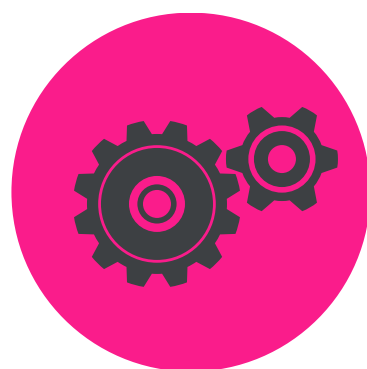


TALLIS Challenge



The TallisChallenge programme nurtures ambition, sparks curiosity, and promotes academic excellence among our most able learners.

We offer a rich and varied range of opportunities to deepen subject knowledge, explore future pathways, and develop confident, independent thinkers.

At the heart of our approach is a commitment to building an intellectual community—one where ideas are shared, challenged, and celebrated.

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THOMAS
TALLIS
SCHOOL



TALLIS Challenge

The Year 7 programme takes place over ten weeks in the Spring Term and is designed to introduce students to some key opportunities for personal and intellectual development.



Join a club

For example, you could join a book club, Tallis choir, Tallis Actors Guild, learning songs in Spanish, History detectives, Science club ...etc.



Read two books

Choose from the TALLIS Challenge library selection (see Ms Viegas in the library for more info). You should be prepared to discuss your thoughts about what you've read

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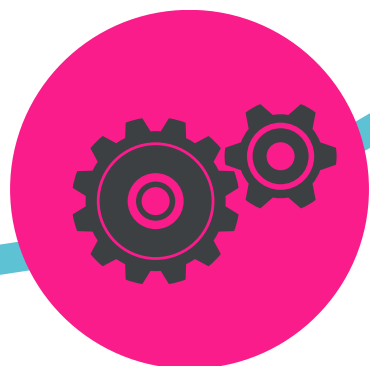
Complete a task

Complete at least one task from the **supercurriculum** (see overleaf) every fortnight. There will be a range of rewards to recognise exceptional work at the end of the programme



Do well

Achieve highly in your in-class assessments



Try hard

Have an average effort, behaviour and independent learning of better than 1.5

| Key Dates | Humanities/Languages | STEM | Arts |
|--|--|--|---|
| <p>Regular meetings to be arranged. Keep your work organised.</p> <p>23 January</p> | <p>Visit a nearby section of the River Thames (or view it online via maps or live cams if visiting is not possible). Observe how the river interacts with the urban environment, identifying features such as bridges, embankments, parks, or wildlife along the river.</p> <p>Create a scientific poster highlighting at least three key features of the River Thames and explain their geographical significance. This could include how the river supports transport, tourism, or biodiversity in the city, helping students connect urban geography with natural features.</p> | <p>Create an account with Salters Chemistry. The platform is highly interactive with beautiful illustrations and activities relating to a monthly theme. New content is released each weekday.</p> <p>Register here: tinyurl.com/salterschemistry</p> | <p>Learn a poem by heart and perform it (this could be a recording or a performance to friends/family). Create a visual diary of the process.</p> <p>Suggested poems to select from: 'Island Man' - Grace Nichols 'At the Border, 1979' - Choman Hardi</p> |
| <p>6 February</p> | <p>Make a fact file on important figures in the world faiths e.g. Jesus, the Prophet Muhammad, the Prophet Abraham, Guru Nanak, the Buddha. In your fact file include why they are important to each faith associated with them. Do this using the school library computers or one at home</p> | <p>Carry out some practical research about what lives in the Tallis garden. Create a foodweb to describe the ecosystem (Mr Baker may help if you ask nicely). Some general advice here - tinyurl.com/drawafoodweb</p> | <p>Go to the V&A website (they have a lot of online resources which are useful for DT and particularly Graphics). Look at their collections, find two posters from the 1960s, one by Victor Moscoso and one by Abram Games. Create an A3 page with print outs of each poster and notes comparing and contrasting them</p> |
| <p>27 February</p> | <p>Choose a historical event that interests you from the episode list of 'In Our Time' - tinyurl.com/inourtimebbc Use what you learn from the episode to create a 10 question quiz about it</p> | <p>Find out about Hilbert's grand hotel and possible solutions. Present your findings (this can be a written essay or more creative response)</p> | <p>Create an illustrated timeline of important artistic movements - include art from a range of cultures across the world</p> |
| <p>13 March</p> | <p>Research the French (Francophone) and Spanish (Hispanic) speaking countries. How many countries speak French/Spanish, take notes. Pick 1 country, go to the library and find a travel guide. Plan a weekend in one of the French/Spanish speaking-cities/towns and research at least three activities per day you would like to do. Present your findings in a brochure-style document. You can use pictures, QR codes, text etc. (be creative!)</p> | <p>Create a poster that explains the 'Monty Hall problem' and how it is solved – start here for help tinyurl.com/montyhallexplained</p> | <p>Using Threshold Concept No 1 - Music and Sound are closely related - use your phone to make a sound recording of an area near where you live. For example, a park, the Thames, a busy high street. Listen carefully to your sound recording and create a poster or mind map of all the different sounds you can hear, identify which might be considered musical, and which might be considered non-musical.</p> |
| <p>27 March</p> | <p>Visit a local market (or Greenwich food market, Borough market) and find 10 items of food that come from the Francophone or Hispanic world (i.e. baguette, azafraán, brie cheese, churros etc). Take pictures of the items and create a poster with the items discovered and label them in Fr/Sp. Or, you might want to discover Fr/Sp dishes sold at these markets rather than individual items of food (i.e. paella, churros, empanadas, raclette, crêpes, quiche). Take pictures of these dishes and then place them on a map, labelled in Fr/Sp with English description of what they are. Or you can make a video if you prefer!</p> | <p>Create an account at parallel.org.uk using the teacher code J3BU-FJMD There are weekly tasks with a variety of difficulties. Each task should take about 30 minutes. You can also join a Parallel Maths Circle at the same site, giving you access to weekly live interactive sessions exploring the world of mathematics.</p> | <p>Collect everyday objects, perhaps all the same colour. Take a range of photos, thinking about different compositions. Put them in size order, stack them, give them titles, draw them. Make a drawing tool out of some of them and draw with the tool. Go</p> |

TALLIS Challenge

The Year 8 and 9 programme contains a range of opportunities across the two years combining individually tailored experiences with group activities.

Lecture and Discussion society

Students give or hear a lecture on a topic of interest which then leads into a group discussion. Our 6th form lecture society give an example set of taster lectures to help inspire students. Overleaf is a menu of challenging academic courses which we encourage students to choose from as a basis of their lecture. The society runs every Wednesday Week B lunch time in 2.124.

Advanced Study Skills

As part of the above society we will intermittently run advanced study skills aimed at accessing the highest grades and developing the most effective approach to study.

Alumni Sessions

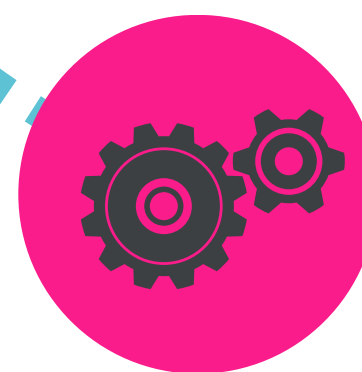
Members of our alumni community will run sessions covering areas such as university study life and succeeding at GCSE and A-level.

Trips & Visits

We want students involved in TallisStrives to experience what an ambitious future holds for them. For example, attending the Imperial College London STEM day, UCL KS3 taster day, meet the scientist event at the national history or a public lecture at the LSE.

Competitions

Our Debatemate programme is a great way to build student confidence, develop the skills of public speaking and compete against other schools. We take part in a variety of debating competitions which students, as part of TallisChallenge, are eligible for. These may include the English Speaking Union, The Oxford Schools debating competition and Hampstead debate hub.



Years
8 & 9:

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