key vocabulary that will be taught and used within that module.
Extended Learning Challenges taking place	Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h A great resource for exam questions is linked below: https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/ Regular exam question practice is fundamental to success.
Link to any key docs/revision lists etc.	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 6

Topics being studied	Practical skills RP: Specific Heat Capacity RP: Thermal insulators RP: Resistance investigation RP: Density RP: Acceleration
Assessments taking place/ Assessment Methods (estimated dates if applicable)	*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). Each module starts with a spelling assessment focusing on the key vocabulary that will be taught and used within that module.
Extended Learning Challenges taking place	Every 2 weeks students are to go over what they have learnt in class using their revision guides OR using the BBC bitesize resource (AQA): https://www.bbc.com/education/examspecs/z8r997h A great resource for exam questions is linked below: https://www.physicsandmathstutor.com/physics-revision/gcse-aqa/ Regular exam question practice is fundamental to success.
Link to any key docs/revision lists etc.	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

SUBJECT: Religious Studies

HALF-TERM 5&6

Topics being studied (in chronological order)	Topic: Church as Kingdom of God Pilgrimage and the Stations of the Cross (5.1) Pilgrimage to Rome, Lourdes and Walsingham (5.2) Mission and evangelism in drama (5.3) The Kingdom of God and the Lord's Prayer(5.4) Signs of the Kingdom: justice, peace and reconciliation (5.5) The hierarchy of the Catholic Church and the Second Vatican Council (5.6) The importance of Mary and the Magnificat (5.7) The four marks of the Church and apostolic succession (5.8) The conciliar and pontifical nature of the Church (5.9) The Church as the Body of Christ: the importance of charity for Catholics (5.10) Kingdom values in different vocations (5.11) Kingdom values in the life of a Catholic Church (5.12)
Assessments taking place	Assessment: test. Extended Learning The Lord's Prayer is the most important prayer in Catholicism" 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)
Extended Learning Challenges	Research the work of one Catholic charity that works locally, and one Catholic Church that works nationally and globally. Investigate the sort of activities that they do and how these activities help people. Present your research in an interesting way, such as a colourful information sheet.
Link to any key docs/revision lists etc.	Textbook: Catholic Christianity for AQA spec B Online textbook available at Kerboodle: https://www.kerboodle.com/users/login?user_return_to=%2Fapp Revision guide: AQA GCSE Religious Studies B: Catholic Christianity with Islam and Judaism Revision Guide: ISBN-13: 978-0198422877

SUBJECT: Geography

HALF-TERM 5&6	
Topics being studied (in chronological order)	<p><u>Geographical Skills – Seen and Unseen Fieldwork</u></p> <p>Peak District Fieldwork Preparation</p> <ul style="list-style-type: none">• Recap of Urban Issues and Challenges and Rivers topics to prepare for fieldwork• Planning of human and physical fieldwork investigations <p>Peak District Trip</p> <p>Peak District Trip Feedback</p> <ul style="list-style-type: none">• Investigation Write Up• Practice examination questions based on fieldwork <p>Practice Pre-Release Booklet</p> <p><i>This will be based on a different, contemporary topic each year and will focus on students making a decision by weighing up the pros and cons of a proposed scheme/event. Previous years have included road development in tropical rainforests, reservoir construction in Oxfordshire, ecotourism development in Bali</i></p>
Assessments taking place/ Assessment Methods	<p>Ongoing assessment of practice exam questions in exercise book</p> <p>Year 10 Mock Examinations</p> <p>Assessment of Fieldwork Questions (after trip)</p> <p>Paper 3 (Fieldwork) End of Topic Assessment</p>
Extended Learning Challenges	<p><i>Complete all of the 'Stretch Yourself' questions on pages 302-325.</i></p> <p><i>Make a set of revision notes (e.g. mindmap, revision cards, etc.) for this topic in preparation for your End of Unit Test. These can be re-used for End of Year exams and your real GCSEs.</i></p>
Link to any key docs/revision lists etc.	<p>Exercise Book</p> <p>CGP GCSE Revision Guide (available to purchase from the school at a discounted rate)</p> <p>TEAMS</p> <p>BBC Bitesize Fieldwork Revision (https://www.bbc.com/bitesize/topics/zpf6mnb)</p> <p>Seneca Learning (https://www.senecalearning.com/)</p>

SUBJECT: History

HALF-TERM 5

Topics being studied	<u>The English Civil War:</u> <ol style="list-style-type: none">1. Parliament and Protector2. The First Protectorate Parliament3. The Final Years of Cromwell4. The Restoration of the Monarchy5. Revision Timeline 16. Revision Timeline 27. Revision Timeline 38. Mock exam
Assessments taking place	There will be one essay and one source question assessment At the mid-point week and final week of each half term. Students will complete a mock exam
Extended Learning Challenges taking place	Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide
Link to any key docs/revision lists etc.	Revision docs will be on the TEAMS Students can also access BBC bitesize

HALF-TERM 6

Topics being studied (in chronological order)	<u>Castles:</u> <ol style="list-style-type: none">1. How do we know about castles?2. Different types of castles3. Castles as sources4. The functions of a castle5. Castle Fact files6. The development of a castle7. Kenilworth castle history8. Kenilworth castle functions
Assessments taking place	There will be one essay and one source question assessment. At the mid-point week and final week of each half term. Students will complete a mock exam
Extended Learning Challenges taking place	Students will be given a research task Students will be given an essay or source question Independent study and questions in the revision guide
Link to any key docs/revision lists etc.	Revision docs will be on the TEAMS Students can also access BBC bitesize

SUBJECT: Computer Science

HALF-TERM 5	
Topics being studied (in chronological order)	SQL & Programming Techniques -Mr Marshall Impacts of Digital Technologies – Mr Barrett
Assessments taking place/ Assessment Methods	Weekly Progress Checks 1:1 sessions if required
Extended Learning Challenges taking place	Students will be expected to finish NEA relevant tasks weekly; these will be displayed on the relevant TEAMS page.
Link to any key docs/revision lists etc.	<i>KS4 Computer Science Page</i>
HALF-TERM 6	
Topics being studied (in chronological order)	<i>(Non-Examinable Assessment – 20 Hours)</i> Students will spend 5-10 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 Analysis Design Development Programming Testing, evaluation and conclusions
Assessments taking place/ Assessment Methods	Weekly Progress Checks 1:1 sessions if required
Extended Learning Challenges taking place	Students will be expected to finish NEA relevant tasks weekly; these will be displayed on the relevant TEAMS page.
Link to any key docs/revision lists etc.	<i>KS4 Computer Science Page</i>

SUBJECT: BTEC Tech Award in Digital Information Technology

HALF-TERM 5	
Topics being studied (in chronological order)	<p>Component 2: Collecting, Presenting and Interpreting Data A: Investigate the role and impact of using data on individuals and organisations</p> <p>THEORY</p> <ol style="list-style-type: none"> 1. Characteristics of data and information 2. Ensure data is suitable for processing 3. Data Collection Methods 4. Factors affecting Quality 5. Sectors that use data modelling 6. Threats to individuals
Assessments taking place	ASSIGNMENT C DEADLINE WEEK - 22nd MAY 2020
Extended Learning Challenges	See Teams– Recorded weekly on the Teams
Link to any key docs/revision lists etc.	Any additional revisions will be found on the Teamshere:
HALF-TERM 6	
Topics being studied	<p>Component 2: Collecting, Presenting and Interpreting Data A: Investigate the role and impact of using data on individuals and organisations</p> <p>THEORY</p> <ol style="list-style-type: none"> 1. Characteristics of data and information 2. Ensure data is suitable for processing 3. Data Collection Methods 4. Factors affecting Quality 5. Sectors that use data modelling 6. Threats to individuals
Assessments taking place	<p>ASSIGNMENT C DEADLINE MONTH</p> <p>End of Term/Topic assessment:</p>
Extended Learning Challenges taking place	<p>See Teams– Recorded weekly on the Teams</p> <p>Extended Learning Task 1 and 2</p> <p>Spreadsheet attached to the Teamsso students can download and complete at home. They will need to bring this in on a memory stick to self mark in the lesson</p>
Link to any key docs/revision lists etc.	Any additional revisions will be found on the Teams here:

SUBJECT: SPANISH

HALF-TERM 5

Topics being studied (in chronological order)	<p><u>Theme 6 – Identity and culture/Local area, holidays and travel – De costumbre</u></p> <ul style="list-style-type: none"> - Daily life: Describing mealtimes - Travel and tourist transactions: Talking about illnesses and injuries - Daily life: talking about typical friends - Cultural life – comparing different festivals
Assessments taking place/ Assessment Methods	<p>EL Writing Assessment Week beginning 20nd April 2020 – Description of mealtimes in your/friends’ house</p> <p>EL Writing Assessment Week beginning 18th May 2020 – Do a newspaper report on a festival/magazine article include pictures if possible</p> <p>Ongoing Listening, Reading and speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Create a role play telling a pharmacist about your injury or illness and describing what would be said in Spanish 2. Write a report comparing mealtimes and typical foods in Spain and another country (in Spanish). 3. Do some research on a 2 different festivals and compare them using photographs or pictures from the internet to support your report (in Spanish).
Link to any key docs/revision lists	GCSE Verb Pack – important to learn all of your verbs and vocabulary

HALF-TERM 6

Topics being studied	<p><u>Theme 6 – Identity and culture/Local area, holidays and travel – De costumbre</u></p> <ul style="list-style-type: none"> - Cultural life – comparing different festivals - Cultural life: describing a special day - Travel and tourist transactions: Ordering in a restaurant - Cultural life: talking about a music festival and different genres <p><u>Spanish Film Study – Motorcycle Diaries</u></p>
Assessments taking place/ Assessment Methods	<p>EL Writing Assessment Week beginning 8th June 2020 – Compare different festivals</p> <p>EL Writing Assessment Week beginning 22th June 2020 – Create a role play for ordering in a restaurant</p> <p>End of Year Test week beginning 6th July 2020</p> <p>Ongoing Listening, Reading and speaking skills during lessons</p>
Extended Learning Challenges taking place	<ol style="list-style-type: none"> 1. Write a diary entry describing a really special day – could be birthday, wedding or another day that you really remember with fondness 2. Create and practise a roleplay (in Spanish) about ordering in a restaurant that could be used in lessons 3. Create presentation describing a music festival you would like to see
Link to any key docs/revision lists	GCSE Verb Pack – important to learn all of your verbs and vocabulary

HALF-TERM 5

Topics being studied (in chronological order)	<p>Unit 5 – Marketing</p> <ul style="list-style-type: none"> Importance of identifying customers and satisfying customer needs Types of segmentation Purpose of market research Types of market research
Assessments taking place	Year 10 Exam Week –April – Paper 1 Format GCSE Paper
Extended Learning Challenges	Choose a product of your choice and research the market it operates in – use at least one form of primary market research and two secondary to identify whether you think your product/service idea could be a success. Create a report which contains the idea, market research carried out and overall conclusion whether you think it could be successful using your market research to back up your findings.
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> 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 6

Topics being studied (in chronological order)	<p>Unit 5 – Marketing</p> <ul style="list-style-type: none"> Use of market research information to help decision making Pricing methods Factors that influence pricing decisions Product Product differentiation Product lifecycle
Assessments taking place/ Assessment Methods	<p>EL8 – Complete the case study – 3.5.1/2 - Market segmentation - Jolly Jims Gym in June</p> <p>EL9 – Complete the case study – 3.5.3 Market Research - Bounce In, in June</p>
Extended Learning Challenges	To have produced a ‘collage’/ mood board (using relevant suitable images) of all of the <u>different activities/ products and services sold</u> by a chosen business – using newspaper clippings/ images from the web. <i>Further information to explain and annotate this would be welcomed. EXTENSION – Organise the pictures in areas of similar items/ change the size of the images related to the importance and value of their sales to the company (the bigger the image the more it contributes towards the sales of the business)</i>
Link to any key docs/revision lists etc.	<ul style="list-style-type: none"> 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 5

Topics being studied	<p><u>COMPONENT 2- Planning for and pitching an enterprise activity</u> <u>Learning Aim A - Explore ideas and plan for a micro-enterprise activity</u> Generating ideas for a micro enterprise activity Planning for a micro enterprise activity</p> <p><u>COMPONENT 2- Planning for and pitching an enterprise activity</u> <u>Learning Aim B – Pitch a micro-enterprise activity</u> Pitching an idea Presenting a pitch</p>
Assessments taking place	Component 2 Assignment A – to be completed March and April
Extended Learning Challenges taking place	Create a business plan to go along with your micro enterprise idea – use templates on the TEAMS to assist you!
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 6

Topics being studied (in chronological order)	<p><u>COMPONENT 2- Planning for and pitching an enterprise activity</u> <u>Learning Aim B – Pitch a micro-enterprise activity</u> Pitching an idea Presenting a pitch</p> <p><u>COMPONENT 2- Planning for and pitching an enterprise activity</u> <u>Learning Aim C – Review own pitch for a micro enterprise activity</u> Review Complete pitch for a second time and analyse improvements made</p>
Assessments taking place/ Assessment Methods	Component 2 - Assignment B – June Component 2 – Assignment C –July
Extended Learning Challenges	Complete Merit and Distinction tasks throughout this half term in your own time.
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 5

Topics being studied	<p>Theory Content:</p> <ul style="list-style-type: none">• Core Content Topic 1.14, 1.15, 1.01, 1.02 <p>Practical Processes:</p> <ul style="list-style-type: none">• Practise key practical techniques
Assessments taking place	<ul style="list-style-type: none">• Core Content Theory: Lesson Start Exam Questions• Year 10 End of Year exam – Full GCSE paper.
Extended Learning Challenges	<ul style="list-style-type: none">• Exam Technique Development• Revision on Content from lessons• Design Strategies and Presentation Techniques
Link to any key docs	<ul style="list-style-type: none">• All pupil resources available on individual class Teams• Exam Board Specification can be found here

HALF-TERM 6

Topics being studied	<p>Non-Examined Assessment – Titles released on June 1st</p> <p>Pupils will as part of their coursework complete the following:</p> <ul style="list-style-type: none">• Investigation of Contextual Challenges• Generation of Design Brief• Bespoke Investigation and Research
Assessments taking place	<ul style="list-style-type: none">• Non-Examined Assessment (Coursework)<ul style="list-style-type: none">○ Pupils will receive generalised feedback on work in line with exam board guidelines○ Feedback will occur weekly
Extended Learning Challenges	<ul style="list-style-type: none">• Exploration of needs, wants and values of end user• Potential Client Interview
Link to any key docs	<ul style="list-style-type: none">• All pupil resources available on individual class Teams• Exam Board Specification can be found here

SUBJECT: Food Preparation and Nutrition

HALF-TERM 5

Topics being studied	<p>Theory Core Content:</p> <ul style="list-style-type: none">• Principles of food safety<ul style="list-style-type: none">- Buying and storing- Preparing, cooking and serving food
Assessments taking place	<ul style="list-style-type: none">• Writing a time plan• Practical Assessment – high risk food• Year 10 end of year exam
Extended Learning Challenges	<ul style="list-style-type: none">• Independent Revision on content covered in lessons• To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc• Cook at home – photograph
Link to any key docs	<ul style="list-style-type: none">• All pupil resources available on individual class Teams• Exam Board Specification can be found here

HALF-TERM 6

Topics being studied	<p>Theory Core Content:</p> <ul style="list-style-type: none">• Factors affecting food choice<ul style="list-style-type: none">- Factors which influence food choice- Food choices- Food labelling and marketing influences• British and International cuisine
Assessments taking place	<ul style="list-style-type: none">• Practical Assessment – food choice• Research project on chosen cuisine
Extended Learning Challenges	<ul style="list-style-type: none">• Independent Revision on content covered in lessons• To watch Food related TV programmes e.g. Masterchef, Great British Menu, The Bake Off etc• Cook at home – photograph
Link to any key docs	<ul style="list-style-type: none">• All pupil resources available on individual class Teams• Exam Board Specification can be found here

HALF-TERM 5

Topics being studied (in chronological order)	<p>Physical, emotional and social health, fitness and well-being</p> <p>1.1.1 Physical health: how increasing physical ability, through improving components of fitness can improve health/reduce health risks and how these benefits are achieved</p> <p>1.1.2 Emotional health: how participation in physical activity and sport can improve emotional/psychological health and how these benefits are achieved</p> <p>1.1.3 Social health: how participation in physical activity and sport can improve social health and how these benefits are achieved</p> <p>1.1.4 Impact of fitness on well-being: positive and negative health effects</p> <p>1.1.5 How to promote personal health through an understanding of the importance of designing, developing, monitoring and evaluating a personal exercise programme to meet the specific needs of the individual</p> <p>1.1.6 Lifestyle choices in relation to: diet, activity level, work/ rest/sleep balance, and recreational drugs (alcohol, nicotine)</p> <p>1.1.7 Positive and negative impact of lifestyle choices on health, fitness and well-being, e.g. the negative effects of smoking (bronchitis, lung cancer)</p>
Assessments taking place	<p>End of half term test</p> <p>Exam based questions in class for extended learning</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>

HALF-TERM 6

Topics being studied (in chronological order)	<p>The consequences of a sedentary lifestyle</p> <p>1.2.1 A sedentary lifestyle and its consequences: overweight, overfat, obese, increased risk to long-term health, e.g. depression, coronary heart disease, high blood pressure, diabetes, increased risk of osteoporosis, loss of muscle tone, posture, impact on components of fitness</p> <p>1.2.2 Interpretation and analysis of graphical representation of data associated with trends in physical health issues</p>
Assessments taking place	<p>Half term test</p> <p>Exam questions for extended learning</p>
Link to any key docs/revision lists etc.	<p>GCSE Bitesize - https://www.bbc.com/education/examspecs/zxbg39q</p> <p>Pearson Edexcel Specification - https://qualifications.pearson.com/en/qualifications/edexcel-gcses/physical-education-2016.html</p> <p>Free Apps – PE GCSE Revision Guide / Discover Human Body / Human Anatomy & Physiology</p>

SUBJECT: BTEC SPORT

HALF-TERM 5			
Topics being studied	Unit 2 - Practical Performance in Sport	BTEC First Award (2018) Sport - Unit 2 Learning Aim B - Copy	B - Practically demonstrate skills, techniques and tactics in selected sports
Assessments taking place	Assignment 2 – Hand out date – April 2020 – Submission Date – 22nd May 2020		
Link to any key docs/revision lists etc.	TEAMS		
HALF-TERM 6			
Topics being studied	Unit 2 - Practical Performance in Sport	BTEC First Award (2018) Sport - Unit 2 Learning Aim C - Copy	C - Be able to review sports performance.
Assessments taking place	Assignment 3 – Hand out date – June 2020		
Link to any key docs/revision lists etc.	TEAMS		

SUBJECT: ART

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

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

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

SUBJECT: MATHS – Foundation Tier

HALF-TERM 5	
Topics being studied	21.1 Patterns in number 21.2 Number sequences 21.3 Finding the nth term of a linear sequence 21.4 Special sequences 21.5 General rules from given patterns 22.1 Pythagoras' theorem 22.2 Calculating the length of a shorter side 22.3 Applying Pythagoras' theorem in real-life situations 22.4 Pythagoras' theorem and isosceles triangles 22.5 Trigonometric ratios 22.6 Calculating lengths using trigonometry 22.7 Calculating angles using trigonometry 22.8 Trigonometry without a calculator 22.9 Solving problems using trigonometry 22.10 Trigonometry and bearings 22.11 Trigonometry and isosceles triangles.
Assessments taking place	Chp 1-22 End of Year 10 Exam/ Mock week
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.
HALF-TERM 6	
Topics being studied (in chronological order)	23.1 Congruent triangles 23.2 Similarity 24.1 Combined events 24.2 Two-way tables 24.3 Probability and Venn diagrams 24.4 Tree diagrams
Assessments taking place	Chp 1-24 Exam before end of school year (end of July)
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 5	
Topics being studied (in chronological order)	21.1 Direct proportion 21.2 Inverse proportion 22.1 Further 2D problems 22.2 Further 3D problems 22.3 Trigonometric ratios of angles between 0° and 360° 22.4 Solving any triangle 22.5 Using sine to calculate the area of any triangle
Assessments taking place	End of Year 10 Exam/Mock during Mock week
Extended Learning Challenges taking place	Pupils are expected to be regularly reviewing and revising topics covered, in preparation for the tests. As well as this, class teachers will be setting extended learning tasks that will need to be completed. These include exercises from text books, question sheets, mymaths tasks and revision for chapter/topic tests. Please check TEAMS for individual tasks set.
HALF-TERM 6	
Topics being studied (in chronological order)	23.1 Distance –time graphs 23.2 Velocity–time graphs 23.3 Estimating the area under a curve 23.4 Rates of change 23.5 Equation of a circle 23.6 Other graphs 23.7 Transformation of the graph $y = f(x)$
Assessments taking place	Chapter 1-23 Exam before end of term (July).
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

Summer Term	
Topics being studied (in chronological order)	<ul style="list-style-type: none"> • Composition - DAW's and Software - Structure - Melody - Rhythm - Elements of music, in composition.

	<ul style="list-style-type: none"> - Popular Music - Forms and Devices <p><i>The composition unit will form a part of learner's coursework. Students will receive support and feedback regularly to achieve their best possible outcomes.</i></p> <ul style="list-style-type: none"> • Appraising skills - Musical Forms and Devices - Music for Ensemble - Film Music - Popular Music
Assessments taking place	<ul style="list-style-type: none"> • Students will complete their "Free Composition." The free composition is a piece of their coursework requirement that makes up 15% of the full course. This is the first of two compositions that together form 30% of the course. <p>Students will receive regular feedback throughout the process, with various points to improve. Students will be regularly given scores / grades as an indicator of where their composition is. Towards the end of the term, students will receive a final grade for their composition coursework, for the year.</p> <ul style="list-style-type: none"> • Appraising skills <p>Students will sit a listening exam paper, that will take questions from the Areas of Study that they have covered in class time. This will help gauge their understanding and listening skills.</p>
Link to any key docs/revison lists etc.	https://www.bbc.co.uk/bitesize/topics/zkhv2sg https://www.bbc.co.uk/bitesize/examspecs/zbmct39 https://www.bbc.co.uk/bitesize/topics/zvj692p https://www.bbc.co.uk/bitesize/topics/z46fqp3 https://www.ultimate-guitar.com/

SUBJECT: CPSHE

HALF-TERM 1	
Topics being studied (in chronological order)	RSE lesson <ol style="list-style-type: none"> 1. Abuse <ul style="list-style-type: none"> • Abuse in relationships is incompatible with our dignity and calls for vigilance and compassion. Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> <ol style="list-style-type: none"> 2. Resilience
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
HALF-TERM 2	
Topics being studied (in chronological order)	RSE lesson 3. Solidarity <ul style="list-style-type: none"> Love means building peace and living in solidarity with all of God's creation, in particular the poor, marginalised and oppressed. Other CPSHE topics covered: <i>*anything highlighted in red is the 'health' part of CPSHE curriculum</i> 4. Crime and punishment
Assessments taking place	In lesson assessment during topics
Link to any key docs/revision lists etc.	www.tentenresources.co.uk/parent-portal RSE lesson parents portal Username: opp-stm-ss Password: rse-parent-yellow

How to contact Heads of Department

Subject	Head of Department	Contact Email Address
English	Mrs Cotgrove	dcotgrove@st-thomasmore.southend.sch.uk
Maths	Ms Clarke	eclarke@st-thomasmore.southend.sch.uk
Science	Mr Jones	sjjones@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
CPSHE	Miss McCague	dmccague@st-thomasmore.southend.sch.uk
Geography	Mr West	gwest@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 Hollingsworth*	jhollingsworth@st-thomasmore.southend.sch.uk
Music/BTEC Music	Mr Dixon	ldixon@st-thomasmore.southend.sch.uk
PE / BTEC Sport	Mr Bass	sbass@st-thomasmore.southend.sch.uk
D&T / Food and Nutrition	Mr Hollingsworth*	jhollingsworth@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

* Interim subject contact.