

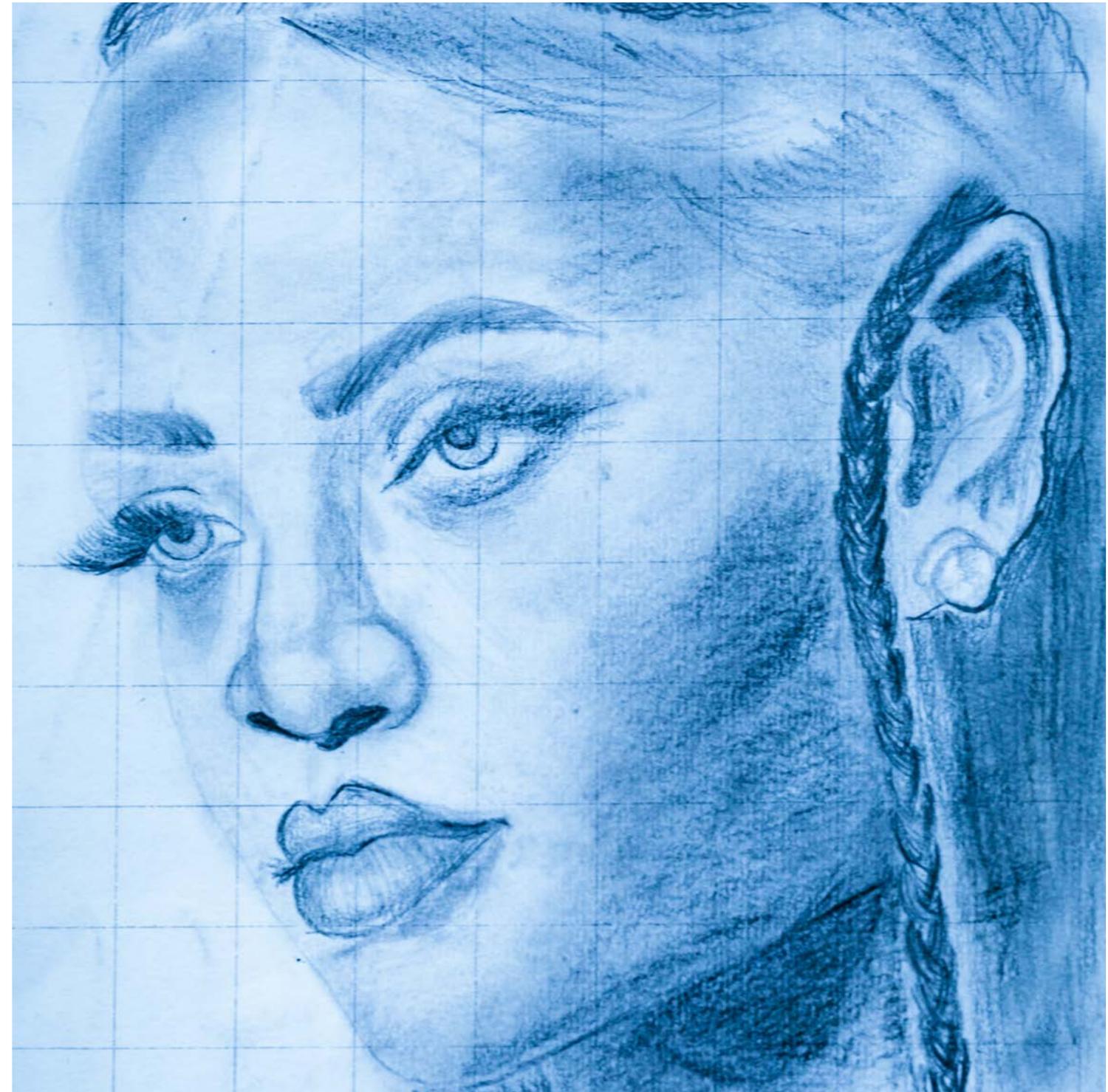


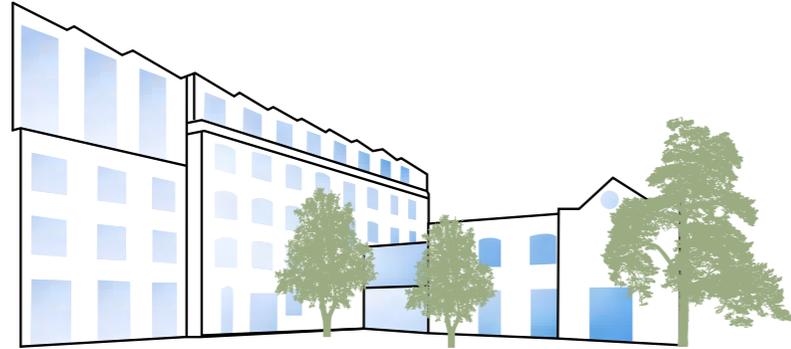
Thomas's
BATTERSEA
SENIOR SCHOOL

Curriculum Guide

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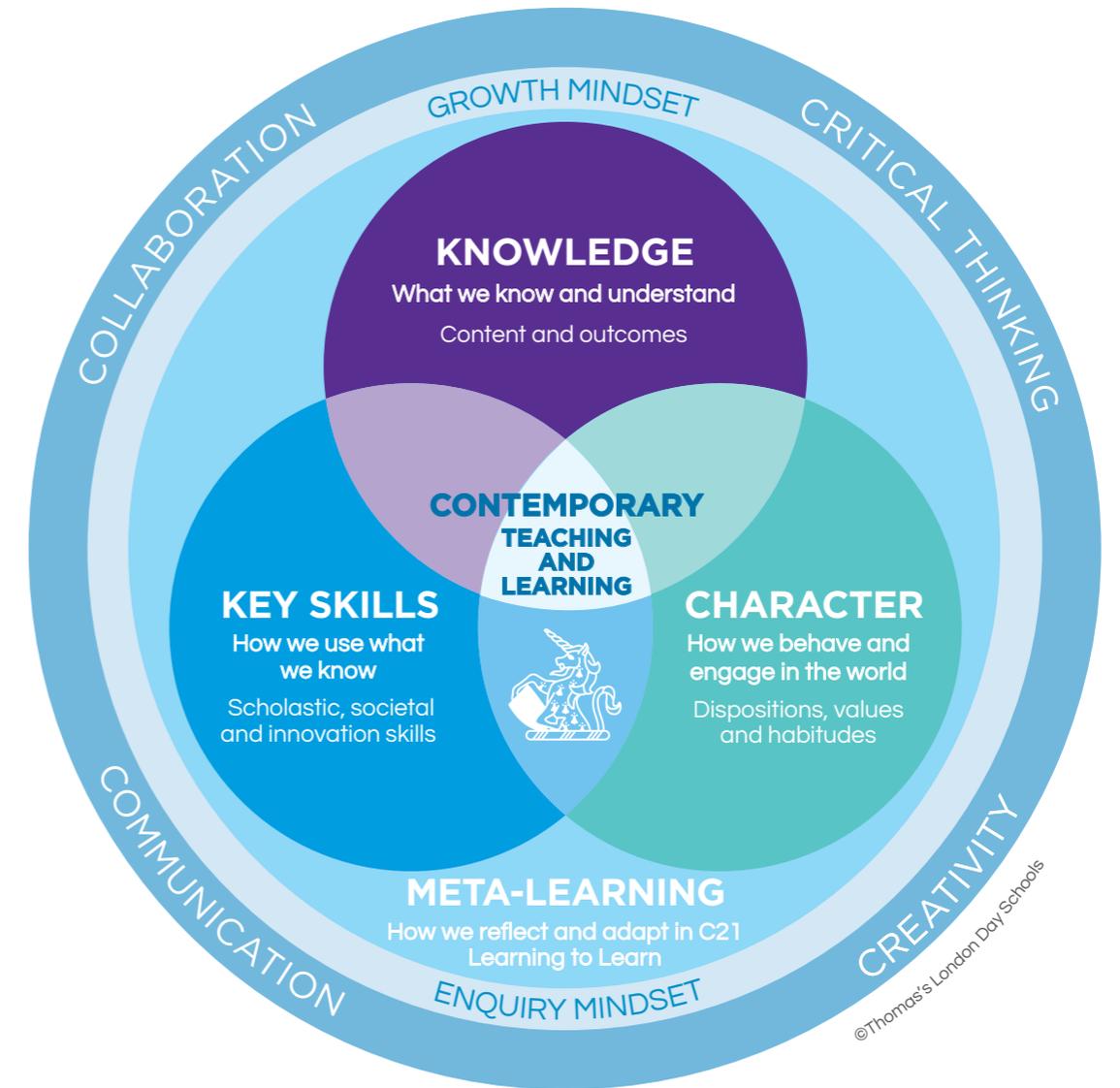




Introduction

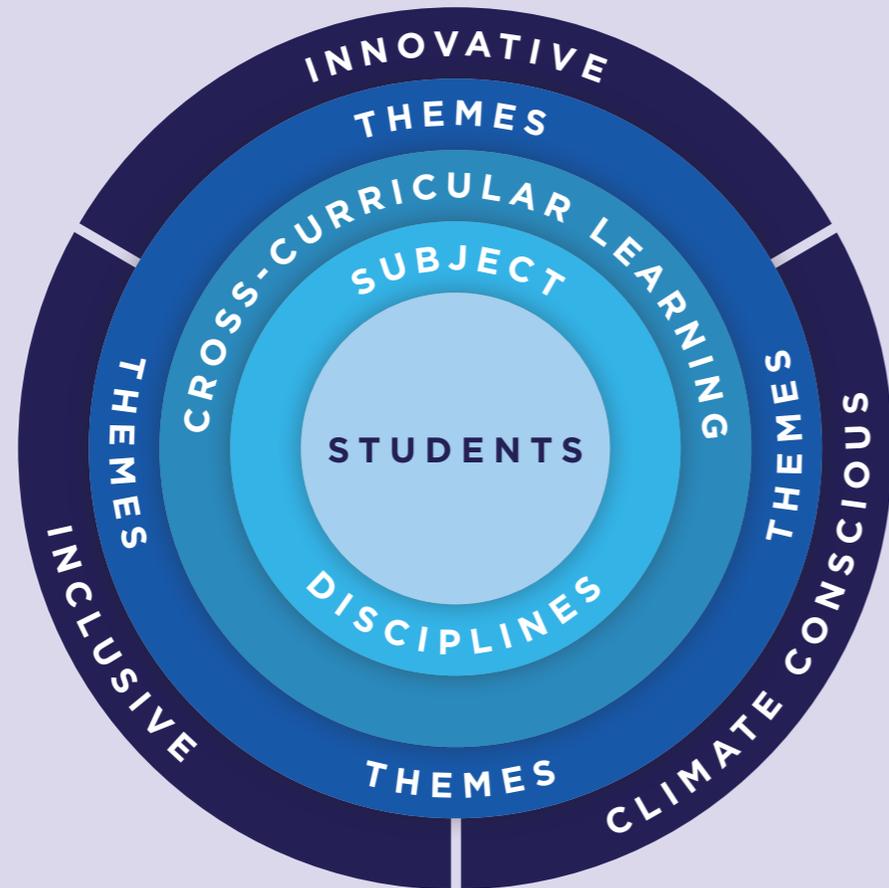
Our 4 dimensional curriculum approach

Our 4 dimensional curriculum approach has been developed with inspiration from the Center for Curriculum Redesign, recognising the importance of knowledge, skills, character and metalearning.



We understand that we have to engage and thrive within the national education system, although we also want to take the opportunity to go beyond it to prepare pupils for the world that awaits them when they enter the world of work.

Our curriculum model has pupils at the centre of the planned learning opportunities. The subject disciplines reflect our broad curriculum, and cross-curricular learning opportunities are provided for pupils through Exhibition and Global Studies lessons. Pupils will learn through themes which are outlined below:



	MICHAELMAS	LENT	SUMMER
YEAR 7	Conflict and Peace/ Global Citizenship	Lifestyle/ Food and Health	Migration/ Journeys
YEAR 8	Identity	Change	Legacy
YEAR 9	Leadership	Entrepreneurship	Community

Three curriculum lenses will set the scene for teaching and learning, with which teachers will plan and students will view their learning:



The image on page 9 illustrates how this will look for the Year 9 Leadership unit. The lenses will set the scene for the subject learning under the theme of Leadership. Towards the end of the term the timetable will be collapsed to give students preparation time for the exhibition, which the community will be invited to. The projects exhibited will be linked to the theme and to multiple subjects and will be pupil led.





OUTDOOR

Each year group will have opportunities for outdoor learning:

	MICHAELMAS	LENT	SUMMER
YEAR 7	Residential in UK 1 outdoors day	1 outdoors day	2 outdoors days Residential
YEAR 8	Geography field trip (UK) 1 outdoors day	1 outdoors day	1 outdoors day Residential in UK
YEAR 9	2 outdoors days (back to back with an overnight stay)	2 outdoors days	1 outdoors day Residential in Daheim



Art

Overview

Art is timetabled once a week for 1hr30 at Putney Vale for Year 7, 8 and 9 pupils. Art lessons will rotate with Design Technology, swapping every half term (e.g 7BE will have Art for the first half of a term and Design Technology for the second).

Vision: To inspire, encourage experimentation and nurture confidence.

Mission: To provide pupils with the skills to enable them to express themselves using visual language.

Our main aim is to create an environment in the school where children are encouraged to develop their artistic ability, confidence and creative thinking through experimental work. Pupils must be able to value their achievements and are encouraged to respond individually. We aim to encourage the artistic ability of all pupils through a range of disciplines so that every child can achieve highly at one or more skills.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	Games and Conflict	Food	Urban Landscapes
YEAR 8	The Power of the Portrait	The Figure	Mechanical Form
YEAR 9	Myself	Entrepreneurship	Community

Assessment

During every lesson, pupils are encouraged to Observe, Respond and Reflect. Considerable emphasis is placed on the importance of ongoing reflection through peer and self-assessment. Pupils are assessed both formatively and summatively against the curriculum expectations.

Extra-Curricular

- A pre-selected Development Art club runs weekly for those who show commitment, potential and strong observational drawing skills. Pupils are invited to join from Year 5 - Year 8. These sessions focus on developing artistic skills further and preparing pupils for potential art scholarships at 11+ and 13+. Pupils are reinvited termly based on their effort. At the end of the Summer Term, there will be a Development Art Exhibition that celebrates the portfolios created throughout the year.

- An open pottery club will be available for those in Years 7 - 9, which anyone can sign up to join. The club will take place weekly and will be run by an art specialist.
- The Art Department runs an open studio slot during morning and afternoon break times. This is when any pupil who wants to develop or complete their Artwork piece further can do so.
- We are so lucky to have so many fantastic galleries on our doorstep. Each Year Group will have the opportunity to either visit a gallery or have a working artist come and speak over the year.
- Pupils are highly encouraged to participate in Art Competitions outside of school, and many put themselves forward for Young Art, ISA and RA Young Artists.



Classics

Overview

Classics is timetabled once a week for 45 mins (in 2021-2022 ONLY, Year 8 will have 2 x 45 min lessons) and primarily comprises study of the Latin language, although aspects of Roman civilisation, Ancient History and Ancient Greek mythology will also be covered. Depending on the year group and experience level, pupils will learn a range of verb tenses, noun declensions, as well as various other points of grammar, and will understand how to manipulate these, as well as relating them to English and other modern languages they may know. They will also understand links with various other subjects and topics, such as citizenship, human rights, anatomy, history, human health, through the study of the Roman and Greek worlds.

Ancient Greek is currently taught only in Year 8, twice a week. Pupils with Latin experience find Greek manageable, as many of the rules are the same, and they particularly enjoy the opportunity to learn a new alphabet.

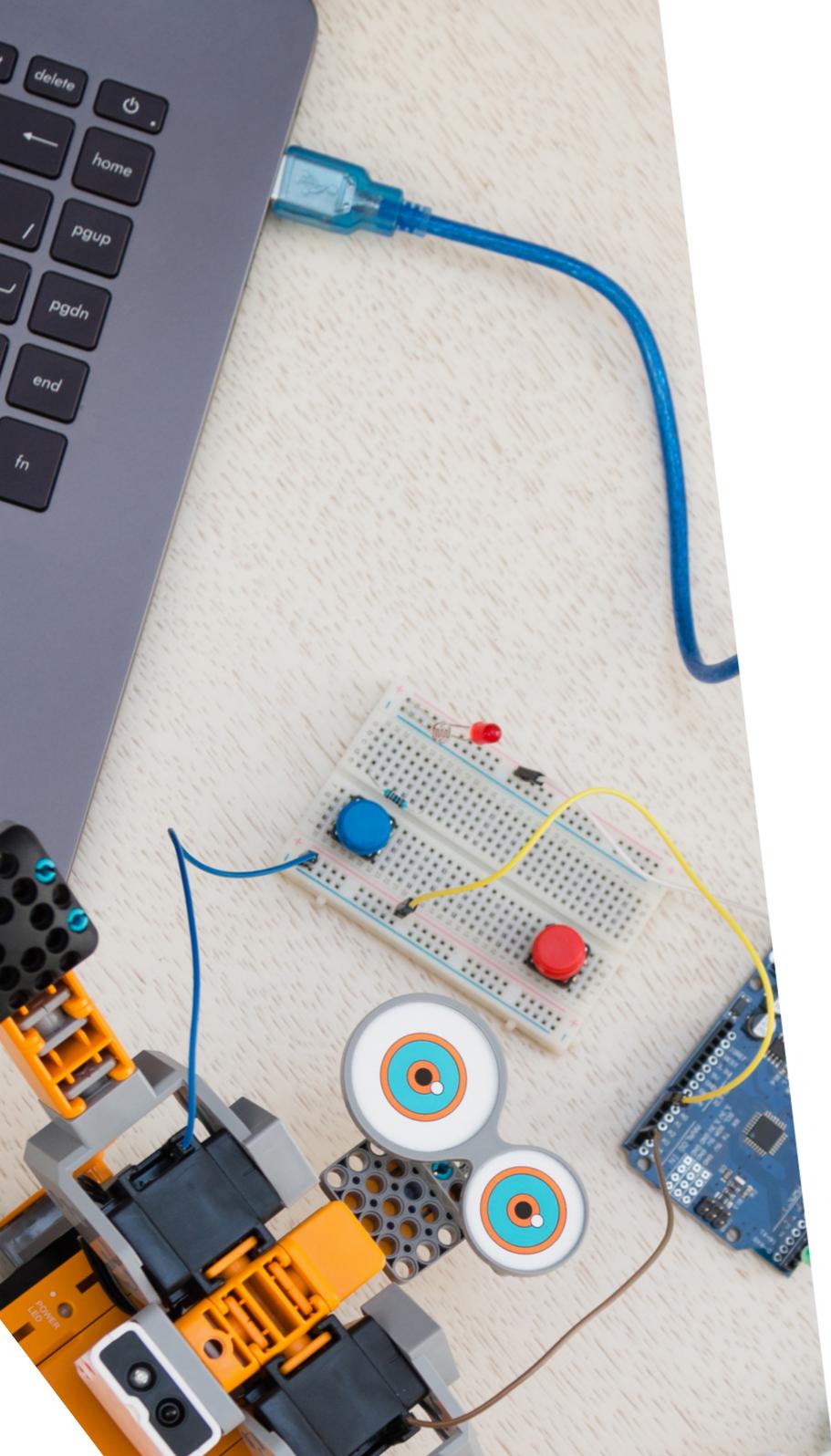
Assessment

Pupils will have regular vocabulary tests, as it is more beneficial to learn small chunks of content over a period of time. There are a variety of ways in which pupils can learn their vocabulary, including the Quizlet app. There will be three larger assessments a year as part of the assessment cycle; these will take the appropriate form for the amount of material covered - something more informal such as an end-of-chapter presentation, or a summative test. Formative assessment forms part of every lesson; pupils are encouraged to take an active role in their learning through meta-cognition: understanding how they learn and why something is correct or incorrect.

Extra-Curricular Opportunities

We hope to maximise on the opportunity to visit the many classical sites in and around London, including the British Museum, St. Albans, and Bath, potentially combining these trips with another department as part of a cross-curricular project. We are also looking into the possibility of a classical residential trip overseas to somewhere like Rome, Pompeii, or Nimes with the Modern Foreign Languages department.

There are regular opportunities to enter external creative competitions in mythology, so these will be made available to pupils to enter independently. Additionally, the Classics department will always inform pupils of a new exhibition or classical play in London.



Computing

Introduction

The Computing curriculum aims to inspire pupils to become adaptable, lifelong learners who show initiative and courage to enquire in depth, whilst collaborating and using appropriate and new technologies to research answers to their questions and ours.

The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

There are three distinct, but interrelated aspects of the computing curriculum: Computer Science (CS), Information Technology (IT) and Digital Literacy (DL). The aims below reflect this distinction:

Computer Science:

All pupils can understand and apply the fundamental principles and concepts of Computer Science, including abstraction, logic, algorithms and data representation. All pupils can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.

Information Technology:

All pupils can evaluate and apply Information Technology, including new or unfamiliar technologies, analytically to solve problems.

Digital Literacy:

All pupils are responsible, competent, confident and creative users of Information and Communication Technology.

Curriculum Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	<ul style="list-style-type: none"> Review of tools in Google Drive and GSuite applications Social media and digital footprint Introduction to the Python text programming language Bebras Computational Thinking Challenge Features of online phishing scams 	<ul style="list-style-type: none"> Cyberbullying Python programming language Locating the main components inside a Desktop PC and finding out how they function News bias online Binary numbers Image file formats 	<ul style="list-style-type: none"> How personal data can be used for targeted marketing Using functions in programming to shorten code Teamwork project to create a mobile device application
YEAR 8	<ul style="list-style-type: none"> Using digital content responsibly whilst respecting intellectual property rights Cybersecurity Python programming Bebras Computational Thinking Challenge 	<ul style="list-style-type: none"> Computing systems, including Boolean circuits etc 3D design software 	<ul style="list-style-type: none"> Vector graphics Combine HTML with Javascript to create an interactive application Applying Computing and IT skills to the real world Extending PSHE discussions on social media bubbles/ sexting and grooming
YEAR 9	<ul style="list-style-type: none"> Data storage Operations that can be performed on lists Why using iteration in lists is important Explore lists with real world data Use lists in a project of your own 3D animation using the Blender software Bebras Computational Thinking Challenge 	<ul style="list-style-type: none"> Explore data science - how it is collected and Coding in data science 	<ul style="list-style-type: none"> HTML - Reviewing Images/ Links and CSS and developing HTML using DIVs/Classes Computing Systems Spreadsheets Online safety discussions



Assessment

Pupils will screenshot work and/or complete assignments in GSuite to provide ongoing assessment during a topic. Summative assessment on completion of a topic will be in the form of personal reflection notes and stored in a progress ladder on Google Drive.

External competitions

Bebras Computational Thinking Challenge, OCSS (follow up to Bebras) Computational Thinking and Programming Challenges.



Design and Technology

Overview

Design and Technology (DT) is timetabled once a week for 1hr30 at Putney Vale for Year 7, 8 and 9 pupils. DT lessons will rotate with Art, swapping every half term (e.g 7BE will have DT for the first half of a term and Art for the second).

Aims: Through Design and Technology students will explore a broad, deep and inspiring curriculum and will prepare for a rapidly changing world, in which technology is a major disruptive force. Through research and experimentation, students will identify what it is that makes us uniquely human and how we can harness and embellish that through good design.

This may mean (in addition to fulfilling the national curriculum) understanding how design and technology can tackle complex and contemporary topics:

- Climate disaster and mitigation
- Biomimicry
- Circularity
- Accessibility
- Globalisation
- Waste
- Inequality

Pupils will need to understand where we sit in the continuum of design technology; where we have come from and where we are going.

There is an enormous opportunity for cross departmental collaboration and pupil-driven exploration as well as experimentation with cutting edge technologies and industry standard tools:

- 3D printing
- Laser cutting
- Traditional hand-held and machine tools
- CAD/CAM such as Adobe creative suite/ Tinkercad/Sketchup/Fusion
- Robotics and programming with Crumble

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	<i>Resistant materials:</i> Technology, friend or foe?	<i>Food technology:</i> The fundamentals	<i>Graphics:</i> The places that shape us
YEAR 8	<i>Resistant Materials:</i> What is our place in nature?	<i>Textiles:</i> How can we help the next generation?	<i>Food technology:</i> The globalisation of food, is it sustainable?
YEAR 9	<i>Resistant Materials:</i> Challenging issues of access: How do we design inclusively?	<i>Product Design:</i> The changing face of entertainment	<i>Graphics:</i> Urbanisation and modular living

Assessment

Throughout the various strands of Design and Technology, pupils are encouraged to consider and implement the 'Iterative Design Process'. That being, the cyclical process of prototyping, testing, analyzing, and refining a product or process. Considerable emphasis is placed on the importance of ongoing reflection through peer and self-assessment. Pupils are assessed both formatively and summatively against the curriculum expectations.

External competitions

- We have secured places on the 'Design Ventura' challenge. This is a design and enterprise challenge for students in Years 9, 10 and 11, supported by industry professionals and hosted by 'The Design Museum'. Places are limited and this will likely be run as a lunchtime club.
- Starting in 2022 we are looking to sign up to the 'F1 in schools' with an aim to compete in the 2022/23 academic year in the Entry level class. This is a regional, and potentially, international competition in which teams design, create and race CO2 powered cars. At later stages (Development/Professional class) students must raise sponsorship and manage budgets to fund research, travel and accommodation. The challenge inspires students to use IT to learn about physics, aerodynamics, design, manufacture, branding, graphics, sponsorship, marketing, leadership/teamwork, media skills and financial strategy, and apply them in a practical, imaginative, competitive and exciting way.
- It is anticipated that in the future we will look to run Robotics clubs utilising the extraordinary capabilities of Vex/Arduino.
- The DT Department will run a 'maker space' slot for pupils to progress their projects or work on a passion project outside of the main course content.



Drama

Intent:

To explore diverse topics and issues through scripted performance and a wide variety of contemporary theatre skills. To develop excellent collaboration and empathy.

Assessment

Assessment will be primarily formative, based on continuous observation of skills in class and mini performances. Summative assessment will be via each year-group's performance project, where distinct skills will be identified and ensemble work commended. Children will receive oral feedback in class; parents will receive written feedback via reports.

Trinity Drama Lessons

All senior school children may take Trinity College Drama Examinations. These are coached by experts in the Drama department in weekly 30-minute lessons either at a lunch break or after school between 4 and 5:30. This is arranged at the child's convenience, to fit around other commitments.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	<p>'All Drama is Conflict' Is this true? How can Drama be resolved through conflict?</p> <p><i>Project:</i> Scripted Comedy Performance</p>	<p>How do your life circumstances affect your mental health?</p> <p><i>Project:</i> Deep-dive on 'Blood Brothers'</p>	<p>What is a Journey in dramatic terms?</p> <p><i>Project:</i> Devising in response to various stimuli: poems, pictures, plays</p>
YEAR 8	<p>How is identity established?</p> <p><i>Project:</i> 'I am' songs and scenes in musicals</p>	<p>How is identity established?</p> <p><i>Project:</i> 'I am' songs and scenes in musicals</p>	<p>What is my legacy as a performer?</p> <p><i>Project:</i> Year 8 Musical</p>
YEAR 9	<p>Can Theatre Change The World</p> <p><i>Project:</i> Performance of 'Caucasian Chalk Circle' and Boal Investigation</p>	<p>How has theatre evolved to its current form?</p> <p><i>Project:</i> exploration of Theatre History</p>	<p>How can we connect with our own community through performance?</p> <p><i>Project:</i> Community Theatre Piece</p>

The following examinations are offered:

Year 7: Grade 3 Group Acting, either scripted or devised

Years 8 and 9: A choice of Grade 4 Solo, Duo or Group Acting
Please address any inquiries to bat_trinity@thomas-s.co.uk

Drama Performance Club (starting Lent 2022)

Directed by a team of Y9 pupils, Drama Performance Club allows children from Years 7 to 9 to work together on directing and producing their own play. The children run every aspect of the production from acting to lighting, sound and costumes.



English

Overview

Pupils in Years 7, 8 and 9 have 4 English lessons per week and all English skills are taught through enquiry methods and the medium of a range of literature. We aim to present to pupils literature from early to classic, from modern to contemporary. We study fiction, non-fiction, poetry and drama. Pupils work in groups and pairs in each lesson: discussion is essential.

Technology is embedded into our English teaching: we use apps, research sites and presentation tools regularly to build rounded skills for pupils who access the written word in so many guises in their lives. At the same time, reading and writing underpin the entire curriculum and pupils practise these skills continuously.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	Conflict and Peace/ Global Citizenship The History and of the English Language: Beowulf and The Canterbury Tales	Lifestyle/ Food and Health The History and of the English Language: extracts from Shakespeare and Dickens	Migration/ Journeys Extracts from Notes from a Small Island and My Family and Other Animals
YEAR 8	Identity Private Peaceful and WW1 Poetry	Change The Seven Ages of Man: Shakespeare, Blake, Tennyson, Laurie Lee, Ted Hughes, Michael Morpurgo	Legacy Women Writers: Jane Austen, Charlotte Bronte, George Eliot, Martin Luther King, Maya Angelou, Amanda Gorman
YEAR 9	Leadership Animal Farm	Entrepreneurship Macbeth	Community Of Mice and Men

Assessment

Pupils will be assessed in their English work through a continuous process of formative assessment, both verbal and written. We build in reflection time in order for pupils to look at their marked work and to make necessary changes. Good writing is always edited. In addition, during the assessment cycles, pupils will be given exercises to complete work based on the texts and skills recently addressed. It is important to be able to write under timed conditions.

Reading

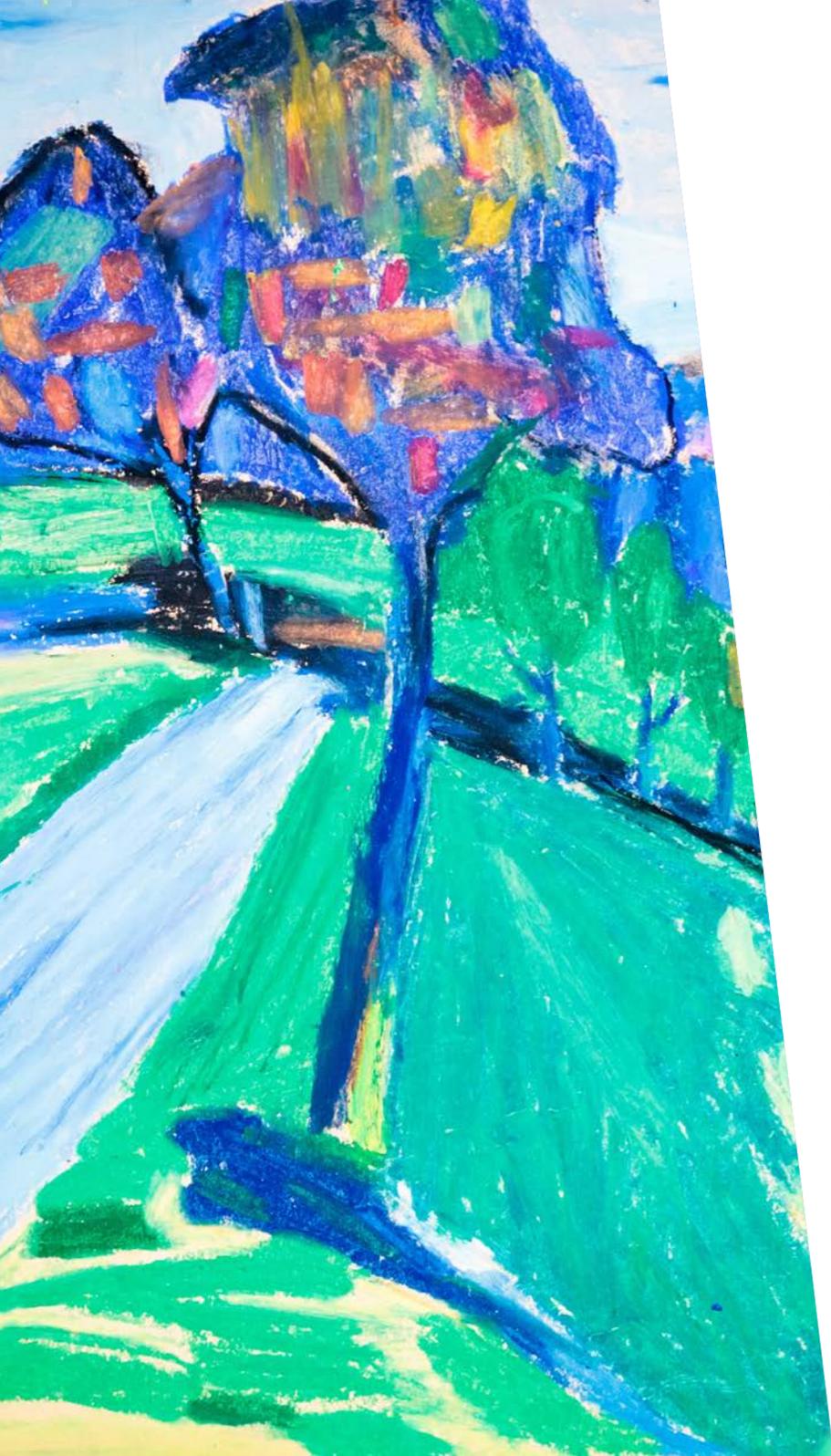
All pupils are expected to read independently every day, in addition to any other homework set. Pupils should have their current reading book in school every day. An electronic reading device may be used - it is the responsibility of the pupil - if desired, as long as the IT User Agreement rules are followed. Advice can be sought from peers, teachers and our library manager for choosing reading material. Pupils should be a member of a library out of school. A range of literature should be tackled from different eras, writers, setting and genre.

Extra Curricular

We hope to continue with our trip to Ypres in Belgium during Year 8 to visit the WW1 Battlefields and the In Flanders Fields Museum. We aim to enhance the study of early English literature in Year 7 by visiting Sutton Hoo and the British

Museum. Pupils regularly enter writing and poetry competitions held by outside agencies. Pupils can compete in the Readers' Cup: a house competition where teams answer questions about 3 novels, University Challenge style.

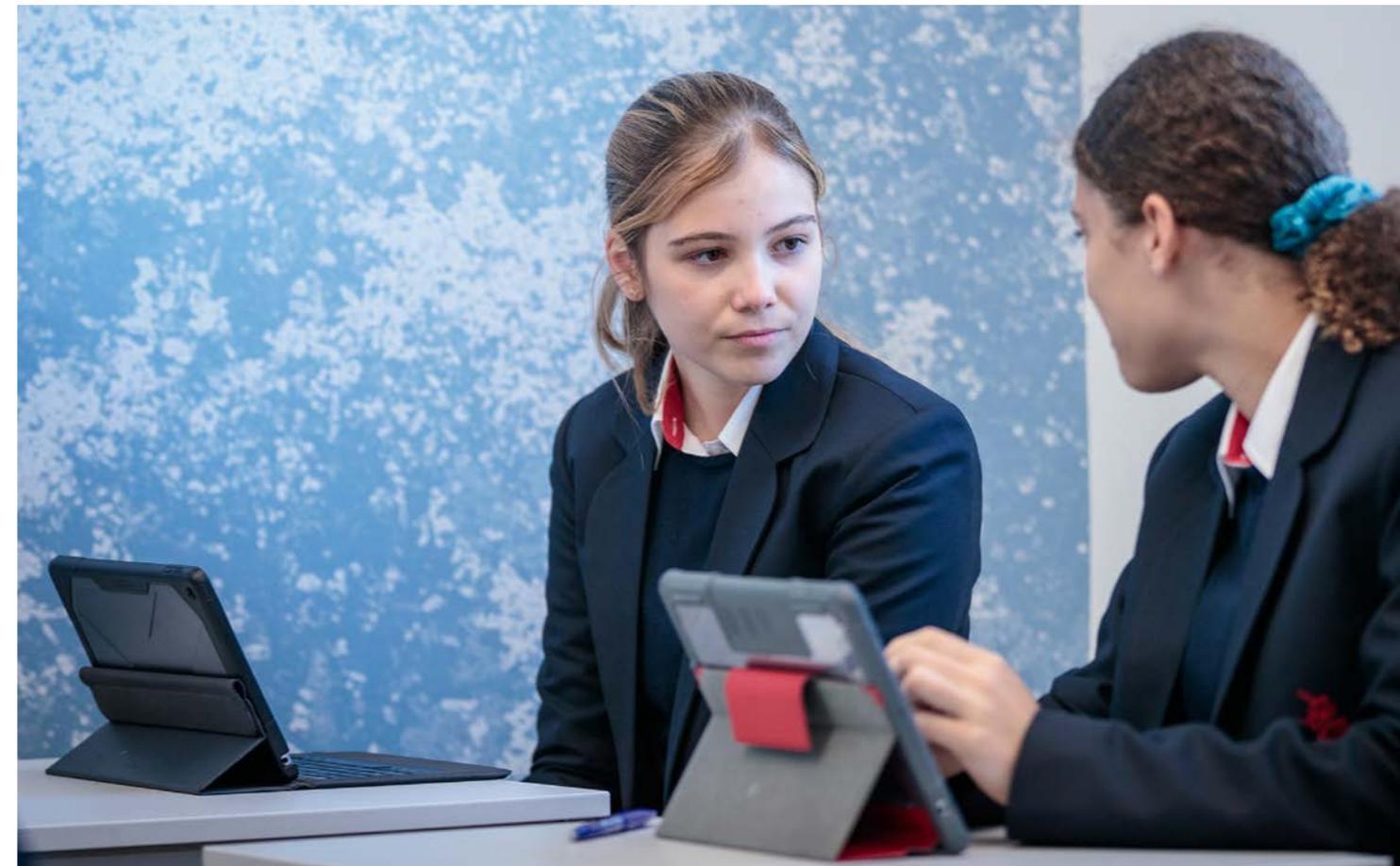




Exhibition (Year 7 and 9)

Overview

Exhibition is timetabled once per week, at Putney Vale for Year 7 and 9 pupils in the 2021-22 academic year. The pupils will have the opportunity to work collaboratively on projects that they will exhibit at the end of each term. Pupils will learn about different types of projects, make connections between the subject disciplines and discuss ways of working collaboratively before they start developing their own project ideas with their group, using learning from at least two subjects and linked to the termly themes.



Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach. They cover knowledge about how subject disciplines connect with each other, skills for developing projects in groups, character for working together and metalearning for reflecting on the success of the collaboration and project outcome. An exhibition will be held towards the end of each term which the community will be invited to.

External competitions

We hope that pupils will enjoy working on their projects and will opt to develop their learning and ideas through engaging in extra-curricular opportunities in the areas that they enjoy.



French

Intent

The Modern Foreign Languages department believes that its curriculum should reflect the school's vision and aims by providing an ambitious and stimulating experience for all pupils. The quality of education is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

The French Department intends to provide a curriculum which is:

- Relevant, appropriate and engaging to pupils
- Recognises the importance of knowledge as well as skills
- Permits continuity and progression, within and across year groups
- Provides equality of opportunity for all students, promoting the development of inclusive learning opportunities
- Promotes spiritual, moral, cultural and social development, developing pupils' cultural capital
- Aims to develop pupils as critical thinkers, flexible and independent learners
- Enables all students to meet their full academic potential

Overview

The curriculum follows closely the National curriculum for languages:

- To understand and respond to spoken and written language from a variety of authentic sources.
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned.
- To discover and develop an appreciation of a range of writing in the language studied.

The curriculum in Years 7 - 9 builds on the foundations of language learning established in Years 3, 4, 5 & 6. Teaching and learning focus on all four skills: listening, speaking, reading and writing. The aim is for pupils to develop their grammar and vocabulary, and linguistic competence with increased accuracy, both orally and in writing, to enable them to be creative and spontaneous in the target language.

Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations. Years 7, 8 & 9 will have weekly vocabulary & grammar tests and half termly assessments in speaking, listening, reading and writing. In Year 8 those pupils sitting Common Entrance and Scholarship papers will have two mock examinations.

French Advanced Programme

The French Department will continue to offer French provision for fluent French speakers in Reception - Year 9. The lessons will follow the French curriculum and will be taught by a native French teacher.



Geography

Intent

To inspire curiosity about the world and seek to make positive, sustainable change for the future.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	<p>How do we keep the peace?</p> <p>How is global peace promoted through the UN?- Any format</p>	<p>Are we all born equal?</p> <p>World Bank report</p>	<p>Should I stay or should I go?</p> <p>Story Map</p>
YEAR 8	<p>Fieldwork project</p> <p>Write-up and recommendation presentation</p>	<p>Are we managing the water ok?</p> <p>Video press conference</p>	<p>Urban legacy</p> <p>City models</p>
YEAR 9	<p>Who runs the world?</p> <p>Blogpost for the Economist</p>	<p>Doughnut Entrepreneurs</p> <p>Young Entrepreneurs pitch</p>	<p>Diamonds are forever</p>

Overview

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach. Summative assessments will include a short knowledge based assessment and a project based piece. Examples of the project based work can be found in bold in the table above. These will be assessed against a range of geographical skill, content knowledge and soft skill criteria.

There are significant crossovers with outdoor learning, such as navigation skills and appreciation of the natural environment. Model United Nations will also be running for select year groups. A range of geographical expeditions will be offered depending on which year group a pupil is in.



Global Studies

Overview

Pupils will learn Geography, History and Theology, Philosophy and Ethics in an interdisciplinary way, using knowledge and skills from each of the subject disciplines to connect learning and develop new ways of thinking.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 9	Who are you as a leader?	To what extent is entrepreneurship socially and environmentally conscious?	How do the super rich contribute to communities?

Assessment

Pupils will be assessed formatively and summatively through completion of their enquiry projects, using curriculum expectations from Geography, History and Theology, Philosophy and Ethics, following our 4 dimensional approach.

Extra-curricular Opportunities

Our World of Work speaker series will include speakers from a wide range of fields, addressing some of the issues that the Global Studies curriculum will focus on. Pupils will also be able to make connections with other areas of learning through the interdisciplinary nature of this lesson.



History

Intent

To make history meaningful for all pupils

Why history? It is important that our pupils learn about local, national and global history so that they become informed citizens. History encourages the development of skills of enquiry, independent thought, analysis and critical thinking.

Our pupils will do this by:

- Learning about the past in Britain and the wider world
- Considering how past influences the present
- Finding out about what past societies were like, how these societies organised themselves and what beliefs and cultures influenced people’s actions.
- Developing a chronological framework
- Seeing the diversity of human experienced and understand more about themselves as individuals and members of society
- Reflecting on their personal choices, attitudes and values
- Using evidence, weigh it up and reach their own conclusions
- Researching, sift through evidence and argue a point of view.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	What is History? The Roots of Britain- Medieval England Wales and Scotland, The Role of Myth. Why was the connection with France so important?	The Art of Late Medieval Kingship. Why was the nobility so important?	Late Medieval to Early Modern England- When did the Middle Ages end?
YEAR 8	The Early Modern World-New Empires, Renaissance and Reformation-who gained and who lost?	The Civil War - How did it shape our History?	18th-19th Century Britain-What were its legacies to the World?
YEAR 9	How and why do dictators rise to power?	To what extent is social protest important for social change? (Growth of and end of apartheid in South Africa)	How and why does conflict affect communities? (The Israel- Palestine conflict)

Assessment:

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach.

Summative assessments will include a knowledge and skill based assessment and project based pieces.



Maths

Overview

The Mathematics department aims to encourage an excitement and curiosity about numbers, enthusing pupils in their further learning and creating opportunities to access real world mathematics. Pupils are inspired to be independent thinkers, questioning why particular methods work and encouraging them to discover underlying links between concepts and their real world applications.

Pupils are taught their Mathematical skills through enquiry and problem solving. Starting by mastering core skills through deep learning and then exploring further using real life applications.

In Year 7 the pupils focus their learning around:

- Investigating how successful the UN have been in fulfilling the global goals
- Stocks and shares
- Planning journey from literary novels

In Year 8 the pupils focus their learning around:

- Classifying Mathematical identities
- Statistical analysis of current affair issues
- The Legacy of Bletchley Park

In Year 9 the pupils focus their learning around:

- Financing and running a restaurant
- Planning an expedition
- Using technology to graph changes

All pupils will need the Casio fx-83GTX model of calculator and a geometry set comprising a ruler, protractor and pair of compasses. They will receive a personal account with the online website www.mymaths.co.uk.

How will students be assessed?

Students will be formally assessed as a two part assessment: half termly skills test and an independent problem solving activity.

Pupils will also be assessed on pieces of work created throughout each enquiry module.



Music

Introduction

Music forms an integral part of the curriculum at Thomas's. Each form in the Senior School receives one 45-minute Music lesson every week. Around 90% of pupils receive individual instrumental tuition. We run orchestras, choirs, groups, and ensembles that perform at recitals, concerts and Church Services throughout the year. The Music Department also works alongside the Drama Department to produce musical productions.

Class Music

Pupils follow a programme linked to key musical skills including performing, listening, analysing and composing music. We take an enquiry-based approach to our lessons and encourage pupils to be independent, collaborative and creative learners, amongst other valuable life skills.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	Latin Beat - Music from South America	Light after lockdown - Event management	History of Western Music - creative and pastiche Composition
YEAR 8	What's the score - Film Music	The Show must go on - Musical Theatre	The Show must go on - Musical Theatre
YEAR 9	Message in the music - motivational song writing	Get Your Music Out There - Music Industry Insight	Sound it out - Radio Drama

Singing

Throughout the whole of Thomas's Battersea, singing is a very important feature of the pupil's musical development and experience. These skills are developed and honed as pupils progress through the school. A greater level of technical ability is achieved through appropriate vocal exercises and group singing becomes more complicated with the introduction of complex part singing and use of foreign languages.

Individual and Group Instrumental Tuition

Individual instrumental and singing tuition are offered for a broad range of instruments during the school day. Instrumental lesson opportunities currently include violin, viola, cello, double bass, harp, guitar, recorder, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, French horn, euphonium, tuba, piano, keyboards and organ, percussion and voice.

Lessons take place during the school day and rotate week by week to minimise disruption to the academic timetable. Pupils are encouraged to take Music Examinations as well as perform at Music Recitals, Busking in the Dining Room, and weekly Music for Lunch Concerts. Young musicians are also encouraged to take part in our annual Music Competition and audition for a chance to perform at our Summer Fair.

Parents are encouraged to meet the instrumental teachers at an annual Visiting Music Teachers' Parents' Evening and be involved in helping with practice. If you would like your child to learn an instrument, please contact the Music Administrator: Miss Alicia Hill (ahill@thomas-s.co.uk). Applications are considered by the Senior School Director of Music, in conjunction with the child's Form Teacher and Learning Support Department.



Music Groups and Ensembles

Orchestras, groups and ensembles exist for the benefit of pupils learning instruments at Thomas's and all receiving lessons in and out of school are encouraged to play with others, as appropriate to their ability. There are group opportunities for most instruments and each ensemble works towards a performance opportunity, which may include the Christmas Carol Service, the Jazz Concert, Rock Show, Summer Fair or Ensembles Concert.

Senior Choristers have the opportunity to go on a Choir Tour to Lake Garda in July 2022. Selected Senior Choristers usually participate in a high-profile charity Christmas Carol Concert and pupils in selected ensembles usually have the opportunity to participate in a Jazz Concert at an external venue. In addition to this, we organise various musical trips, competitions, workshops with visiting musicians throughout the year.

Choirs

Choirs are a strong feature of the musical life at Thomas's. The Spotlight Musical Theatre Club is open to all Senior School pupils, with no need to audition. The choir will perform at a school event. Auditions are held for places in the Senior Choristers at the beginning of each academic year. The Choristers meet three times each week and achieve a high standard of singing. They sing at the weekly Church Service as well as at special events

such as the Remembrance Service, Carol Service, Easter Service and Leavers' Service when the trebles are augmented by adult singers to provide alto, tenor, and bass parts. The Songbirds are a small group of elite Choristers, who also perform at Services, Concerts and Choir Competitions.



Personal, Social, Health and Economic Education

Overview

We teach Personal, Social, Health Education as a whole-school approach to underpin pupils' development as people and because we believe that this also supports their learning capacity.

Jigsaw, the mindful approach to PSHE, provides a programme which offers us a comprehensive, carefully thought-through scheme of work bringing consistency and progression to our pupils' learning in this vital curriculum area.

This also supports the "Spiritual, moral, social and cultural [SMSC] development of pupils" and "welfare, health and safety of pupils" aspects required under the Independent Schools Inspectorate, Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda.

We include the statutory Relationships, Sex and Health Education within our whole-school PSHE Programme.

Our Approach

The Jigsaw Programme covers all areas of PSHE for the secondary phase including statutory RSE and Health Education. The table below gives the

learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

TERM	PUZZLE (UNIT)	CONTENT
MICHAELMAS	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established
MICHAELMAS	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding difference, Equality Act
LENT	Dreams and Goals	Includes goal-setting, aspirations, who do want to become and what would I like to do for work and to contribute to society
LENT	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
SUMMER	Relationships	Includes understanding friendship, family, intimate relationships and other relationships, conflict resolution and communication skills, bereavement and loss
SUMMER	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

We allocate one protected lesson to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship
- Praise and reward system
- Learning Charter
- Through relationships pupil to pupil, adult to pupil and adult to adult across the school
- We aim to 'live' what is learnt and apply it to everyday situations in the school community
- Class tutors deliver the weekly lessons.



Science

Overview

Specialist Science teachers teach these discrete subjects in dedicated Science laboratories. Homework may include writing, research, practical tasks, reading, summarising work or studying.

Aims

Our aims in teaching Science are that the pupils will:

- Learn about a wide range of living things, materials and physical phenomena
- Begin to make links between ideas and to explain things using simple models and theories
- Apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday life and their personal health
- Carry out more systematic investigations, working alone and with others
- Use a range of reference sources
- Talk about their work and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs
- Learn to communicate scientific ideas, facts and data
- Participate actively and cooperatively in lessons

Lab safety is a prime consideration and the children are taught safe lab practices

Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach.

Summative assessments will include short tests at the end of each term, knowledge based assessment and a project based piece. Examples of the assessments can be found in green in the table above. These will be assessed against a range of practical skills, content knowledge and soft skill criteria.

Extra Curricular Activities

Science has always been based on discovering through doing, so it is no coincidence that our curriculum has a strong practical component.

The curriculum provides opportunities for all year groups to undertake field work. Each year group will take part in field studies.



Biology

What makes it Biology?

Biology is the study of life and living things. This covers the structure, function and growth of organisms, together with their evolution and distribution.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	The Hidden World Microbes - Friend or Foe? - debate	Atlas of the Body Which is the most important organ? - presentation	Are Humans Affecting Migration Patterns? Migration in a shoebox - display and manifesto
YEAR 8	Fit and Healthy? Doctor, Doctor - letter to a patient	Interdependence and Sustainability Why Do We Have World Bee Day? - research and presentation	Genetics and Variation Genetic Diseases
YEAR 9	Cell Theory Cloning Debate	What do Humans Need to Survive? Can Humans Survive the Journey?	Food - The Biggest Threat to Humanity? Which Diet is Best for the Planet?



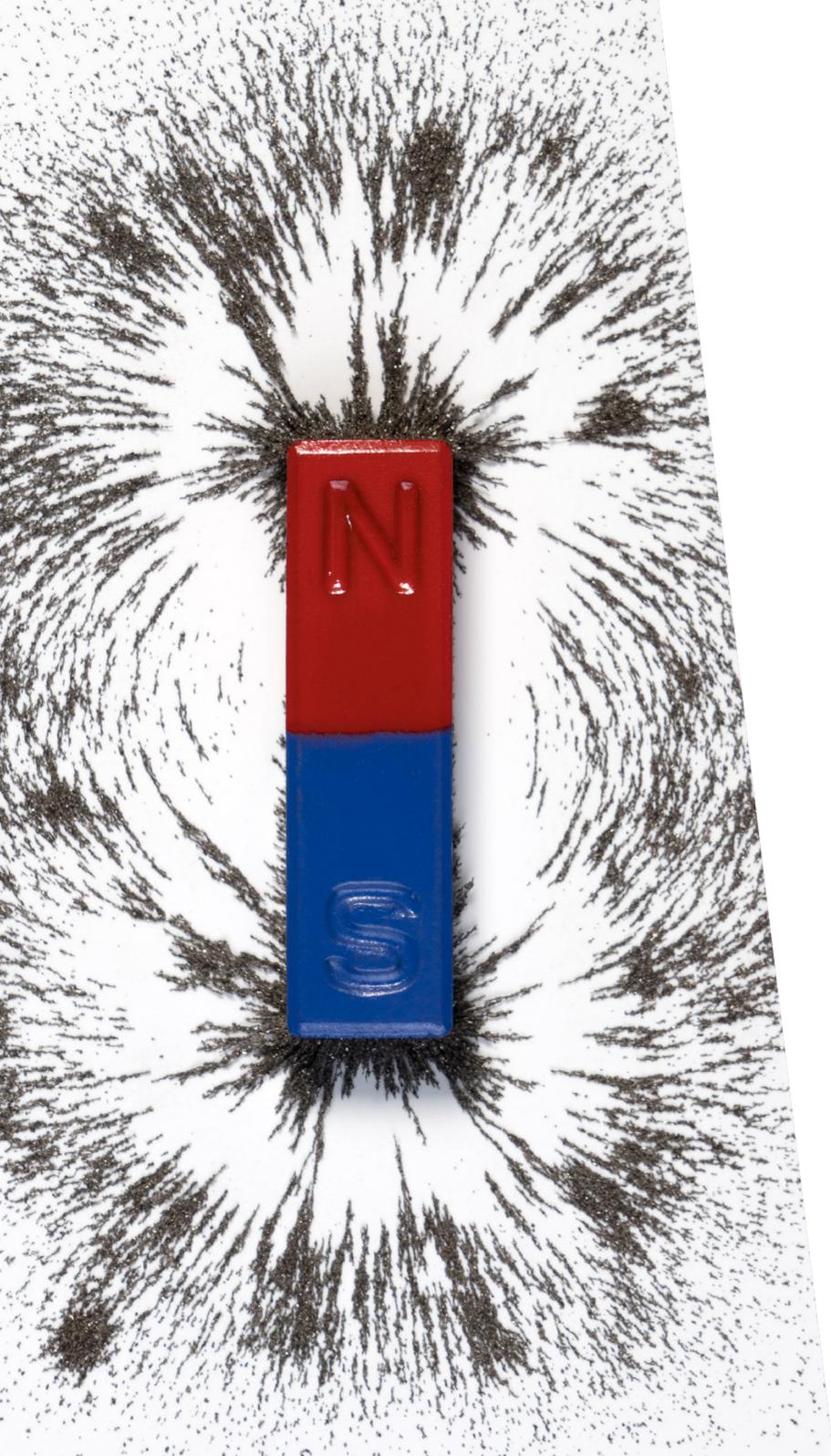
Chemistry

What makes it Chemistry?

It is the branch of science concerned with what substances are made from, the investigation of their properties and reactions, and the use of such reactions to form new substances.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	What's the Matter? Making Iron Sulfide - presentation Element Cube	The Acid Test Which indigestion tablet is most effective? - investigation	Chemical Reactions/ Metal Reactivity Burning Magnesium - practical write up
YEAR 8	Separating Solutions Separation techniques - presentation Calculating the % Yield of Rock Salt	Competitive Chemistry Displacement Disco - task	CSI Thomas's Murder Mystery Investigation - Write Up
YEAR 9	Atomic Theory Group work - Construct a Periodic Table	Crude Oil - Black Gold Distillation - practical and write up	Water - Humanity's Greatest Threat? Presentation



Physics

What makes it Physics?

It is the branch of science concerned with the nature and properties of matter and energy. Topics within Physics include heat, light and other radiation, sound, electricity and magnetism.

Topic Overview:

	MICHAELMAS	LENT	SUMMER
YEAR 7	<p>Energy and electricity generation</p> <p>Generator - model</p>	<p>Forces/ Speed/ Springs</p> <p>Speed practicals</p>	<p>Space - Humankind's greatest journey</p> <p>Design a Moon Base for Human Colonisation</p>
YEAR 8	<p>How Do We Use Electrical Circuits?</p> <p>Designing/ Building a Useful Circuit</p>	<p>The Future Uses of Light and Sound</p> <p>Written assessment</p>	<p>Rise of the Machines</p> <p>Make a Simple Machine</p>
YEAR 9	<p>How Can We Obtain Enough Energy?</p> <p>Poster of the Pros/ Cons of Nuclear Power</p>	<p>Is Mars the Solution?</p> <p>Is It Worth It? - debate</p>	<p>What Has the Scientific Community Ever Done For Me?</p> <p>Presentation</p>

News Media



BBC News



Forbes



CNN



WSJ



Wash Post



Bloomberg



The Guardian



NYTimes



Euronews

Study Skills

Overview

Study skills is timetabled for once a week, at Putney Vale for Year 8 pupils in the 2021-22 academic year.

Aims:

Through our weekly sessions our pupils will explore a broad and diverse curriculum which will prepare them for the year ahead and the next stage of their education. The sessions will take the form of teacher-led lessons, discussions and research.

A main component of the study skills session will be the Company Programme. The programme provides an experiential learning opportunity that introduces young people to the practical realities of the world of work.

Our weekly sessions will include the following topics:

- Study skills
- Company Programme
- Current affairs and matters arising either pastoral or academic as a year group or a as form
- Digital Portfolio development
- Interview practice
- Extension work and links to PSHE curriculum
- Debating
- Exploring how the teenage brain works.

Topic Overview:

MICHAELMAS	LENT	SUMMER
<ul style="list-style-type: none"> • Company Programme • Digital Portfolio • Interview practice • Current affairs and matters arising • Exploring how the teenage brain works • Study skills 	<ul style="list-style-type: none"> • Company Programme • Digital Portfolio • Debating • Current affairs and matters arising • Extension work and links to PSHE 	<ul style="list-style-type: none"> • Company Programme • Digital Portfolio • Current affairs and matters arising • Extension work and links to PSHE

Spanish

Intent

The Modern Foreign Languages department believes that its curriculum should reflect the school's vision and aims by providing an ambitious and stimulating experience for all pupils. The quality of education is organised by considering the intent of the curriculum, its implementation and how its impact is assessed.

The Spanish Department intends to provide a curriculum which is:

- Relevant, appropriate and engaging to pupils
- Recognises the importance of knowledge as well as skills
- Permits continuity and progression, within and across year groups
- Provides equality of opportunity for all students, promoting the development of inclusive learning opportunities
- Promotes spiritual, moral, cultural and social development, developing pupils' cultural capital
- Aims to develop pupils as critical thinkers, flexible and independent learners
- Enables all students to meet their full academic potential

Overview

The curriculum follows closely the National curriculum for languages:

- To understand and respond to spoken and written language from a variety of authentic sources
- To speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- To write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learned
- To discover and develop an appreciation of a range of writing in the language studied

The curriculum in Years 7 - 9 builds on the foundations of language learning established in Years 3, 4, 5 & 6. Teaching and learning focus on all four skills: listening, speaking, reading and writing. The aim is for pupils to develop their grammar and vocabulary, and linguistic competence with increased accuracy, both orally and in writing, to enable them to be creative and spontaneous in the target language.

Assessment

Pupils will be assessed both formatively and summatively against the curriculum expectations. Years 7, 8 & 9 will have weekly vocabulary & grammar tests and half termly assessments in speaking, listening, reading and writing. In Year 8 those pupils sitting Common Entrance and Scholarship papers will have two mock examinations.





PE and Games

Overview

The curriculum is planned around a framework of ELP (Enjoyment, Learning, Performance) and the National Curriculum and aims to:

- Provide a dynamic curriculum, taught by enthusiastic, qualified and specialist staff, that is inclusive and supports the health and wellbeing of all pupils
- Enable pupils to discover and understand their own abilities, then challenge themselves to reach their full potential, in a safe environment
- Promote the enjoyment and long term benefits of regular physical activity
- Create opportunities for both recreational sport within school, and competitive sports fixtures against other schools
- Identify, develop and guide pupils of outstanding ability on a pathway to excellence, using links to outside clubs and professional organisations
- Encourage pupils to participate in a wide ranging extracurricular activities (e.g., sports clubs, team practices, events, visits, tours, outdoor adventure and expeditions)
- Reinforce the Thomas's Values e.g., confidence, humility, resilience, teamwork and respect
- Inspire pupils leaving the school to continue physical activity and regular exercise throughout life

All pupils should experience ELP concurrently, however priority is given to performance in the Senior School.

Philosophy of the Department

The philosophy of the PE Department is to develop participation and excellence in sport and help every child to "Be the best that you can be".

This can be broken down into three areas:

ENTITLEMENT:

Every child deserves the same quality of experience but at their appropriate level, so that optimum learning is achieved.

ENGAGEMENT:

The PE Department aims to create an environment in which all pupils are engaged and learning.

ENJOYMENT:

It must be FUN! Pupils should always be active, appropriately challenged and successful.

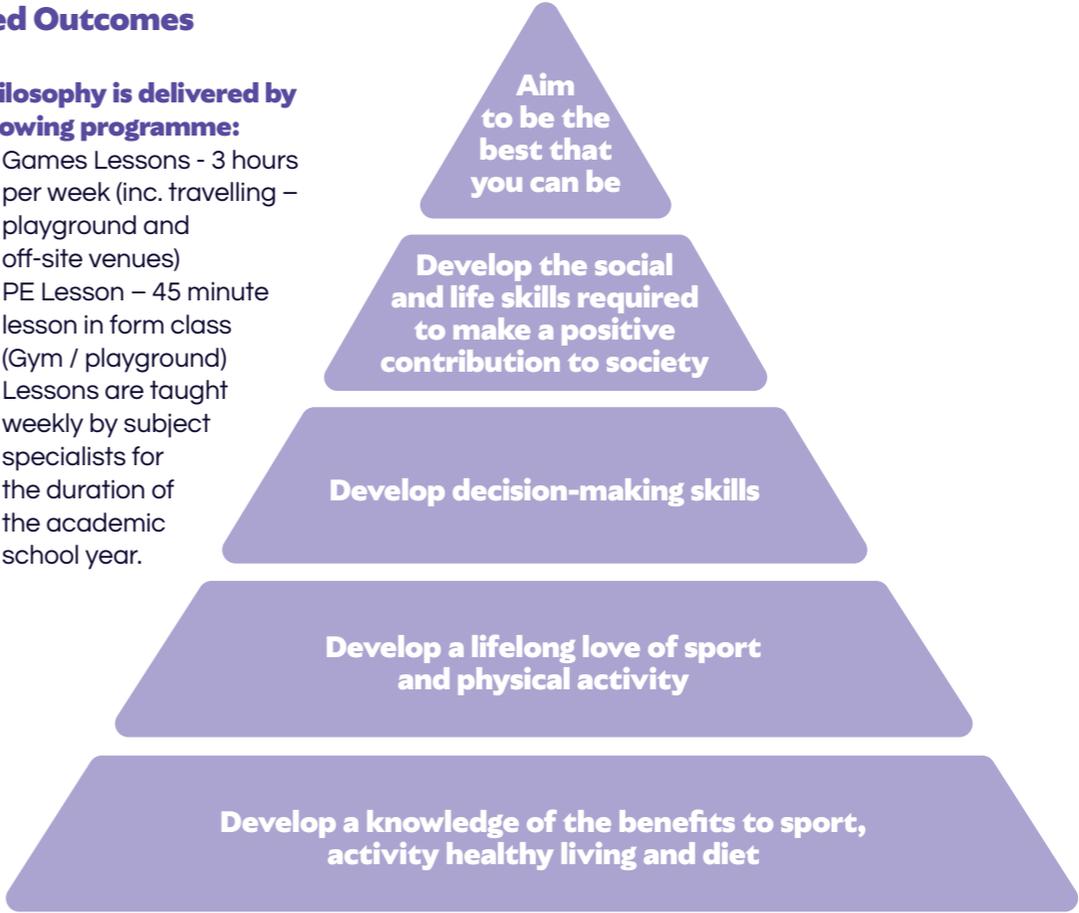
Development Role

The Thomas's Development Model in Sport is at the core of our learning and assessment and divides our curriculum up into four main areas: Technical, Tactical, Physical, Psychological and Social.

Desired Outcomes

This philosophy is delivered by the following programme:

- Games Lessons - 3 hours per week (inc. travelling – playground and off-site venues)
- PE Lesson – 45 minute lesson in form class (Gym / playground) Lessons are taught weekly by subject specialists for the duration of the academic school year.



Outline

The Physical Education curriculum aims to inspire all pupils to succeed and excel in sport and physically demanding activities. It provides opportunities for pupils to develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequence movements. Pupils should enjoy communicating, collaborating and competing with each other. The curriculum helps pupils develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Our aim is to ensure pupils develop fundamental movement skills, become increasingly competent and confident and can access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both

against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance (through athletics and gymnastics)
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

GAMES:	MICHAELMAS	LENT	SUMMER
YEAR 7	Invasion Games (Netball and Football) Passing and Receiving, Defending, Attacking, Strategic Understanding, Soft Skills	Invasion Games (Hockey and Rugby) Passing and Receiving, Defending, Attacking, Strategic Understanding, Soft Skills	Striking and Fielding (Cricket) Striking, Throwing and Catching, Fielding, Strategic Understanding, Soft Skills
YEAR 8 & 9	Invasion Games (Netball and Football) Passing and Receiving, Defending, Attacking, Strategic Understanding, Soft Skills	Invasion Games (Hockey and Rugby) Passing and Receiving, Defending, Attacking, Strategic Understanding, Soft Skills	Striking and Fielding (Cricket / Tennis) Passing and Receiving, Defending, Attacking, Strategic Understanding, Soft Skills Athletics Running, Jumping, Throwing, Strategic Understanding Sculling Water confidence, Stroke, Teamwork and Coordination, Soft Skills

PE:	MICHAELMAS	LENT	SUMMER
YEAR 7	Enquiry Project 1: Conflict and Peace / Global Citizenship Health Related Fitness: Testing, methods of training, target setting, recovery, Designing a Personal Fitness Programme, Physiology and Anatomy	Enquiry Project 2: Lifestyle / Food and Health Nutrition and Diet, Coordination and collaboration, Basketball and Handball	Enquiry Project 3: Migration / Journeys Developing links, The Power of Sport, Developing power and Speed, Agility and Endurance, Coordination-Badminton
YEAR 8	Enquiry Project 1: Identity Health Related Fitness: Testing, methods of training, target setting, recovery Designing a Personal Fitness Programme, Physiology and Anatomy, Nutrition and Diet	Enquiry Project 2: Change Coordination and collaboration, Basketball and Handball, Movement Analysis / Biomechanics	Enquiry Project 3: Legacy Developing links, The Power of Sport, Developing power and speed, Agility and endurance, Coordination, Badminton
YEAR 9	Enquiry Project 1: Leadership Health Related Fitness: Testing, methods of training, target setting, recovery, Designing a Personal Fitness Programme, Physiology and Anatomy, Nutrition and Diet	Enquiry Project 2: Entrepreneurship Coordination and collaboration, Sports Psychology, Basketball and Handball	Enquiry Project 3: Community Developing links, The Power of Sport, Developing power and Speed, Agility and Endurance, Coordination-Badminton

Assessment and Monitoring

Pupils are assessed on an ongoing basis. Assessments inform future planning and give staff the information required to give feedback to pupils, parents and other members of staff at the appropriate times. For each unit of work, teachers monitor how children are progressing in relation to the Curriculum Expectations in conjunction with the National Curriculum standards. These assessments can then be referred to

following the next module to identify progress and are kept by the Department so they can be added to each year, enabling the staff to access a record of pupil progression throughout their time at the school. In addition, quantitative data is collected in terms of swimming times and awards, athletic times and distances, graded gymnastic sequences and team and representative honours inside and outside of school.

Extra-Curricular Activities

The PE Department organises both midweek and weekend fixtures, tournaments, festivals and competitions against local schools with similar philosophies. They host their own Football and Hockey Tournaments, Gymnastic and Judo Competitions. Pupils participate in Rugby, Cricket, Netball, Judo, Swimming and Cross Country events as part of the Thomas's London Day Schools group of schools. There is also a thriving programme of Inter-House Competitions and there are annual Lower, Middle and Senior Sports Days held at the Millennium Arena in Battersea Park. A number of

pupils qualify to take part in a number of Borough of Wandsworth competitions and pupils have been selected in a number of events for the London Youth Games, Wandsworth District and the ISFA. The PE Department has links with many local and national sports clubs and other organisations and aims to extend and challenge pupils out of school whenever possible. We also have a proud history of sports tours and mini-tours, including a football tour of Brazil. PE Department staff organise and take part in many of the annual yearly trips, including Outward Bound for Year 8 pupils.



Theology, Philosophy and Ethics

Intent

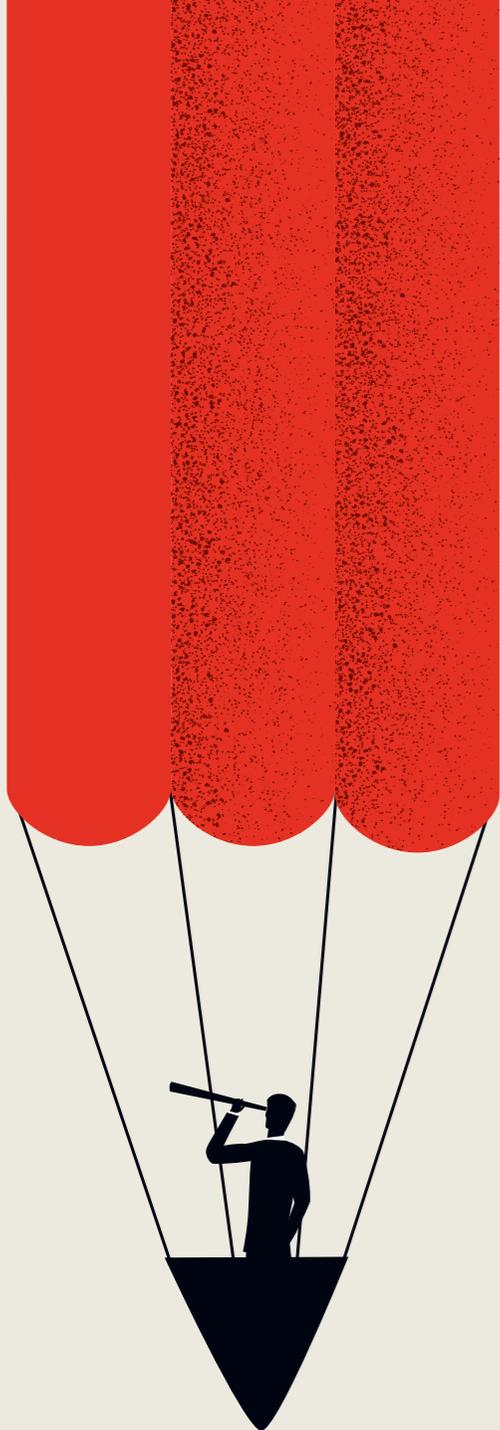
Theology, Philosophy and Ethics seeks to encourage pupils to reflect on and debate some of the big questions which people often ask about their own and others' lives. The subject provokes challenging questions about the ultimate meaning and purpose of life. It explores the beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It also offers opportunities for critical thinking and reasoning as well as personal reflection and spiritual development, and encourages pupils to develop their sense of identity and belonging.

	MICHAELMAS	LENT	SUMMER
YEAR 7	To whom does the world belong? <ul style="list-style-type: none"> • Origins myths • Science vs. religion • Stewardship & Environment 	How should I behave (1)? <ul style="list-style-type: none"> • Religion: Biblical • Jesus & NT Ethics • Situational Ethics 	The Problem of Evil and Suffering <ul style="list-style-type: none"> • Theodicy • Just War • Migration
YEAR 8	Who am I and what can I know? <ul style="list-style-type: none"> • Plato's Cave • Modern parables • Religion and human purpose (Big Six religions) 	How should I behave (2)? <ul style="list-style-type: none"> • Moral Philosophy • Utilitarianism • Natural Law • How should I treat others - case study: assisted dying? 	Pathways Project <ul style="list-style-type: none"> • Unique passion project • Cross Curricular • Multi media • Supervised milestones
YEAR 9	What do you stand for? <ul style="list-style-type: none"> • What is truth? Who can I trust? • Humanism & Purpose • Critical engagement 	The Holocaust <ul style="list-style-type: none"> • The historical narrative • Jewish belief & experience • Collaboration or resistance 	Religious Community <ul style="list-style-type: none"> • Post 2WW solidarity • Moral/ philosophical responses • The banality of Evil

Assessment:

Pupils will be assessed both formatively and summatively against the curriculum expectations, which follow our 4 dimensional approach.

Summative assessments will include a knowledge and skill based assessment and project based pieces.



Assessment

Intent

Thomas's Battersea Senior School subscribes to a 4 dimensional approach to curriculum and therefore assessment. Pupils will be assessed on:

- Knowledge and Skills through the curriculum expectations using a four point scale:
 - Beginning
 - Expected
 - Mastering
 - Innovating
- Character through the 4Cs:
 - Critical thinking
 - Collaboration
 - Communication
 - Creativity
- Metalearning through pupil reflections and the digital portfolios

A guide for how the four point scale for knowledge and skills assessment links with future learning is demonstrated below. Please note that we do

not expect pupils to progress at a linear rate; this is a guide to help you understand your child's attainment.

YEAR 7-10	YEAR 11	YEAR 12-13
Innovating	9	A*
Mastering	8	A
	7	B
Expected	6	C
	5	D
Beginning	4	E
	3	Fail
	2	
	1	



Common Entrance and Scholarship provision (Year 8)

Intent

We will continue to support pupils through the demands of various Senior Schools. Our enquiry mindset underpins our teaching of the Common Entrance syllabus and individualised support is provided for those pupils sitting for scholarships and taking early examinations.



Our departments are taking the following measures to support pupils:

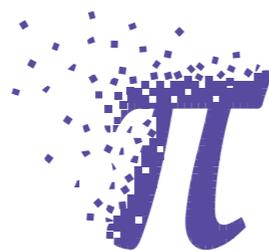
English

- Ensure pupils are familiar with the structure of the English CE examination:
 - **Paper 1** - Reading and Writing - Literary Prose / Writing for a Practical Purpose
 - **Paper 2** - Reading and Writing - Poetry / Imaginative, Descriptive, Narrative Writing
- All English reading skills will be addressed in all English lessons through the study of, but not limited to, *Private Peaceful* by Michael Morpurgo, the study of WW1 poetry and relevant non-fiction texts
- Writing skills will be further developed through planning and writing for a practical purpose such as writing a speech, writing a letter, writing a newspaper / magazine article. The features of non-fiction writing will encompass
 - appropriate layout: headings, subheadings, images, captions, columns
 - language features such as pattern of three, hyperbole, use of imperatives
- Creative writing skills will be further developed in order to create engaging and entertaining writing. Figurative language features such as imagery, alliteration, onomatopoeia and sensory description will be used to create a sustained mood and a strong atmosphere. Sentence structure, syntax and a broad range of punctuation will be used to add layers of meaning to the writing
- Regular homework relevant to syllabus requirements and derived from English lessons will be set to apply and develop known techniques
- Timed assessments - as well as mock exams in November and March - will enable pupils to practise working quickly and independently
- Verbal and written feedback will be continuous and personal to the pupil. Targets will be set
- Virtual learning platform pages will be used to host work, texts, feedback, revision guidance and past papers, where relevant
- Guidance of personal, independent reading will encourage all pupils to read every day in addition to any other homework set.



French

- Assess topic specific vocabulary and grammar regularly (pass mark 70% - retest at 1st/2nd break)
- Use the virtual learning platform to assess the pupils' questions and answers for the speaking and writing assessments in four topics
- Offer additional time outside of the classroom to practise the speaking assessment (role play and general conversation)
- Set differentiated and extended work in class (listening and reading comprehensions, CE style translations and creative writing tasks)
- Offer verbal and written feedback - regular teacher/pupil dialogue to monitor progress
- Set realistic and manageable targets in their exercise books / on their learning platforms
- Liaise with parents / form tutors / Academic Deputy Head with regard to progress & add to iSAMS for tracking/monitoring purposes
- Conduct two mock exams in November and March: Listening, Speaking, Reading and Writing (25 marks per paper)
- Monitor pupils' progress using data (mock exams, tests, teacher feedback/comments, homework, class work etc.)
- Offer clinic sessions to identify and target pupils' weaknesses / bridge any gaps in their learning
- Offer comprehensive (termly) revision guides and practise up-to-date exam papers with transcripts and mark schemes



Maths

- The most recent changes to the CE syllabus align with our current curriculum choices: more problem solving, less wordy
- Those sitting CE will have regular opportunities to sit practice papers and questions in lesson times
- Regular lesson time (weekly) dedicated to revising and securing core skills
- CE syllabus will be completed by Easter of Year 8 so that when we complete work in the summer term e.g. Codes and Cipher, those completing CE will have additional options to focus on CE papers
- Example papers and holiday work available on the virtual learning platform every holiday
- End of topic targets given to each child
- Homework papers given every fortnight



Science

- Set regular homework relevant to syllabus requirements, allowing pupils to test and apply knowledge and to develop exam technique
- Provide regular formative and summative assessment of work
- Set timed assessments - as well as mock exams in November and March - to enable pupils to practise working quickly and independently
- Provide ongoing verbal and written feedback
- Set SMART Targets for each pupil
- Use the virtual learning platform to set work and give feedback
- Monitor pupils' progress using data (mock exams, tests, teacher feedback/comments, homework, class work etc.)
- Offer clinic sessions to identify and target pupils' weaknesses / bridge any gaps in their learning



Latin (not examined)

- Pupils will be assessed both formatively and summatively against the curriculum expectations. Years 7, 8 & 9 will have weekly vocabulary & grammar tests and half termly assessments in speaking, listening, reading and writing. In Year 8 those pupils sitting Common Entrance and Scholarship papers will have two mock examinations.



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