





St. John Fisher Catholic School aims to provide students with a broad and balanced curriculum. This booklet provides an outline of the topics studied in each subject we offer. If, after reading this booklet, you have any further questions about the curriculum, please contact the school office at office@ stjohnfisher.school.

Students in all year groups are given the opportunity to explore the spiritual, moral, cultural and physical aspects of learning in all lessons. Collective worship takes place during year group assemblies and in lessons. Embedded within the curriculum is a weekly session dedicated to Citizenship and personal, social, health and economic education (PSHE). This is designed to ensure all students acquire a sound knowledge of personal and social wellbeing.

All students in Key Stages 3-4 follow a one-week timetable with 24 lessons, each of which is 65 minutes long. There is also a morning registration period which takes place for twenty minutes at the start of each school day.

Key Stage 3 Curriculum (Year 7)

Year 7 students are at the beginning of a three-year Key Stage 3 in 2023-24. They study the following:

- English (3 classes per week)
- Maths (3 classes per week)
- Science (3 classes per week)
- RE (2 classes per week)
- Geography (2 classes per week)
- History (2 classes per week)
- French (2 classes per week)
- Physical Education (2 classes per week)
- Art and Music (1 class per week, alternating throughout the year)
- Product Design and Food Technology (1 class per week, alternating subjects throughout the year)
- Citizenship (1 class per week)
- Drama (1 class per week)
- Computing (1 class per week)

Key Stage 3 Curriculum (Year 8)

Year 8 students are completing the second year of a two-year Key Stage 3 in 2023-24. Students study the following:

- English (3 classes per week)
- Maths (3 classes per week)
- Science (3 classes per week)
- RE (2 classes per week)
- Geography (2 classes per week)
- History (2 classes per week)
- French (1 class per week)
- Latin (1 class per week)
- Physical Education (2 classes per week)
- Art, Product Design and Food Technology (2 classes per week, alternating subjects throughout the year)
- Citizenship (1 class per week)
- Drama (1 class per week)
- Computing (1 class per week)

Key Stage 4 Curriculum (Years 9-11)

All students will study the core curriculum throughout Years 9-11 as follows:

Name of subject	Year 9 Lessons	Year 10 Lessons	Year 11 Lessons
English	4*	4	4
Maths	4*	4	4
Science	4	4	4
Religious Education	2	2	2
Physical Education	1	1	1
Citizenship	2	2	2
Option choice A	3	3	2
Option choice B	3	3	3

^{*}Year 9 grammar stream students have 3 classes per week of English and Maths. This is so they can also study a compulsory language, either GCSE French or GCSE Latin.

The subjects offered by SJF at Key Stage 4 are as follows:

English Language GCSE (core subject)

English Literature GCSE (core subject)

Mathematics GCSE (core subject)

Trilogy Science GCSE (core subject, depending on student setting)

Triple Science GCSE (core subject, depending on student setting)

Religious Studies GCSE (core subject)

Citizenship (core subject)

Art GCSE (option subject)

Computer Science GCSE (option subject)

Hospitality BTEC (option subject in Year 9 and 10)

French GCSE (option subject)

History GCSE (option subject)

Geography GCSE (option subject)

Performing Arts GCSE (option subject in Year 9

Music (option subject in Year 9)

COPE (option subject in Year 9 and 10)

Product Design GCSE (option subject)

Sociology GCSE (option subject)

Sport GCSE (option subject)

Sport Level 2 BTEC (option subject)

Health and Social Care Level 2 BTEC (option subject)

Travel and Tourism Level 2 BTEC (option subject in Year 11)

Key Stage 5 Curriculum 2022-23 (Years 12-13)

Students in Key Stage 5 follow the same timings of the school day as pupils in Years 7-11 but will have some periods of private study in addition to their Level 3 courses. There is also a morning registration which takes place for twenty minutes at the start of each school day.

Name of subject	Year 12 Lessons	Year 13 Lessons			
Religious Studies (core subject for all students)	1	1			
GCSE Retake English Language	2	2			
(compulsory for all students who have not passed at grade 4+)					
GCSE Retake Maths	2	2			
(compulsory for all students who have not passed	at grade 4+)				

Students will then complete their curriculum with a selection of the subjects below, based on their Key Stage 5 Options choices:

Biology A Level	5	5
Business Studies BTEC	5	5
Chemistry A Level	5	5
English Literature A Level	5	5
Ethics and Philosophy (Religious Education) A Level	5	5
Fine Art A Level	5	5
Forensic Science BTEC	5	5
History A Level	5	5
Health and Social Care BTEC	5	5
ICT Level 3 Technical Award	5	5
Maths A Level	5	5
Media A Level	5	5
Physics A Level	5	5
Politics A Level	5	5
Psychology A Level	5	5
Sociology A Level	5	5
Sport BTEC (Year 13 only)		5
Travel and Tourism BTEC (Year 13 only)		5

Level 2 Curriculum for Year 12 (12N)

This curriculum is designed for students who will complete a three-year sixth form programme.

Name of subject	Year 12 Lessons
Religious Studies (core subject for all students)	1
GCSE Retake English Language	2
GCSE Retake Maths	2
Level 2 Health and Social Care	5
Level 2 Hospitality	5
Level 2 Applied Science	5

Course List (Key Stage 4)

Current year qualifications studied.

All GCSE qualifications that we now offer are graded 9-1.

Level 2 BTEC First Awards are graded D*, D, M, P, P1

Level 2 BTEC Technical Awards are graded D*, D, M, P, M1, P1

Qualification Information

Subject	Grades	QAN	Exam Board	Award Spec Code
GCSE Subjects				
GCSE ART	9-1	60180882	AQA	8201
GCSE Biology	9-1	60187529	AQA	8461
GCSE Chemistry	9-1	60187578	AQA	8462
GCSE Science: Trilogy	9-1	6018758X	AQA	8464
GCSE Computer Science	9-1	6018355X	OCR	J276
GCSE Product Design	9-1	60309842	AQA	8552
GCSE Drama	9-1	60185752	AQA	8261
GCSE English Language	9-1	60142923	AQA	8700
GCSE English Literature	9-1	60144476	AQA	8702
GCSE Food and Nutrition	9-1	60184218	AQA	8585
GCSE French	9-1	60181576	AQA	8658
GCSE Geography A	9-1	60181345	EdexcelPearson	1GA0
GCSE History	9-1	60180924	EdexcelPearson	1Hi0
GCSE Maths	9-1	60147003	EdexcelPearson	1MA1
GCSE Panjabi	9-1	60310741	AQA	8683
GCSE Physics	9-1	60187517	AQA	8463
GCSE Physical Education	9-1	60182799	AQA	8582
GCSE Polish	9-1	6031185X	AQA	8688
GCSE Religious Studies A	9-1	60300796	EdexcelPearson	1RA0
GCSE Sociology	9-1	60307985	AQA	8192
Vocational subjects				
BTEC First Award Travel	D*-P1	60065126	EdexcelPearson	BPRV8
BTEC TECH Award Health	D*-P1	60303955	EdexcelPearson	YPF47

Course List (Key Stage 5)

Current year qualifications studied.

At A-level we offer 2 year courses with no examination taking place in Year 12 and certification in the summer of Year 13. These qualifications are graded $A^* - G$.

BTEC level 3 and OCR Cambridge Technical level 3 qualifications are graded D* - P

Qualification Information

Grades	QAN		Exam Board		Award Spec Code
A* – G	601445	567	AQA		7201
A* – G	60146254		AQA		7402
A* – G	603113	332	AQA		7552
 Introductory 	Diploma	а			
D* – P	600462	235	OCR		5349
A* – G	601532	271	AQA		7712
A* – G	601497	735	AQA		7042
A* – G	603133	33X	EdexcelPearso	n	9MA0
A* – G	603114	496	Eduqas (WJEC))	A680QS
A* – G	603122	233	EdexcelPearso	n	9PL0
A* – G	601483	38X	AQA		7182
A* – G	601886	586	OCR		H573
A* – G	601399	948	AQA		7192
Year group		Awarding Bod	У	Award	Code
12,13		EdexcelPearso	n	PXL61	
12,13		EdexcelPearso	n	PXL62	
12,13		EdexcelPearso	n	YD991	
12,13		EdexcelPearso	n	YD992	
12,13		EdexcelPearso	n	YG215	
12,13		EdexcelPearso	n	RR083	
12,13		EdexcelPearso	n	PYD30	
	A* - G A* - G A* - G - Introductory D* - P A* - G	A* - G 601449 A* - G 601469 A* - G 603113 - Introductory Diploma D* - P 600469 A* - G 601533 A* - G 601499 A* - G 603114 A* - G 603114 A* - G 603122 A* - G 601483 A* - G 601483 A* - G 601886 A* - G 601399 Year group 12,13 12,13 12,13 12,13 12,13	A* - G 60144567 A* - G 60146254 A* - G 60311332 - Introductory Diploma D* - P D* - P 60046235 A* - G 60153271 A* - G 60149735 A* - G 6031333X A* - G 60311496 A* - G 60312233 A* - G 6014838X A* - G 60188686 A* - G 60139948 Year group Awarding Bod 12,13 EdexcelPearso 12,13 EdexcelPearso	A* - G 60144567 AQA A* - G 60146254 AQA A* - G 60311332 AQA - Introductory Diploma D* - P 60046235 OCR A* - G 60153271 AQA A* - G 60149735 AQA A* - G 6031333X EdexcelPearson A* - G 60311496 Eduqas (WJEC) A* - G 60312233 EdexcelPearson A* - G 6014838X AQA A* - G 60188686 OCR A* - G 60139948 AQA Year group Awarding Body 12,13 EdexcelPearson 12,13 EdexcelPearson	A* - G 60144567 AQA A* - G 60146254 AQA A* - G 60311332 AQA - Introductory Diploma D* - P 60046235 OCR A* - G 60153271 AQA A* - G 60149735 AQA A* - G 6031333X EdexcelPearson A* - G 60311496 Eduqas (WJEC) A* - G 60312233 EdexcelPearson A* - G 6014838X AQA A* - G 60188686 OCR A* - G 60139948 AQA Year group Awarding Body Award 12,13 EdexcelPearson PXL61 12,13 EdexcelPearson YD991 12,13 EdexcelPearson YD992 12,13 EdexcelPearson YG215 12,13 EdexcelPearson RR083 12,13 EdexcelPearson PYD29

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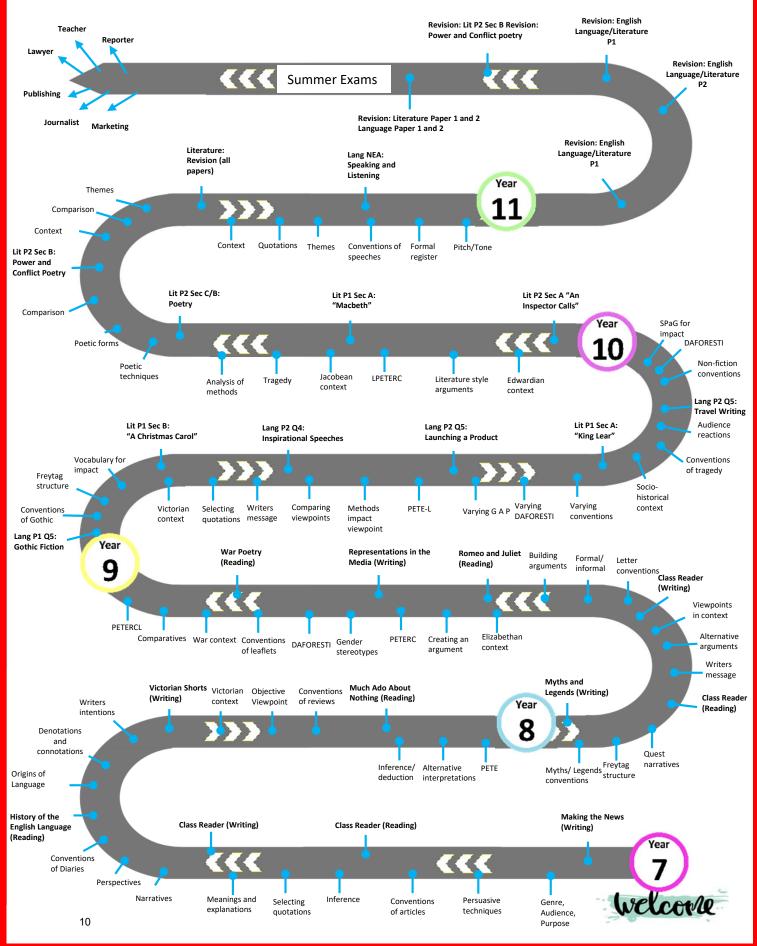
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Design and Technology	
Key Stage 3-4 Design and Technology (Years 7-11) – three year Key Stage 3	51
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Your English Learning Journey

Curriculum Intent: I study English to appreciate what forms the basis for our development, relationships and our understanding of the world around us. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning.

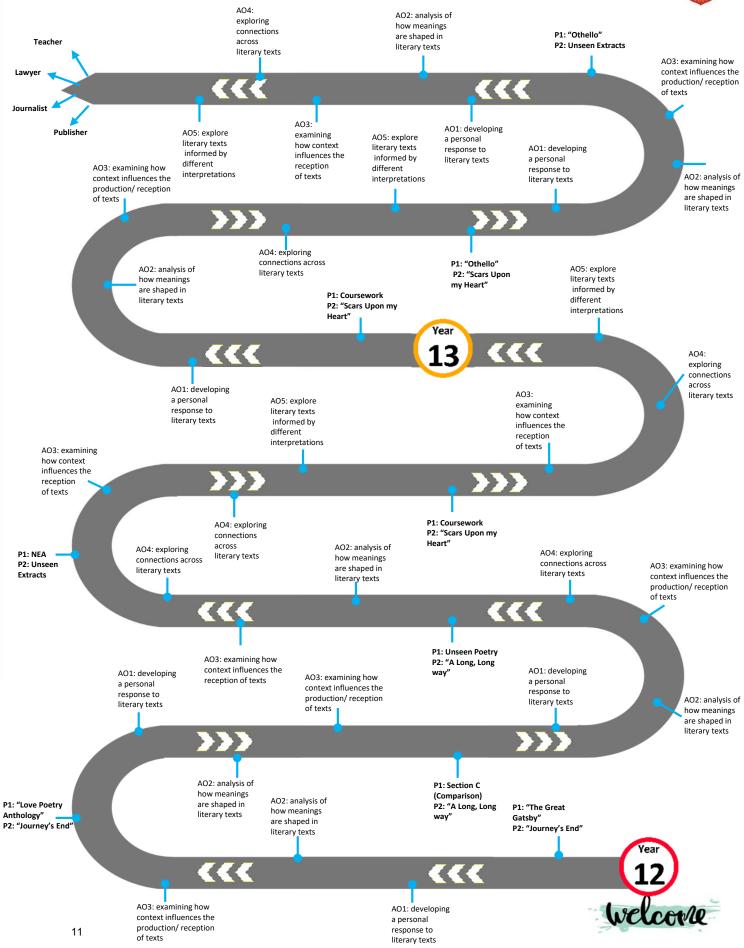




Your A Level English Learning Journey

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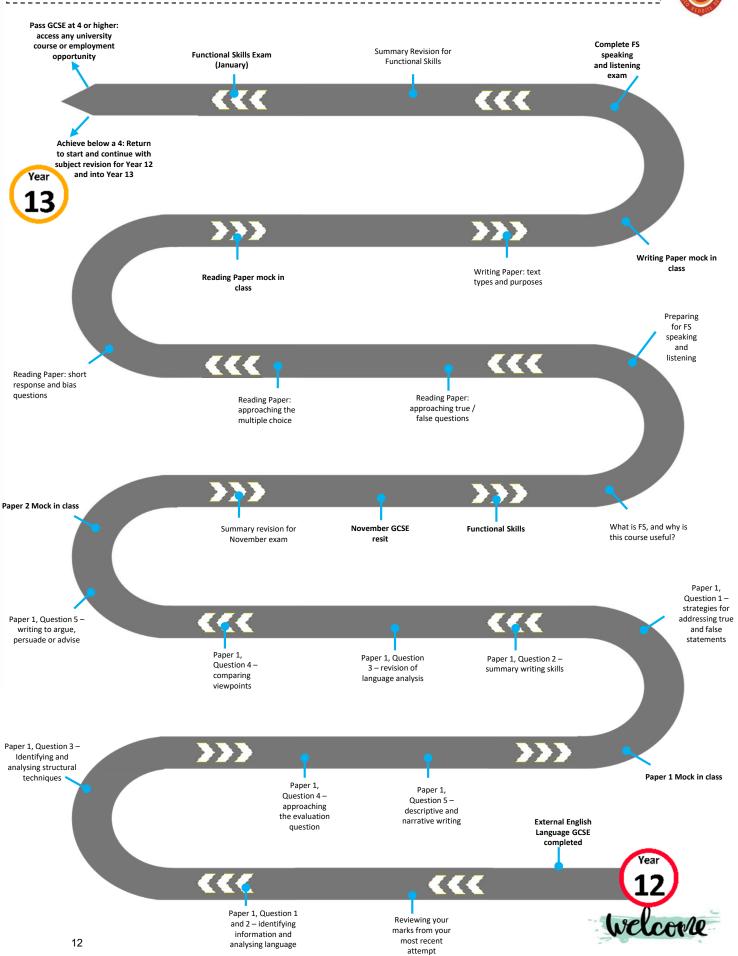




Your GCSE Resit Learning Journey

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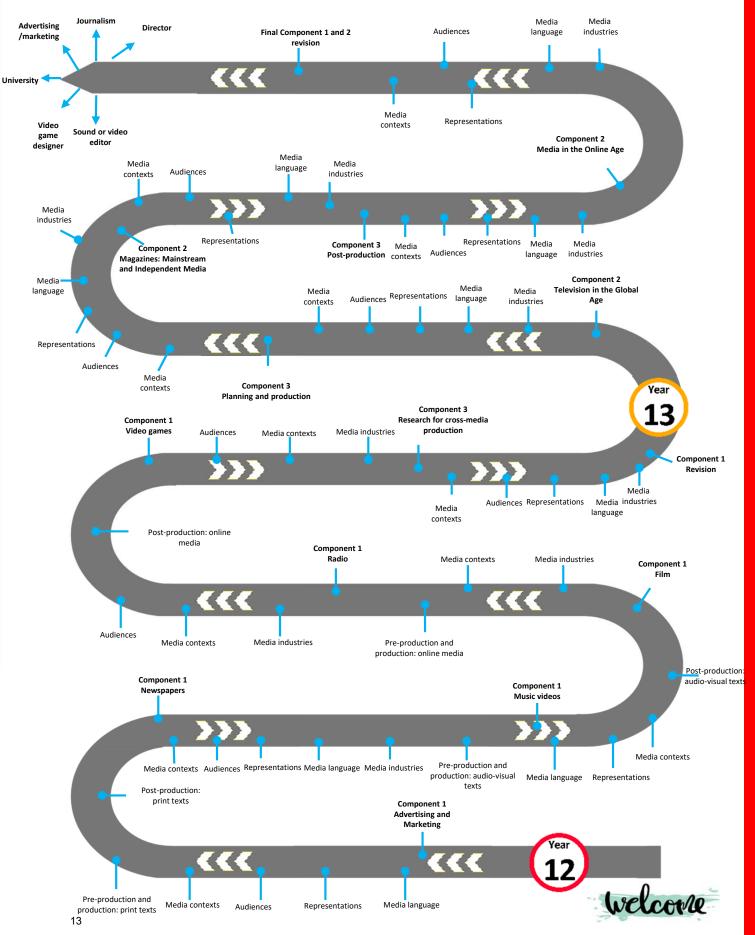




Your Media Studies Learning Journey

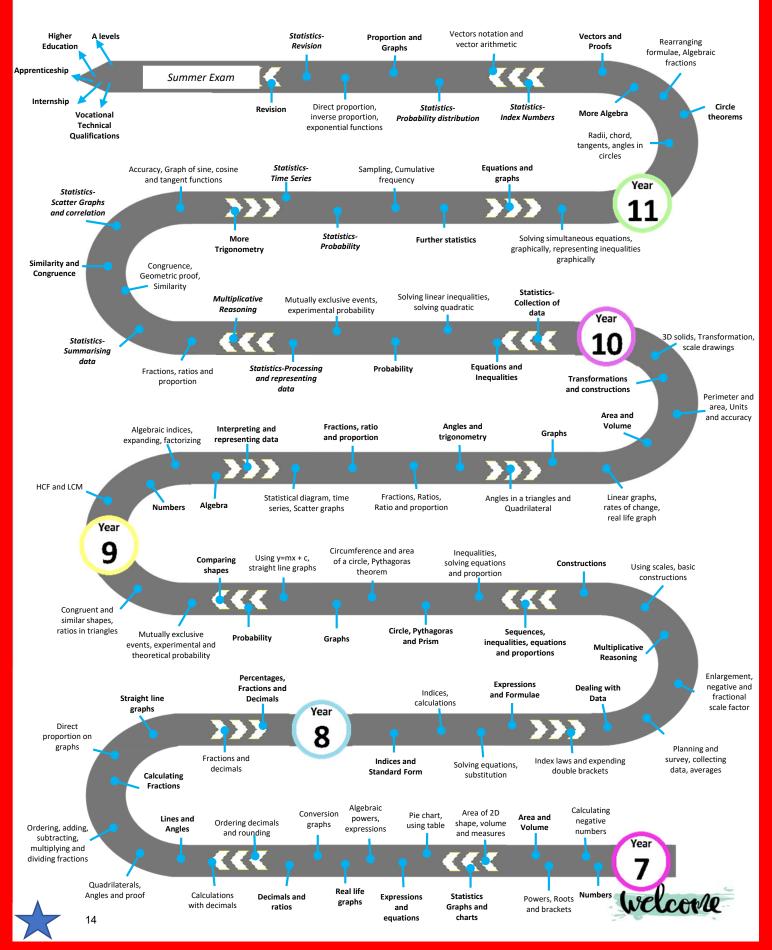
Curriculum Intent: I study Media Studies, to be critical of the world I am shown in the media, leading me to become an active and informed citizen. I explore how producers' choices and ideologies shape media products and how media products in turn shape our society. I also learn how to create my own purposeful and professional texts. I learn communications skills that I can transfer to any chosen future career.





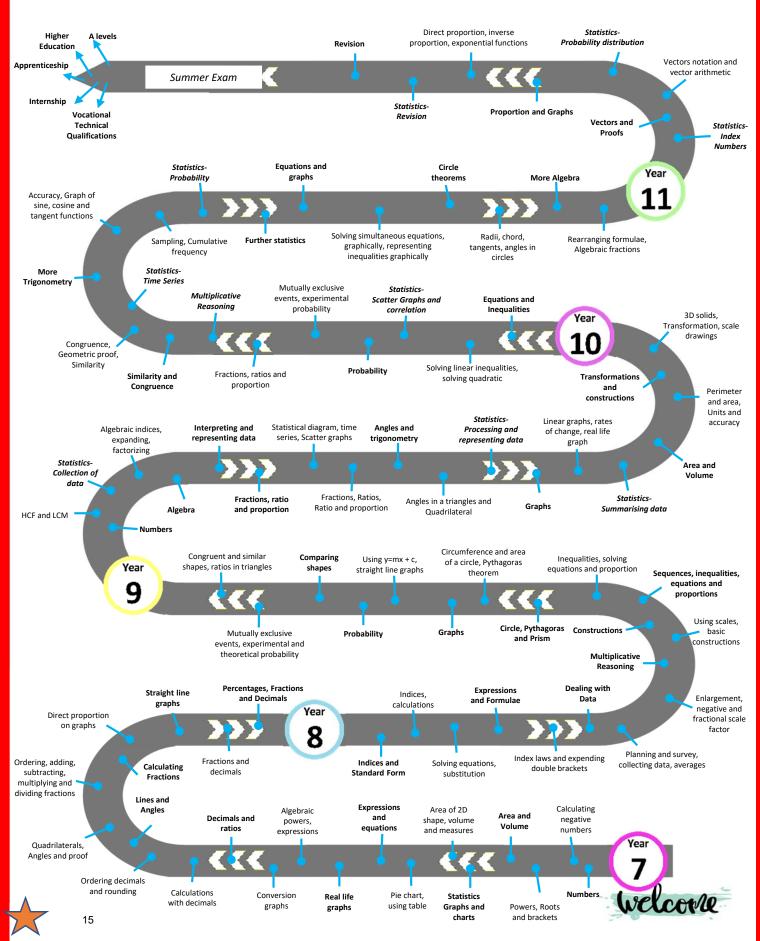
Curriculum Intent: : I study Maths because it equips me with problem-solving skills, logical thinking, and the ability to analyse data. Maths is crucial for various subjects and real-life situations, from science and engineering to finance and everyday tasks. It helps us make informed decisions and opens career opportunities in diverse fields.





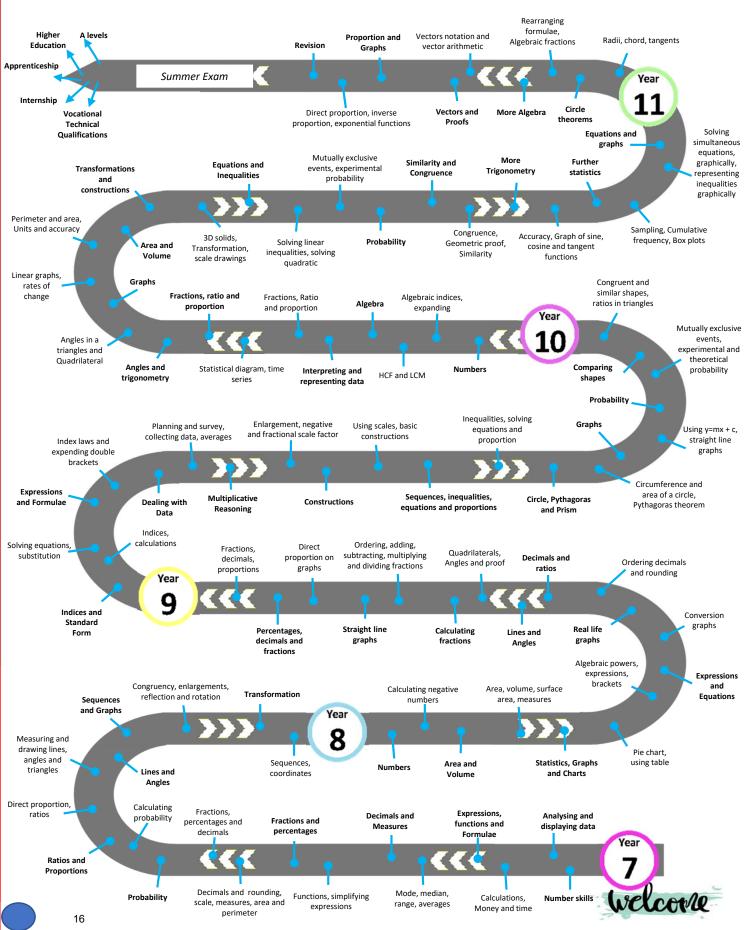
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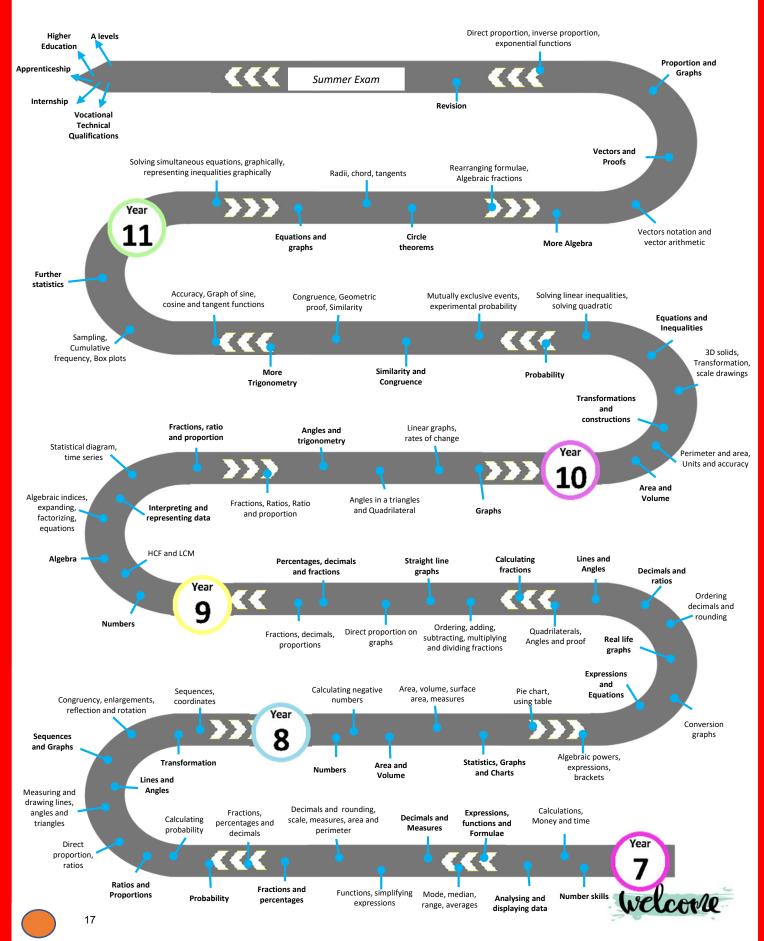
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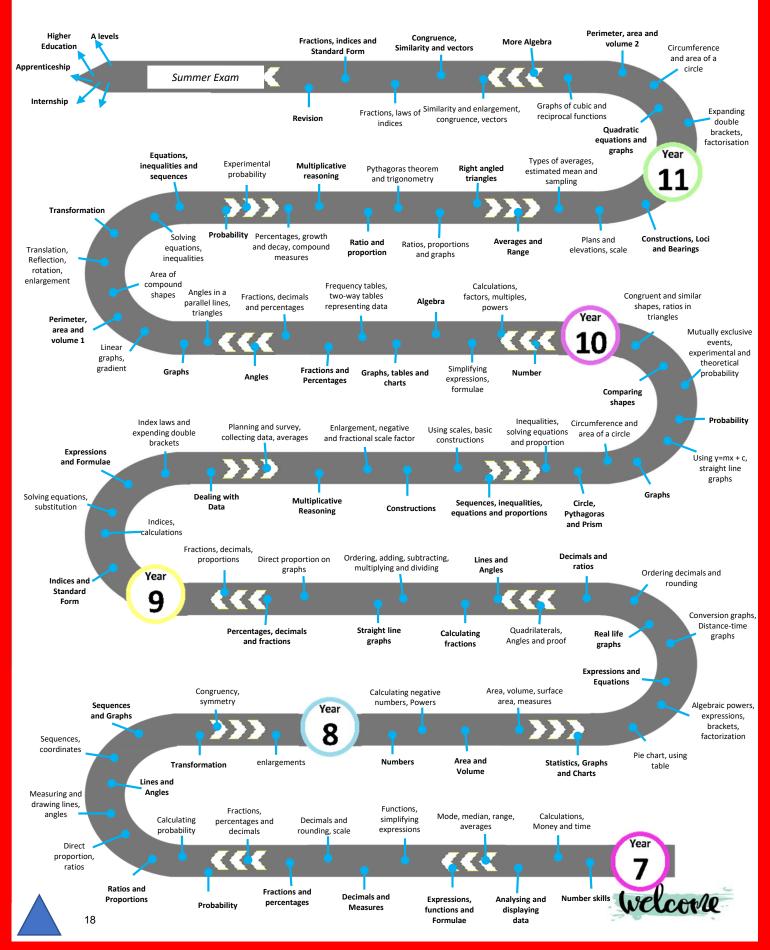
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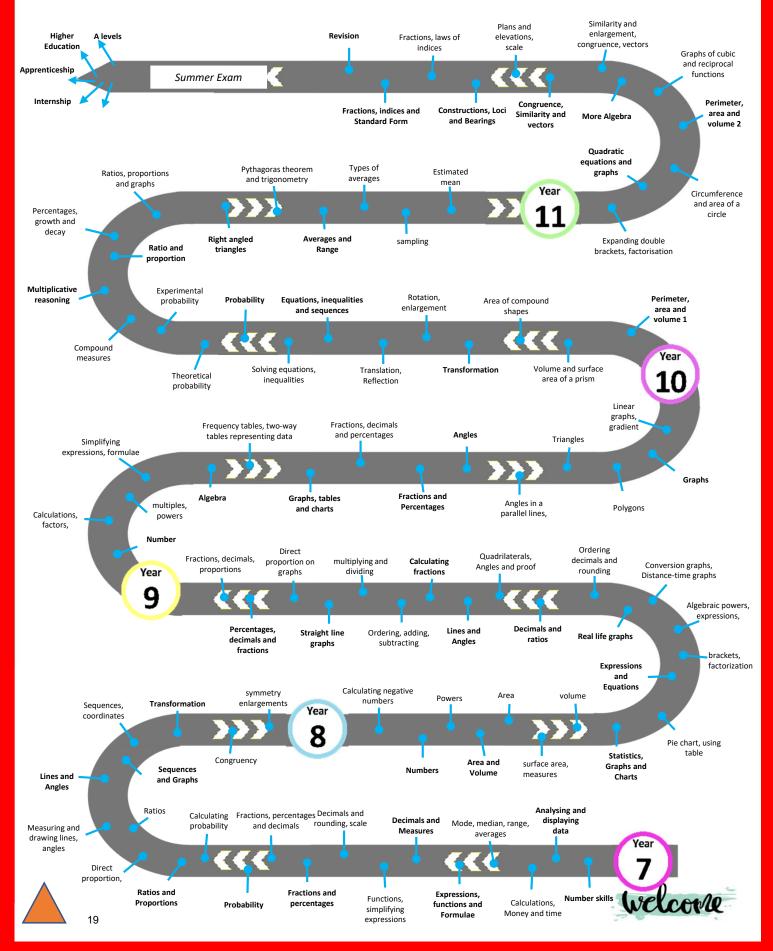
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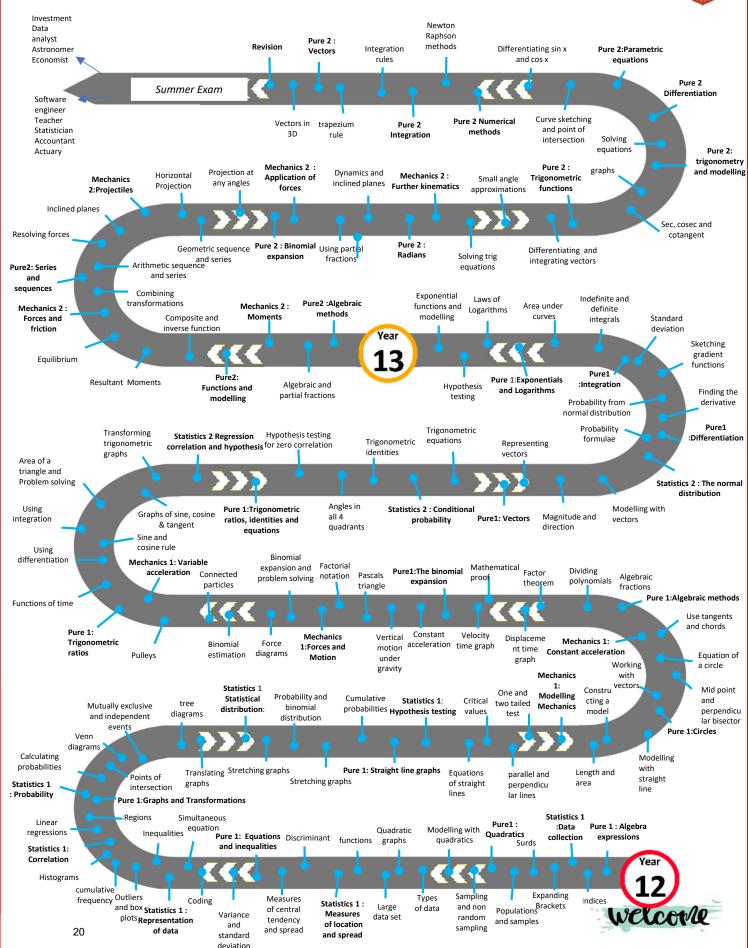




My A Level Maths Learning Journey

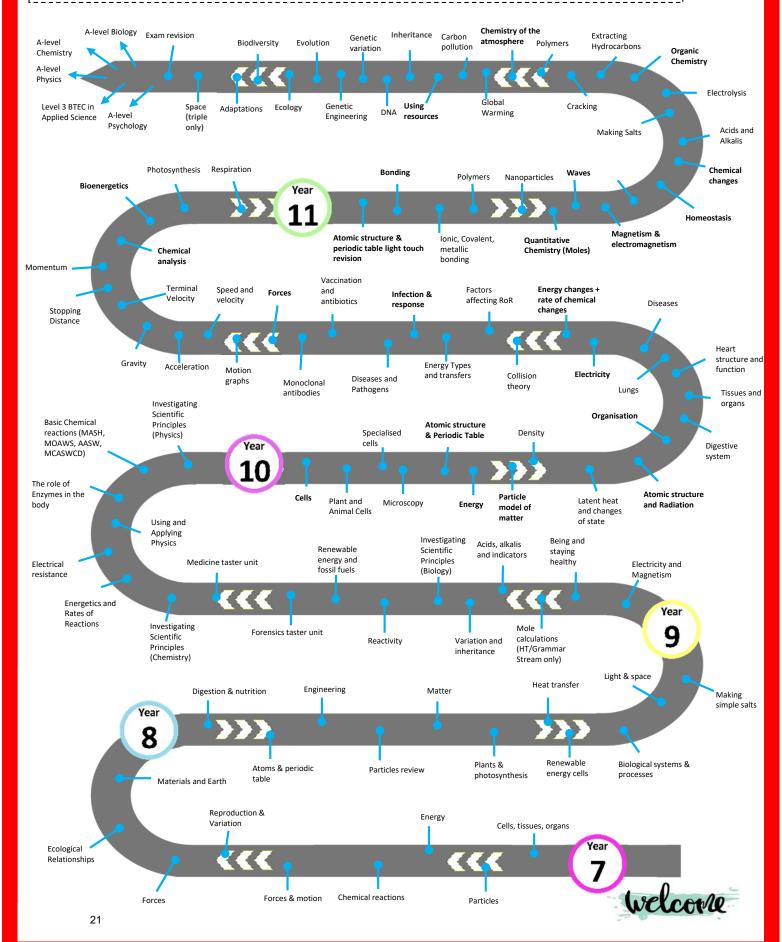
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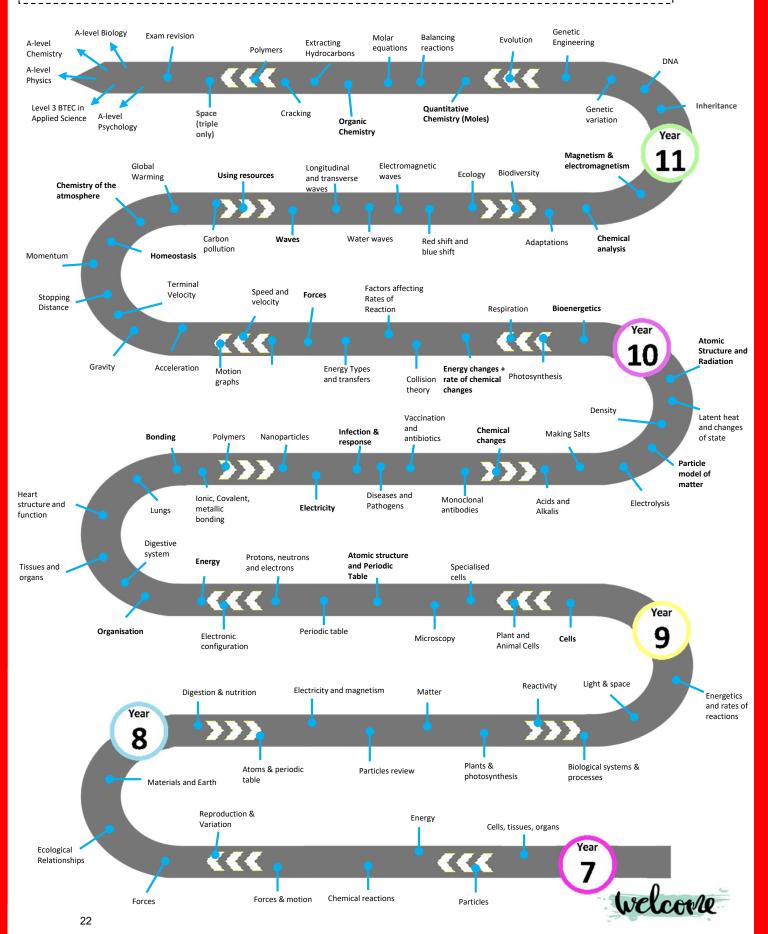
Your Science Learning Journey





Your Science Learning Journey

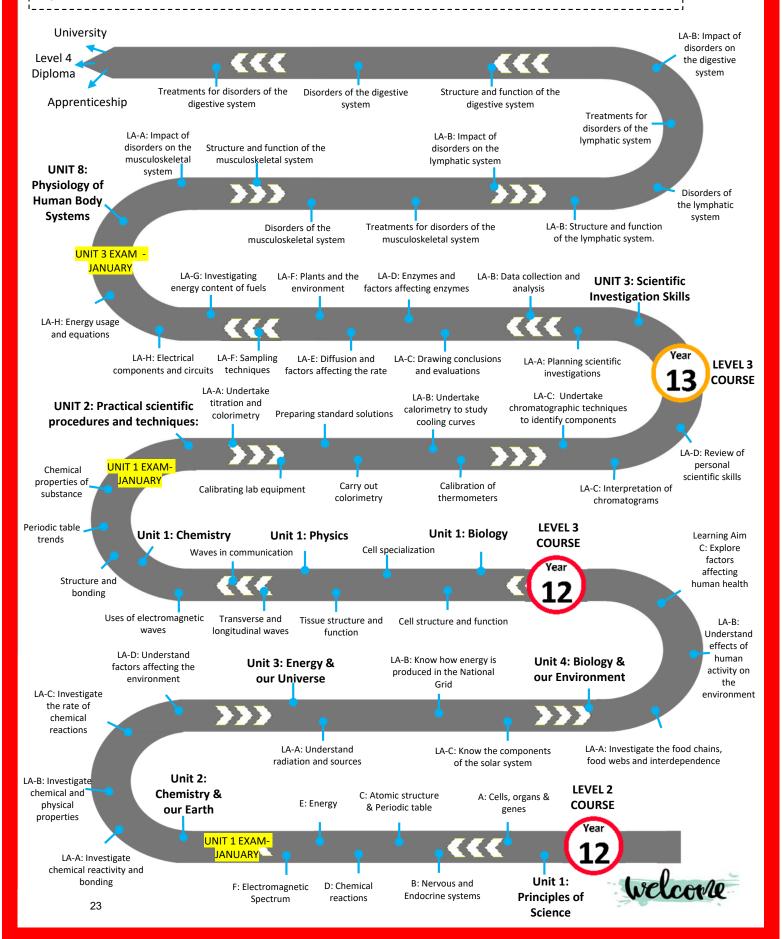




Your Applied Science Learning Journey

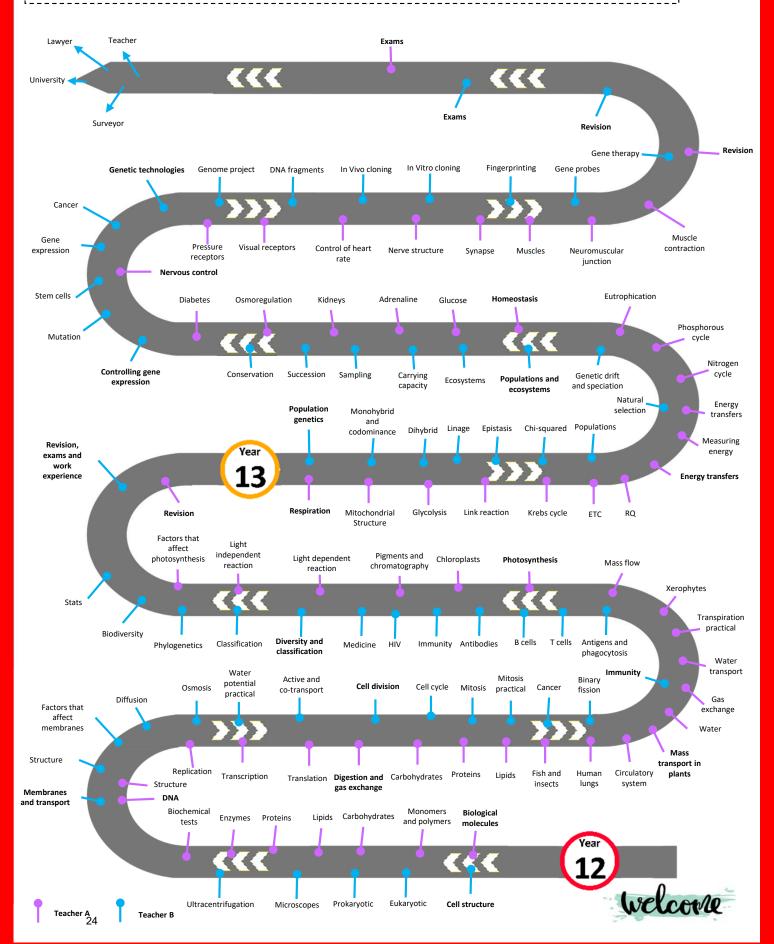
Curriculum intent: A deep understanding of science will allow our students make a meaningful contribution to enhance their communities and work towards the common good in line with Catholic social teaching. This, in turn, will help me to develop my natural curiosity to think critically, achieve my aspirations and learn key skills for future careers. Science allows me to hold our leaders account on critical subjects and correct mistakes of the past, and positively develop on the thinking of those who have come before me.





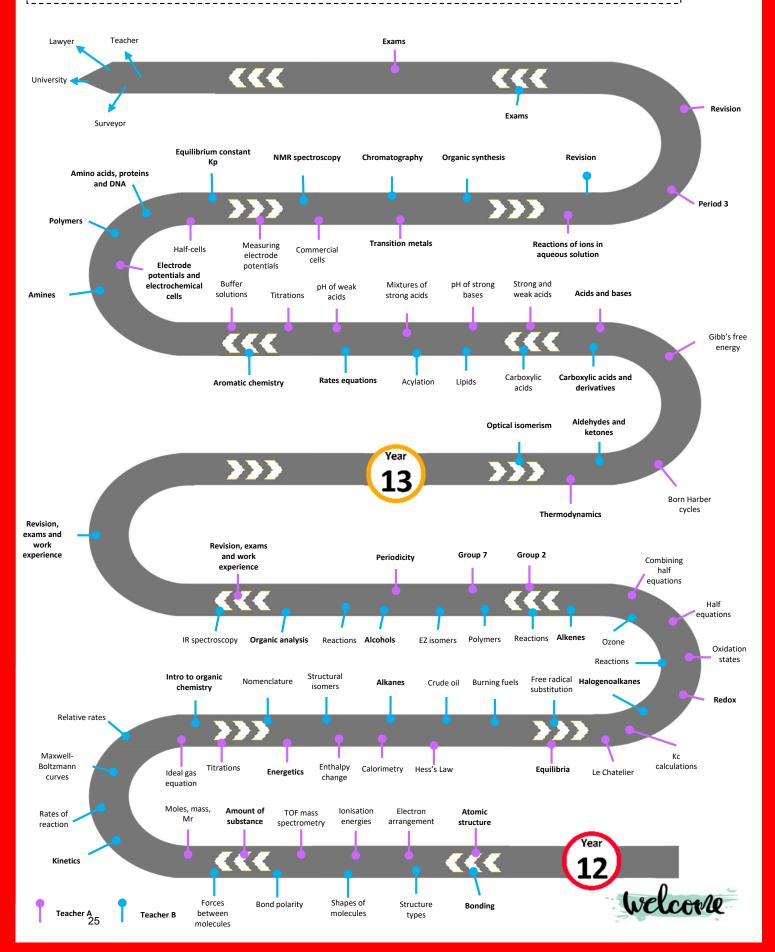
Your A Level Biology Learning Journey





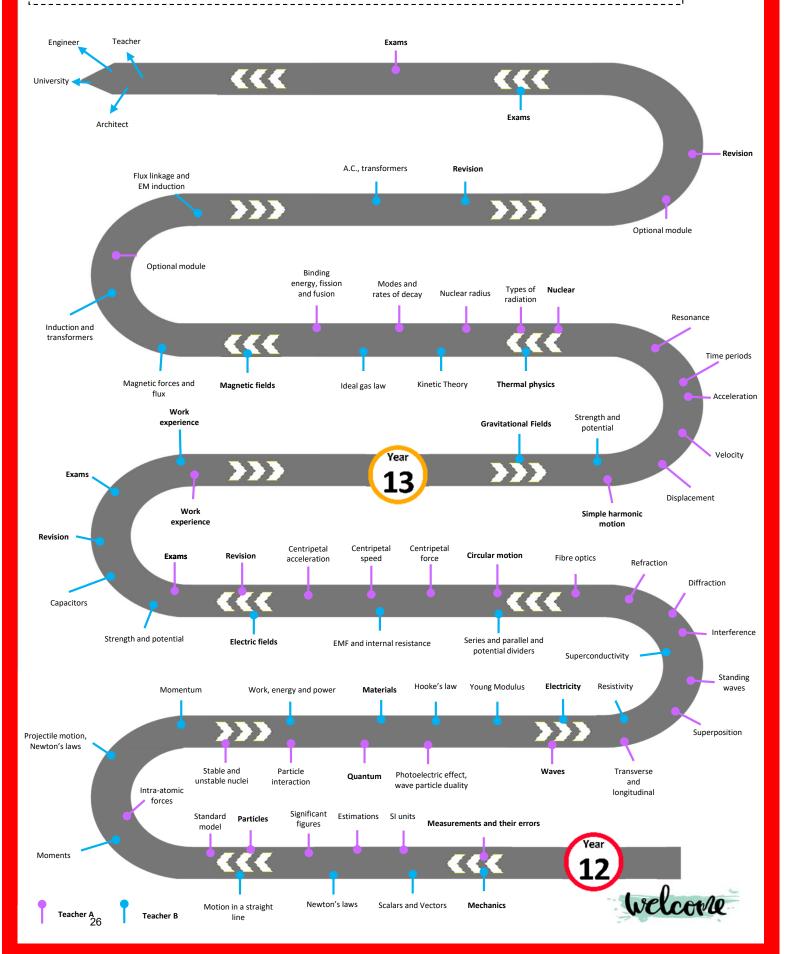
Your A Level Chemistry Learning Journey





Your A Level Physics Learning Journey





Your Psychology Learning Journey

Curriculum Intent: I study Psychology so I can develop my understanding of the mind and behaviour and achieve high academic outcomes alongside learning new and thought-provoking topics, for example the development of key psychological approaches and the applications and contributions that psychology has had to society. I will also gain practical research skills, mathematical analysis skills and an ability to evaluate theories and findings. I will acquire an awareness of Psychology-related issues in the world and be able transfer this to any chosen future career. Psychological Biological Ethological Interactionist Media Social psychological Hormonal Biological explanations REVISION therapy therapy approach Psychologist explanation Influences explanations mechanisms /counselor Schizophrenia Industrial psych/finance Psychological explanations Institutional Evolutionary Genetic Management Aggression Health care Idiographic & factors Disinhibition & Aggression explanation practitioner Ethical implications Nomothetic Cognitive approaches priming Nature-Nurture Year 13 debate Case studies & Statistical tests Features of Gender & Culture Holism & **Research topics** Reductionism Content analysis and significance Influence of Culture and Media Free will & Atypical gender Reporting Reliability & Validity **Issues &** Correlations Psychodynamic development investigations Determinism **Debates** and social explanations of gender Atypical chromosome patterns Biological Localization of Plasticity Gender Androgyny rhythms function Synaptic transmission Cognitive explanations of gender Biopsychology Ways of Sex and Gender Role of chromosomes Zietgebers studying the Nervous and and hormones split-brain brain Endocrine systems Year 13 Types of Bowlby's Biological Anima Cognitive approach: Attachment Schaffer's stages attachment theory Approach: OCD studies Depression Influence on later relationships Caregiver-infant Behavioural Explanations of Cultural interactions father Romanian attachment approach: Phobias variations orphan studies OCD Central tendency **Psychopathology** Independent Peer Mathematical Correlation research task concepts Self-report Depression techniques and design Types of data The Sign Test Presentation of data Definitions of abnormality Psych research and the economy Observations Ethical issue Research Experimental Types of **Approaches** Psychodynamic Behavioural & SLT Humanistic design Methods experiment Pilot studies Social Change Sampling Cognitive Biological Experimental Types of Minority Influence Resistance to method and experiment Social Influence issues/variables Working Conformity Factors affecting Multi-store Research Memory memory evewitness testimony model task-memory Obedience Social Influence Coding, Cognitive Explanations Types of longfor forgetting capacity and

term memory

duration of

27

Your Religious Education Learning Journey

Curriculum Intent: Religious Education is based on the principles of Catholic Social Teaching, which encourages us to grow in selfawareness; and supports our understanding of the spiritual, moral, social & cultural questions that surface again and again in our lives. RE does important work encouraging us, as young people, to value ourselves and the communities in which we live. **Development of Christian Thought** Teacher Liberation Challenge of Gender and society Religious Knowledge of God Augustine Theology Year Criminology Situationism **Ethics** External Exams Journalism Kant Religious Meta-Ethics Nature of Goo Sexual Ethics Conscience Christian Moral Action Language I/II Social Work Utilitarianism **Ethics** Philosophy Arguments **Development of Christian Thought** from Reason Marriage and Family life Support for the family Gender prejudice Revision - Paper 1 Revision - Paper 3 Divorce Arguments of and discrimination Observation External Exams Soul, Mind and Body Family Planning Equality in the Philosophy Sexual relationships Revision - Paper 2 family Marriage **Sources of Wisdom and Authority Existence of God** Solutions to the Religious Mary as a model Church as Body problem of The Magisterium Experience of the Church of Christ suffering Interpretation of Cosmological Life after death argument Design Personal and ethica argument Revelation Four marks of Miracles The Bible Life decision-making Council the Church Jewish Features of a The Shema and the Tenakh and Covenant at Significance of the The Almighty **Beliefs** Amidah Talmud Sinai Paschal Mystery Catholic Beliefs and Incarnation Shabbat Year **Teachings** Covenant of Creation and Ahraham Humanity The Messiah Paschal Mystery Eschatology Private prayer The Shekinah Ritual and Public acts of Festivals **Jewish Practices** Trinity in the worship ceremony Bible The Trinity Catholic Practices Sculpture Sacred Objects Catholic Church Funeral rite Sacramental nature and Statues of reality architecture World Catholic mission and evangelism Religion Practices Catholic social teaching Liturgical Music in worship Religious symbolism Prayer Artwork in Pilgrimage Catholic Church Origin story and imagery Belief about God Catholicism features Cost of discipleship Forms of Expression Spread of Christianity Saul/Paul Morality Vocation and discipleship Simon Peter Lord's Profession Cost of Why go to Mass Liturgy of the Word Prayer of Faith What is CST Dignity Island Discernment Religious vocation discipleship Year What is the Church Dialogue and Ecumenism Encounter Vocation Call to vocation Sacramental vocation Penitential Rite Liturgy of the Eucharist Justice Jesus' Community Environment The Early Council of **Exploring the Mass** Commandments Church Jerusalem **Catholic Social Teaching Prophecy** Desert to Eucharist Confirmation and Promise Garden Origins of Responsibility universe and Last Supper Creation Son of Son of Scripture Jesus – perfect Holy Spirit and Rosary Magisterium to the world Stories David of OT human being Different beliefs about Eucharist How to read Paschal Mystery Uniqueness of

Scripture and Importance

of the Bible

prayer

. Tradition

the Bible

Creation and

humanity

Trinity Son of Man Incarnation Scripture and

Galilee to

Jerusalem

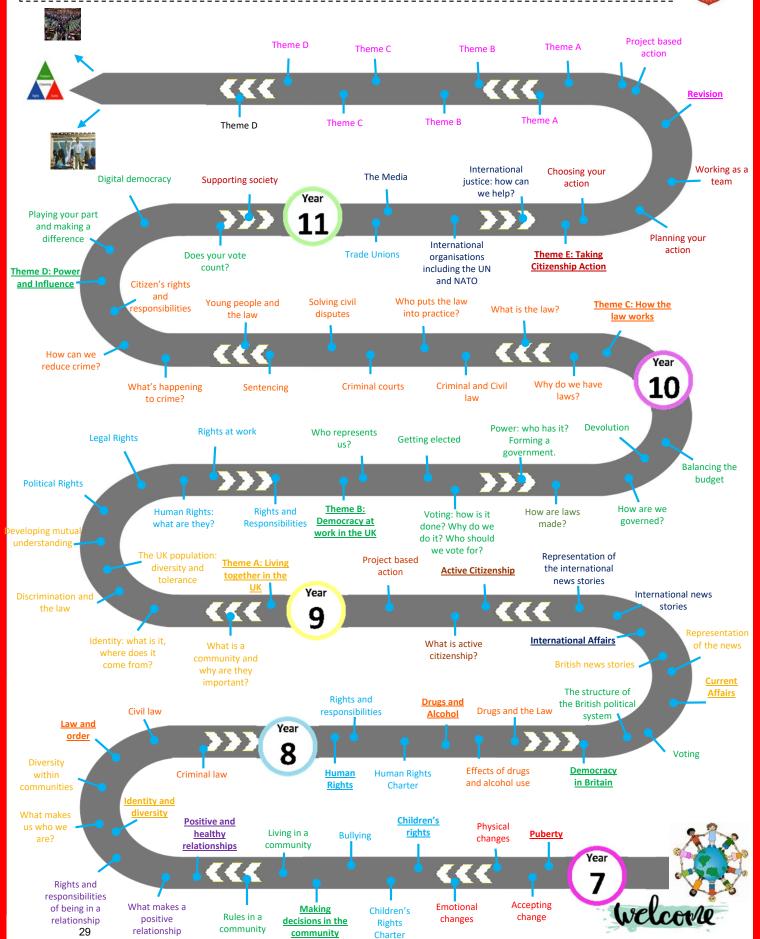
To the Ends

of the Earth

Your Citizenship Learning Journey

Curriculum Intent: Citizenship enables me to understand the society I live in. It gives me an insight into how Britain and the wider world work so that I am equipped to become an empathetic, active individual that can help to shape a better future.

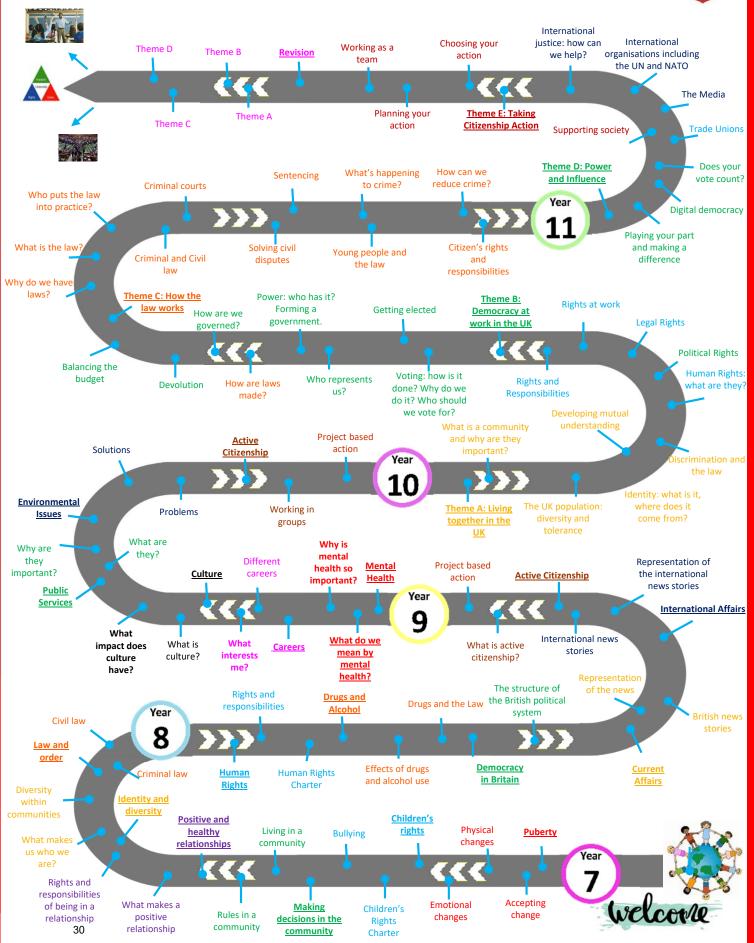




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Curriculum Intent: Citizenship enables me to understand the society I live in. It gives me an insight into how Britain and the wider world work so that I am equipped to become an empathetic, active individual that can help to shape a better future.

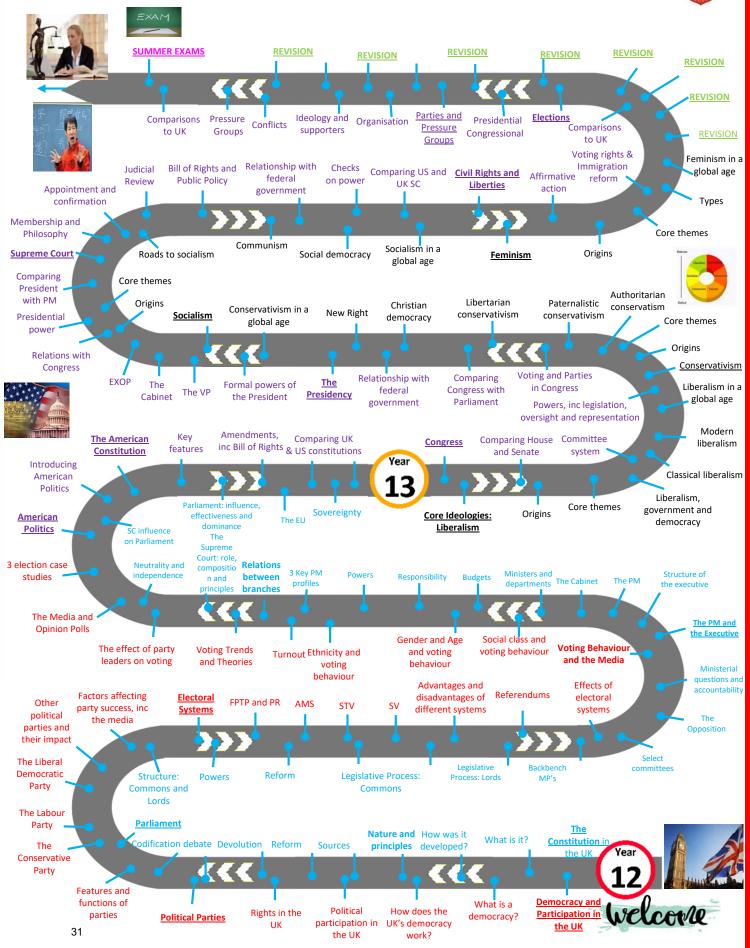




Your A Level Politics Learning Journey

Curriculum Intent: Politics enables me to continue with the citizenship journey I studied at Key Stages 3 and 4. It furthers my understanding of the British political system, along with the origins of political ideas. It also provides me with an understanding of the American political system so that I can begin to understand international political issues and relationships and become an empathetic and active member of humanity.

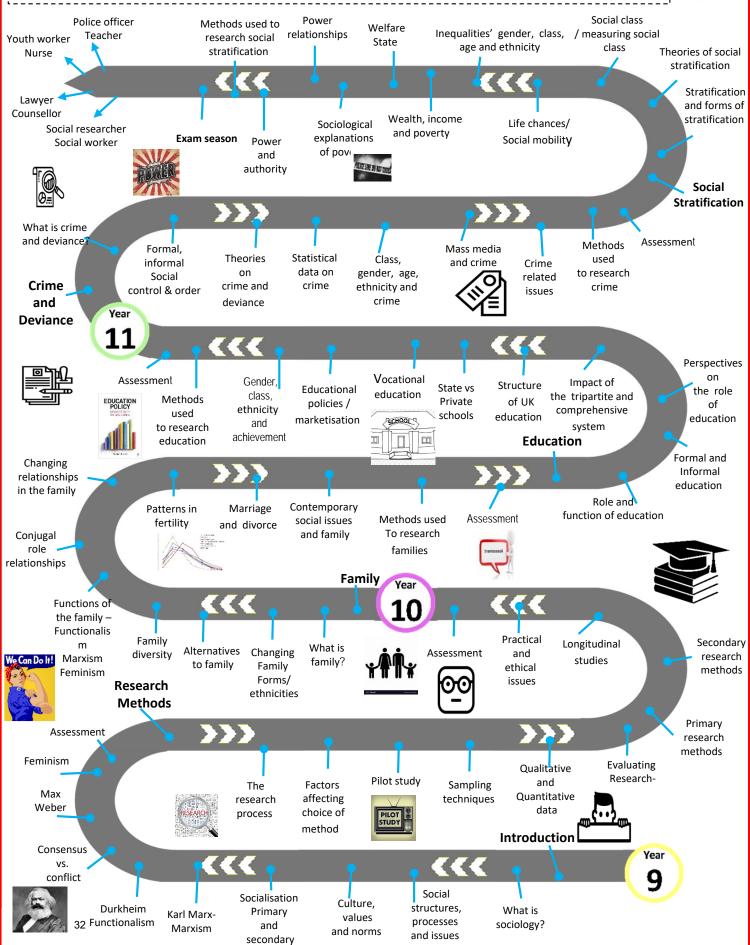




Your Sociology Learning Journey

Curriculum intent: I study Sociology to broaden my awareness of society and help me to mature into a young responsible person for change in the world. Sociology challenges me to look beyond appearances and set aside my own personal beliefs to enable me to grow in compassion and kindness. The experience of the course will leave me with a more tolerant and empathetic understanding of contemporary society

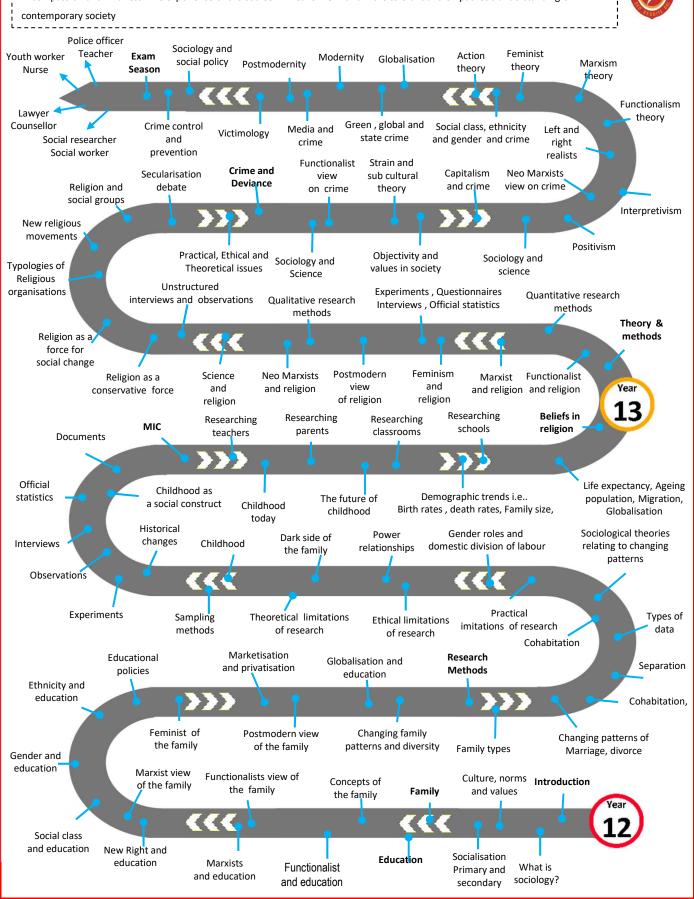




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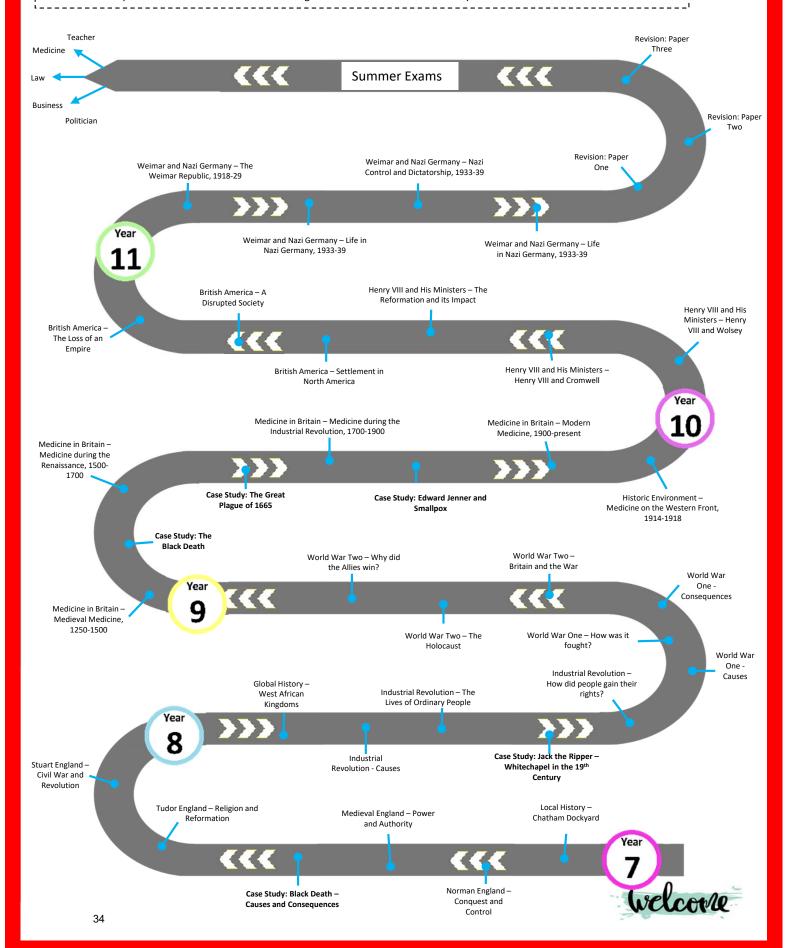




Your History Learning Journey

Curriculum Intent: I study history so that I can learn about the diverse peoples and events of the past. The skills I will gain will help me to become a compassionate, thoughtful, and respectful citizen. I will reflect upon the impact local, national, and global histories have had upon both myself and the community of which I am part. I will also consider how these histories continue to shape the world in which I live today. I will be able to transfer the knowledge and skills I have learned into any chosen future career.

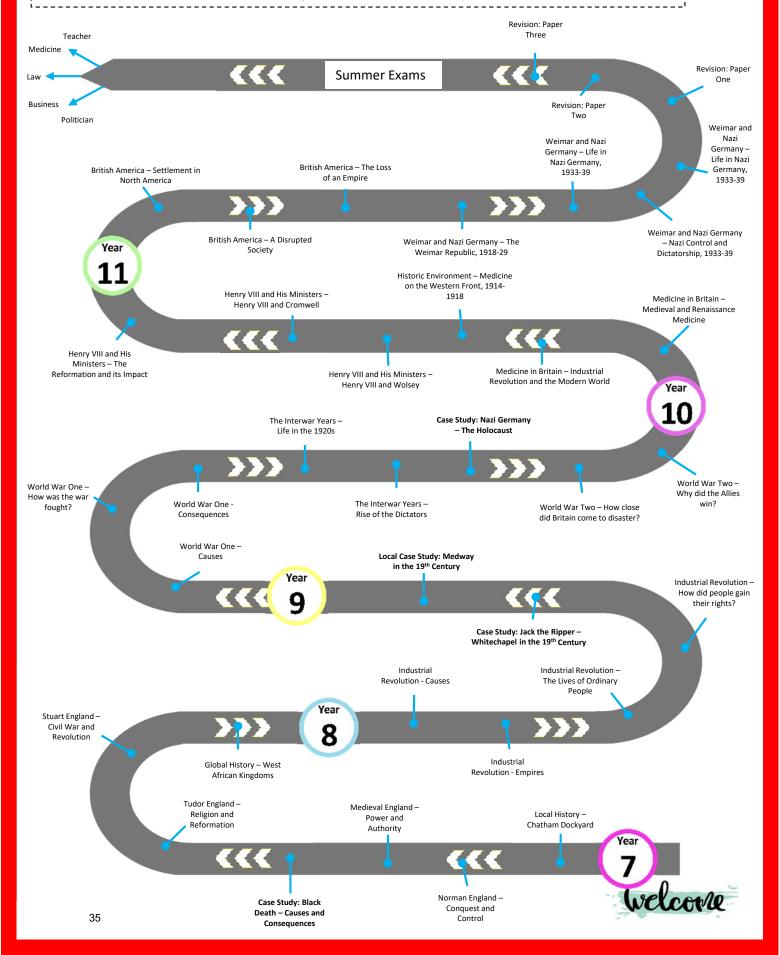




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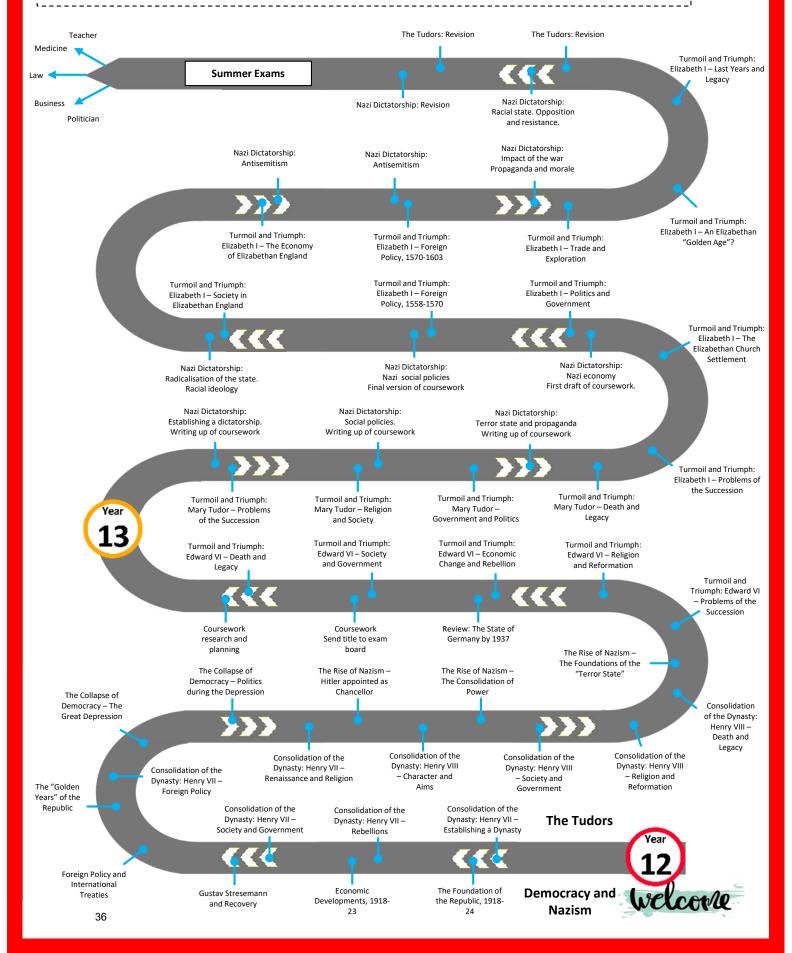




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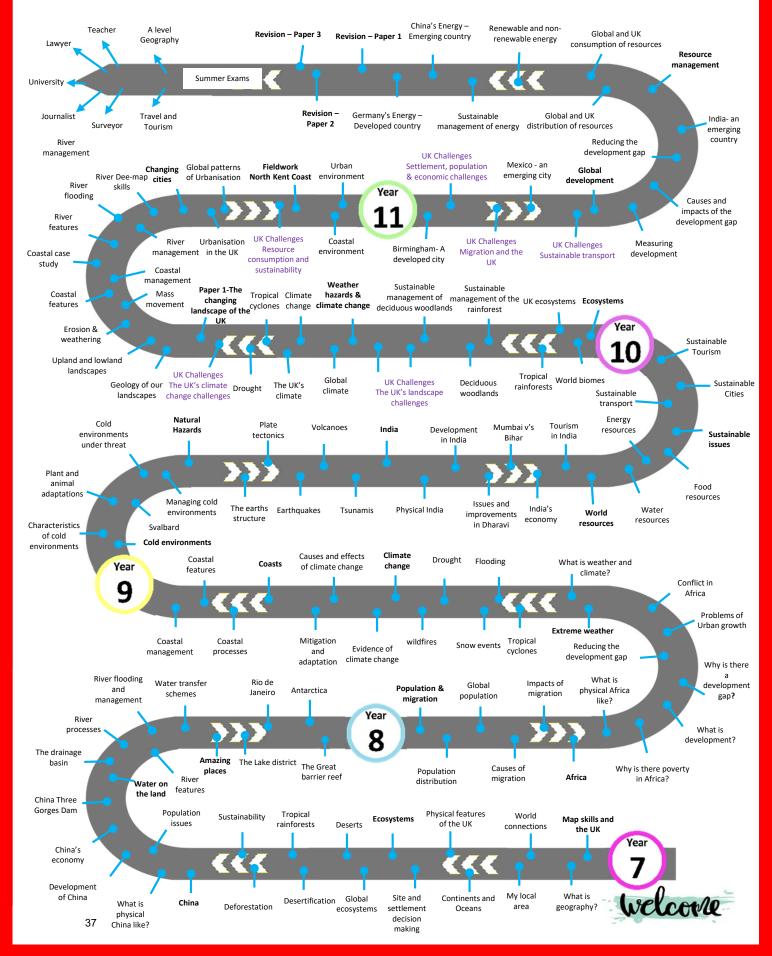




Your Geography Learning Journey

Curriculum Intent: I study geography so I can learn about the diverse human and physical world that I live in. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen. I will be aware of the impacts I can have on the local, national and global community and environment. I will be able transfer the knowledge and skills into any chosen future career.

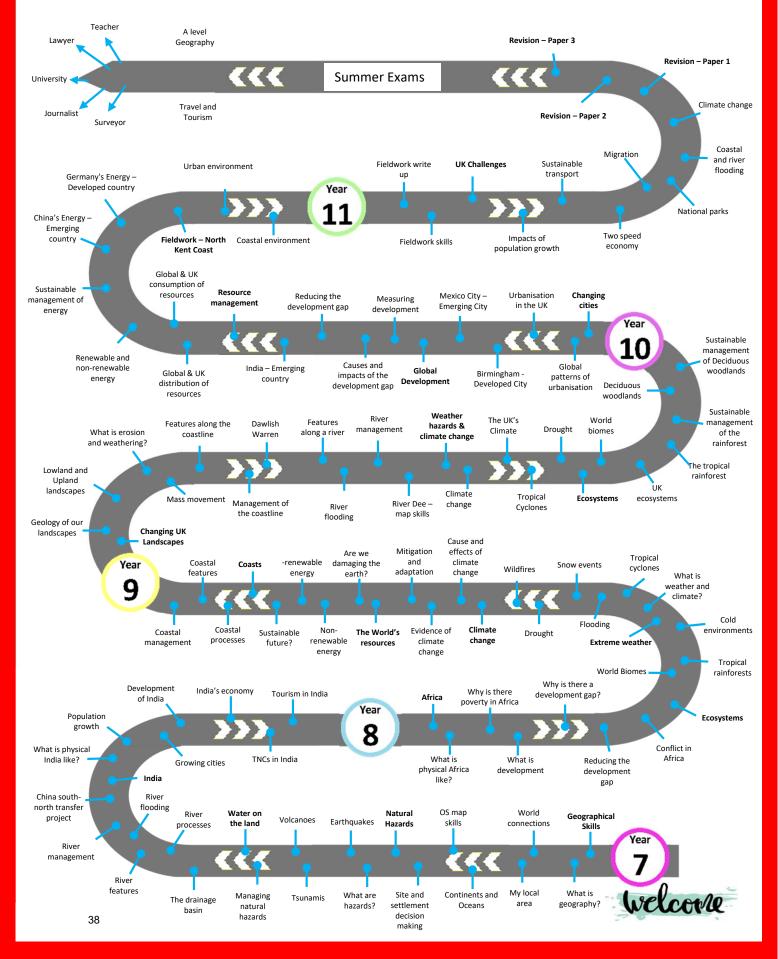




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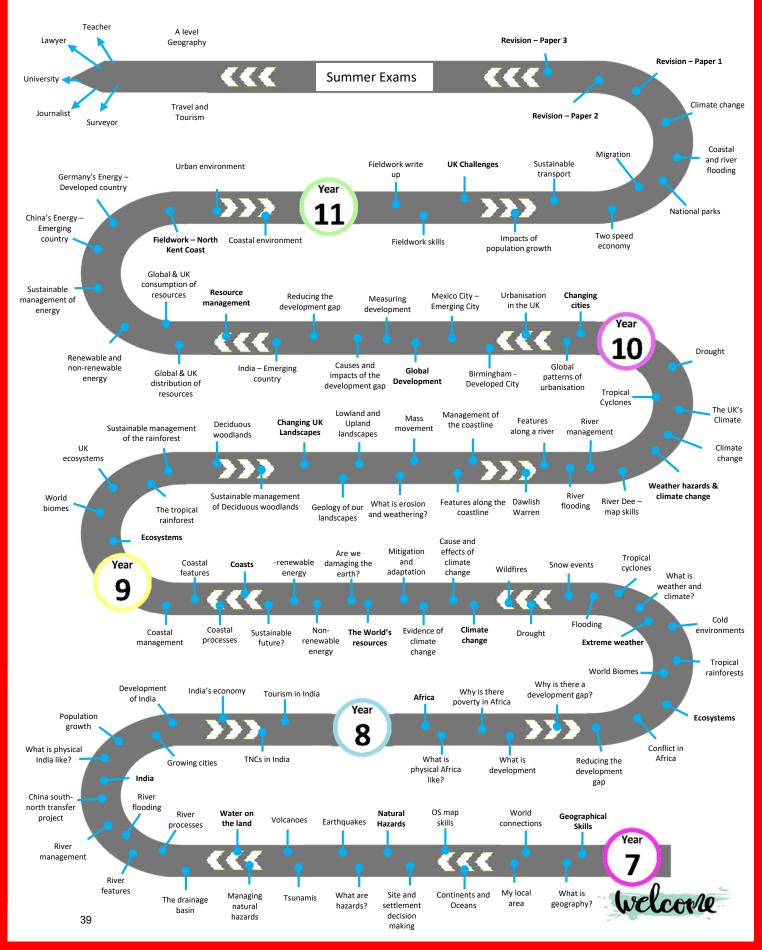




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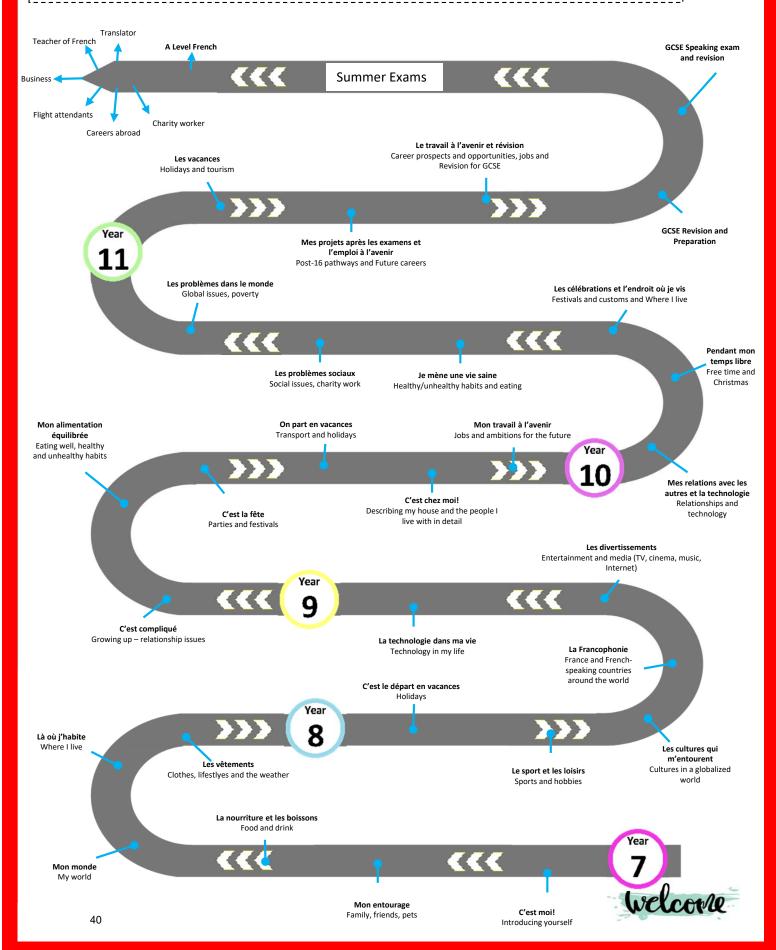




Your French Learning Journey

Curriculum intent: I study French to have a wide knowledge of the world and be an effective communicator. I learn with authentic French resources in order to be a great reader, speaker, writer and listener. In French, I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve my ability to work in a team and my leadership skills. I develop my understanding of other cultures in a globalised world and I become a more tolerant person.

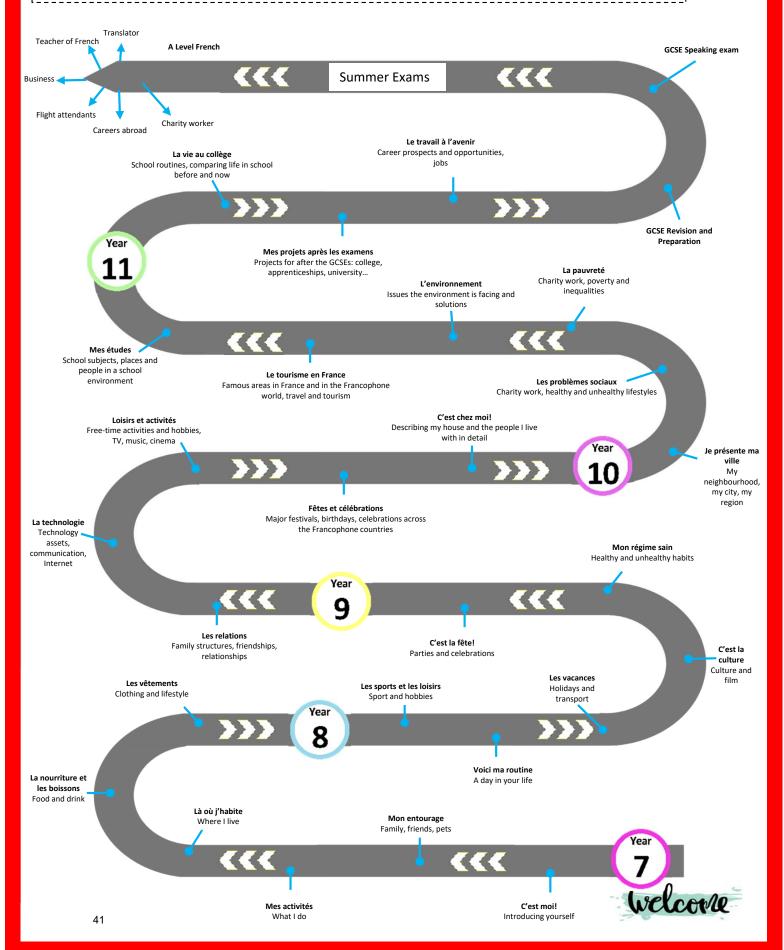




Your French Learning Journey

Curriculum intent: I learn French to have a wide knowledge of the world and be an effective communicator. I learn with authentic French resources in order to be a great reader, speaker, writer and listener. In French, I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve my ability to work in a team and my leadership skills. I develop my understanding of other cultures in a globalised world and I become a more tolerant person.

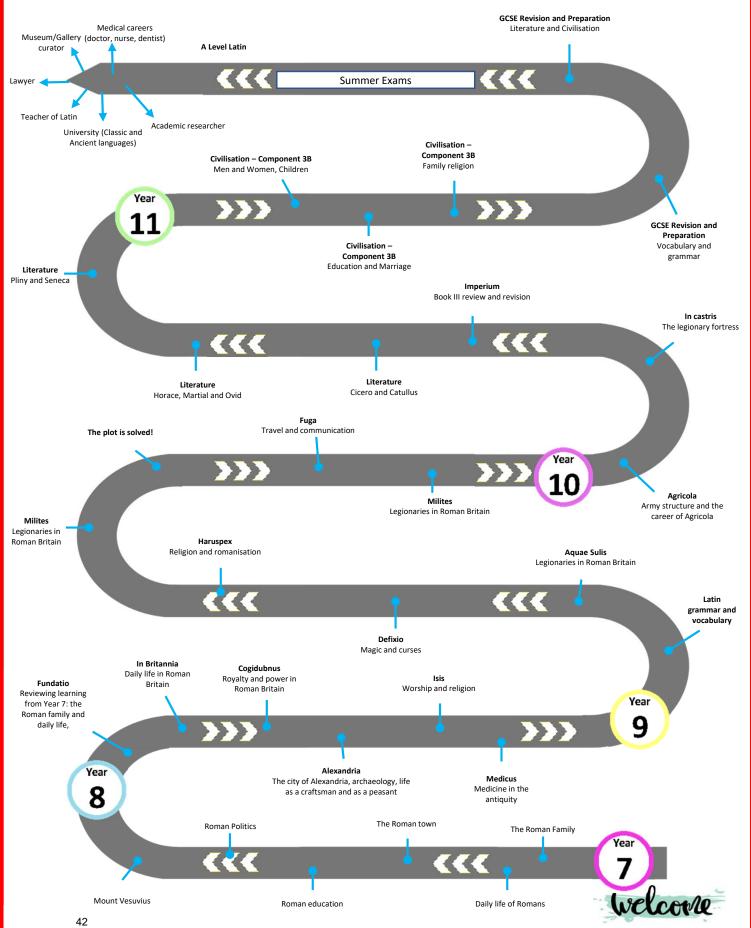




Your Latin Learning Journey

Curriculum intent: I learn Latin because I have high expectations for myself and my learning. I explore the Roman Empire and its impact over literature and pictural arts. I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve my ability to work in a team and my leadership skills. I explore these cultures through the lens of Catholic faith, with leads me to become a more tolerant human being.

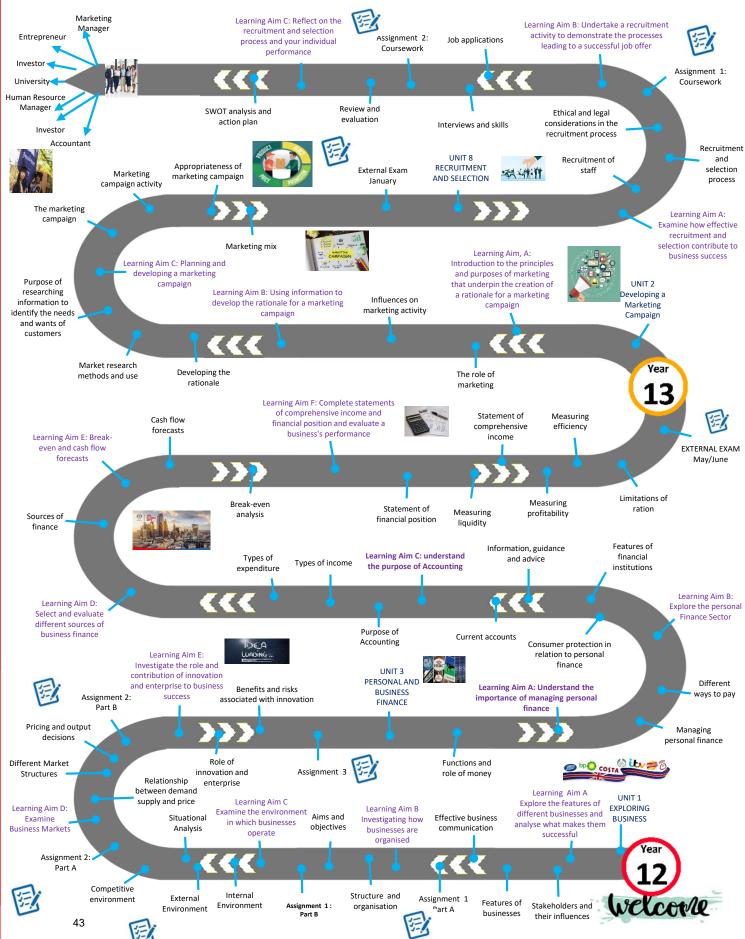




Your Business Learning Journey

Curriculum Intent: I study business to understand the roles and functions of businesses in society as well as how organisations are structured to facilitate success. Business helps me develop an enterprising attitude, which means I am willing to take calculated academic and personal growth risks. Studying business makes me a critical thinker, problem solver, and ethical leader.

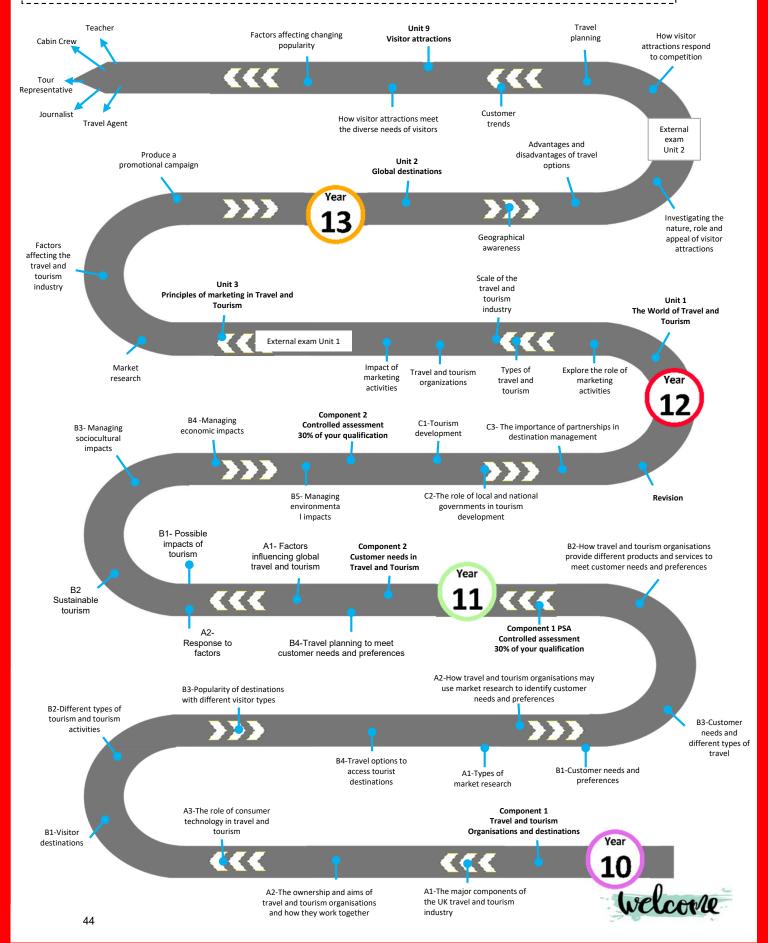




Your Travel and Tourism Learning Journey

Curriculum intent: I study Travel and Tourism so I can learn about the travel industry and build and develop a curiosity and fascination about people and cultures around the world. I will develop an understanding of the travel and tourism sector and its importance to the UK economy. I will develop critical thinking and problem solving and understanding of the impact of geographical issues giving me the potential opportunity to enter employment in a wide range of job roles.

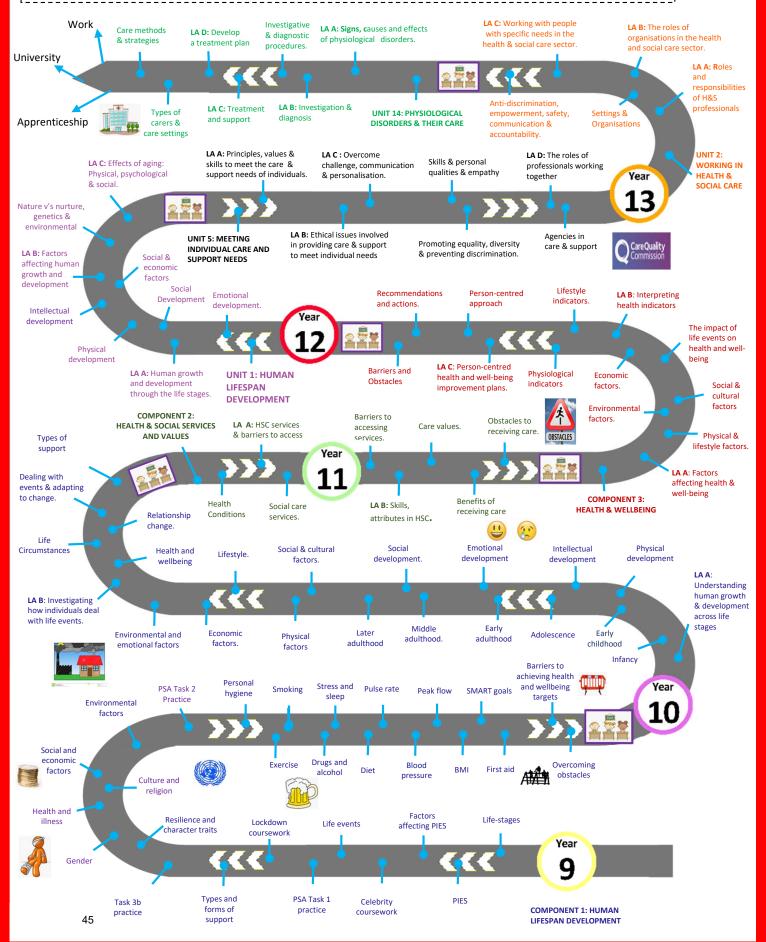




Your Health and Social Care Learning Journey

Curriculum Intent: I study Health and Social Care so I can learn about how we develop as individuals throughout our life and how to overcome barriers to my own health and wellbeing. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen. I will gain the skills I need to make informed decisions and choices to live a healthy and fulfilled life.

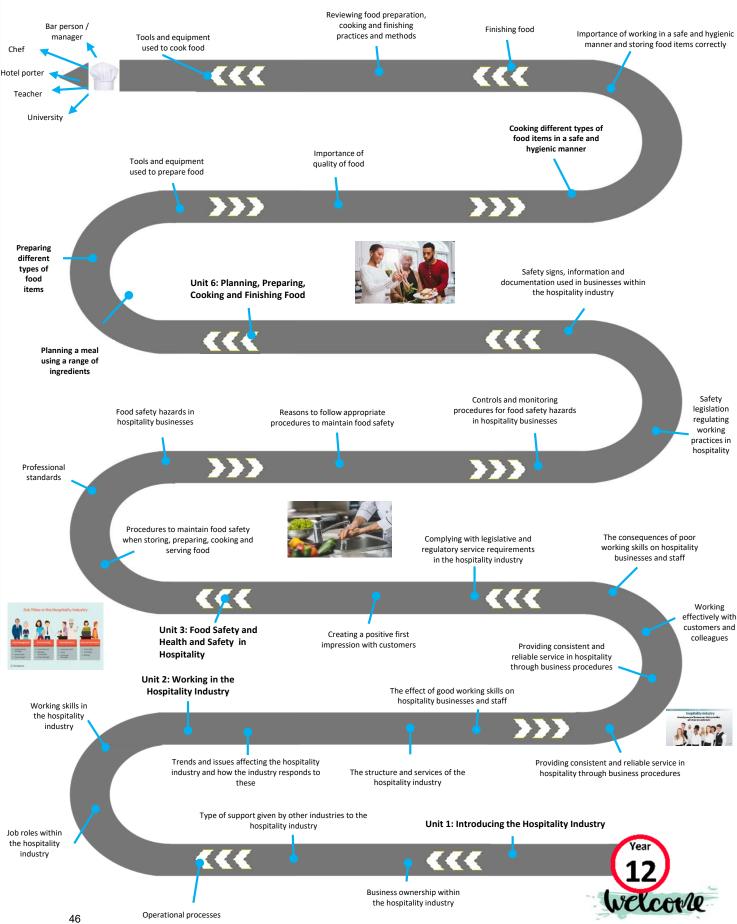




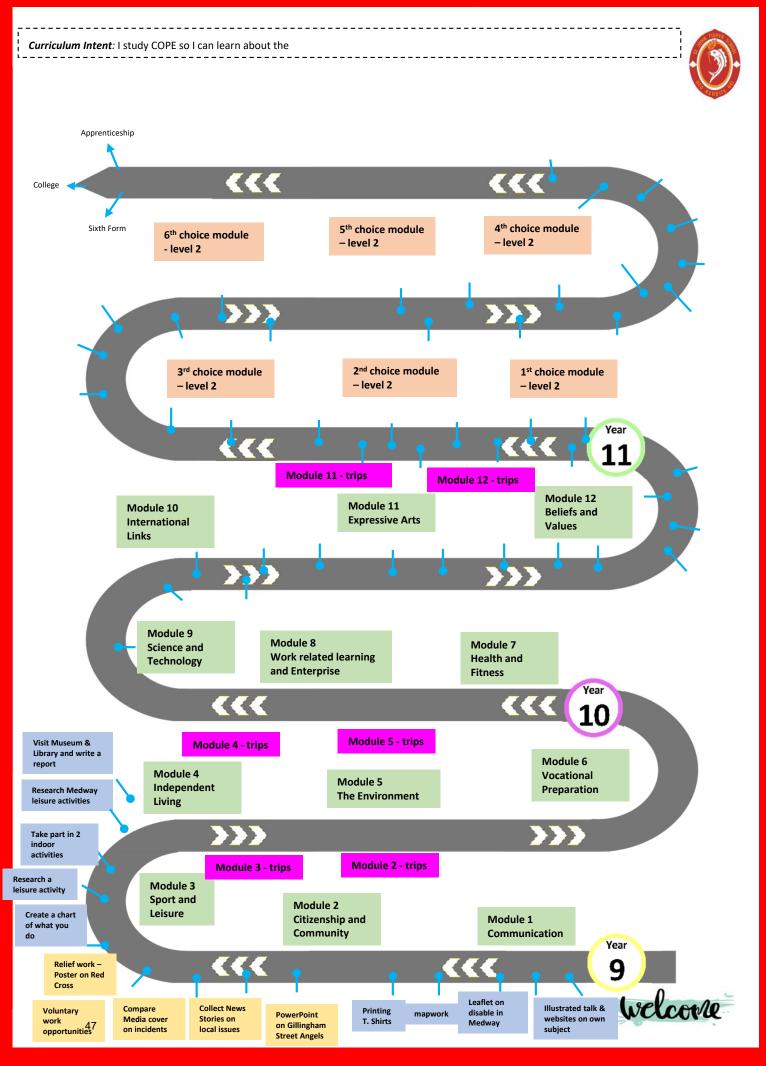
Your Hospitality Learning Journey

Curriculum Intent: I am studying Hospitality to understand the nature and scope of the industry. This course will help me become aware of areas of interest and opportunities in the hospitality industry. I will become equipped to commit to an entry level job in the hospitality industry or progress to further studies.





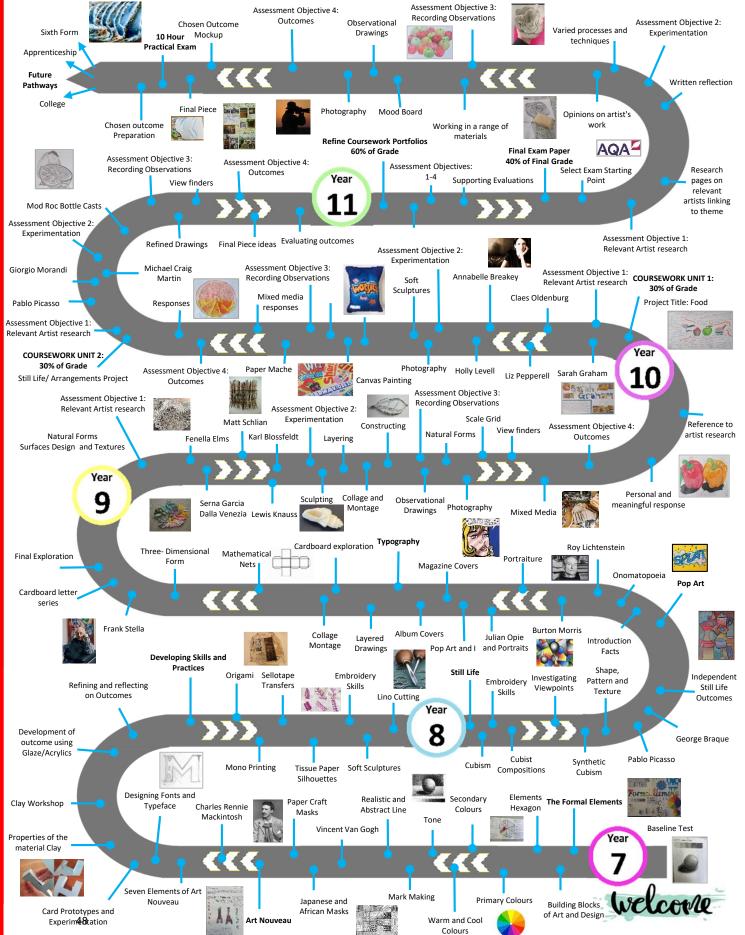
Your COPE Learning Journey



Your Art and Design Learning Journey

Curriculum Intent: I study Art and Design so that I have a better understanding of what different materials, techniques and processes are available to use in everyday practices. Reflecting on the work of others helps me to understand a range of cultural choices so I can make my own opinions and discuss these respectfully. I am able to apply a broad range of skills in a variety of different contexts which is helping me to become more confident in my own practice. All of the work I am experimenting with is helping me to understand my strengths and areas of developments. I will be able to transfer the knowledge and skills into any chosen future career.

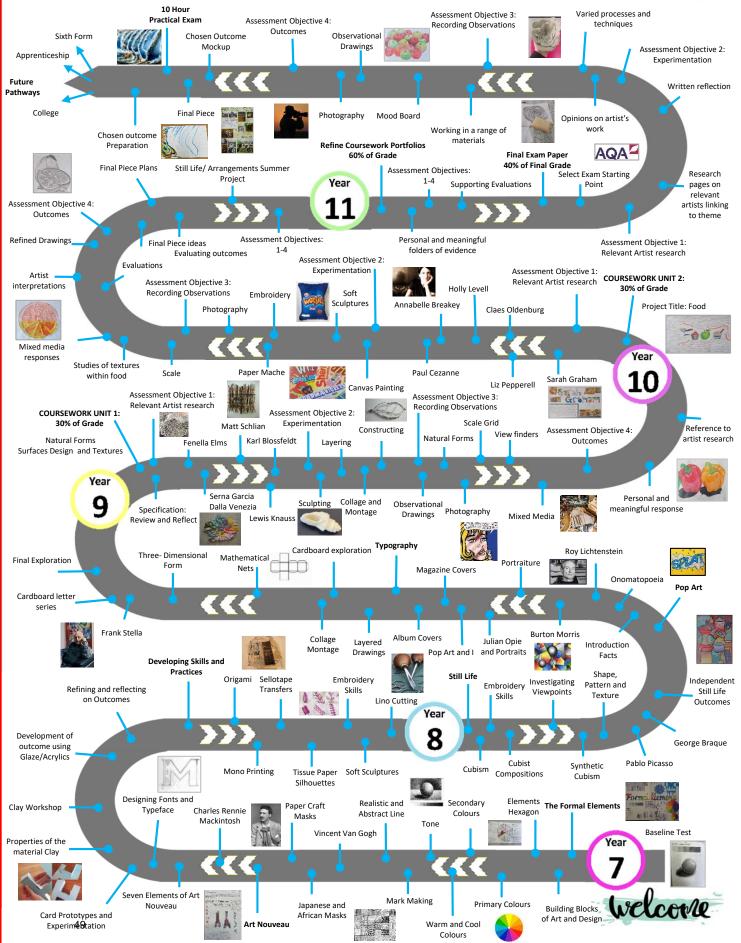




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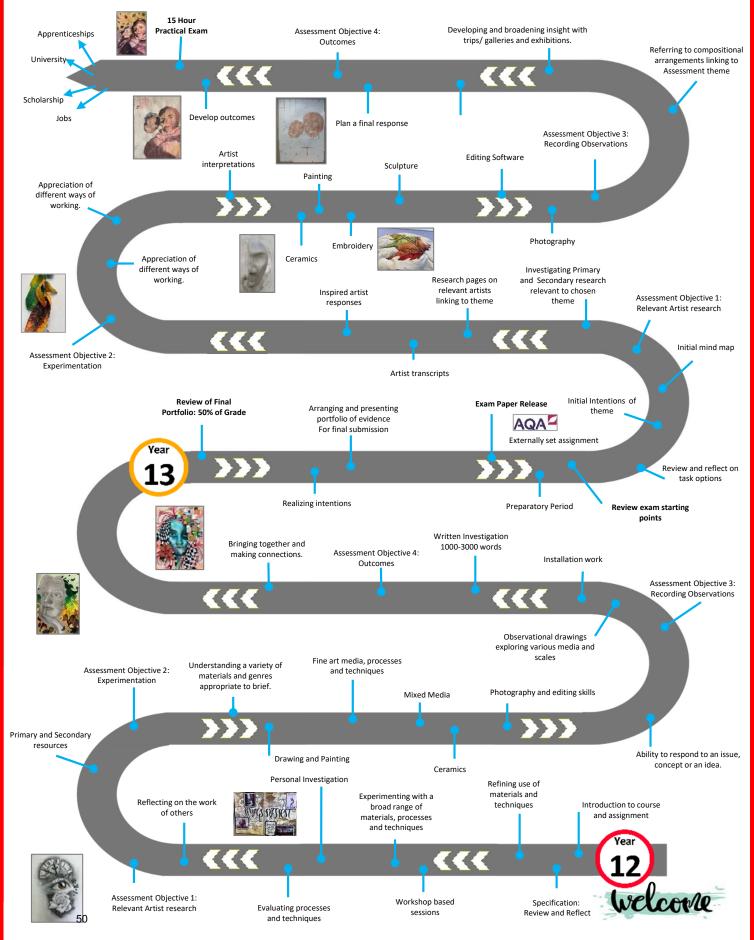




Your A-Level Art and Design Learning Journey

Curriculum Intent: I study Art and Design so that I have a better understanding of what different materials, techniques and processes are available to use in everyday practices. Reflecting on the work of others helps me to understand a range of cultural choices so I can make my own opinions and discuss these respectfully. I am able to apply a broad range of skills in a variety of different contexts which is helping me to become more confident in my own practice. All of the work I am experimenting with is helping me to understand my strengths and areas of developments. I will be able to transfer the knowledge and skills into any chosen future career.

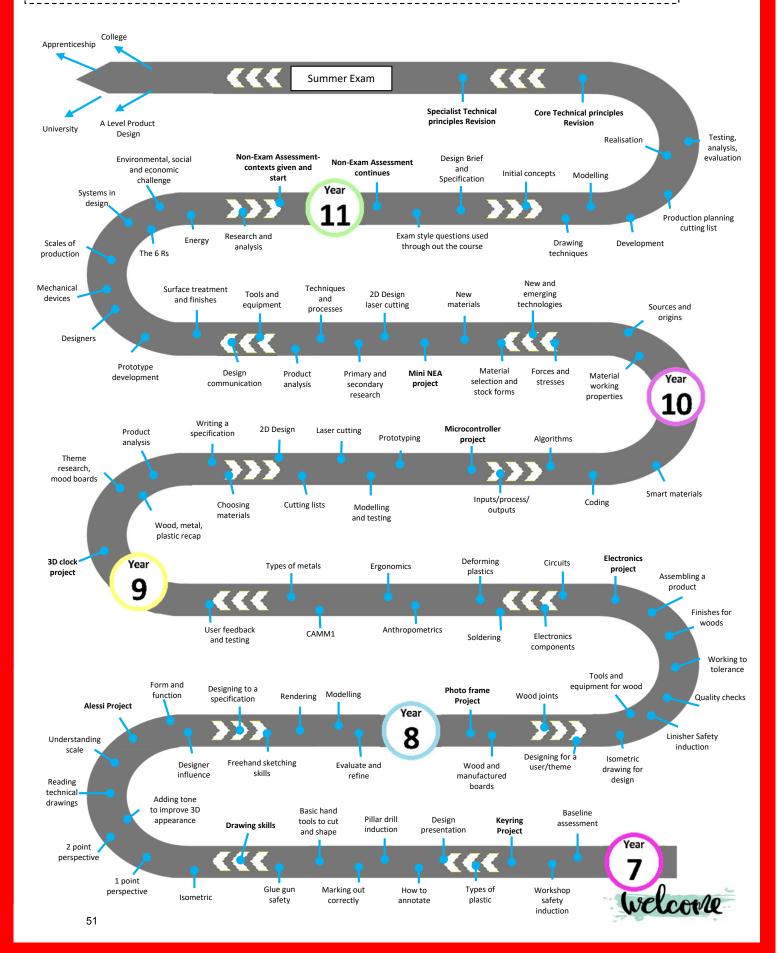




Your Design & Technology Learning Journey

Curriculum Intent: I study Design and Technology to encourage my creativity and problem-solving skills, which will empower me to approach challenges with an open and inventive mindset. Through hands-on experience and theoretical knowledge I will design and make my own solutions to a range of problems, and will consider the impact these have on the environment. These skills can be used across many other subjects and give me a great start on a career path within Design, Science, Engineering or Technology.

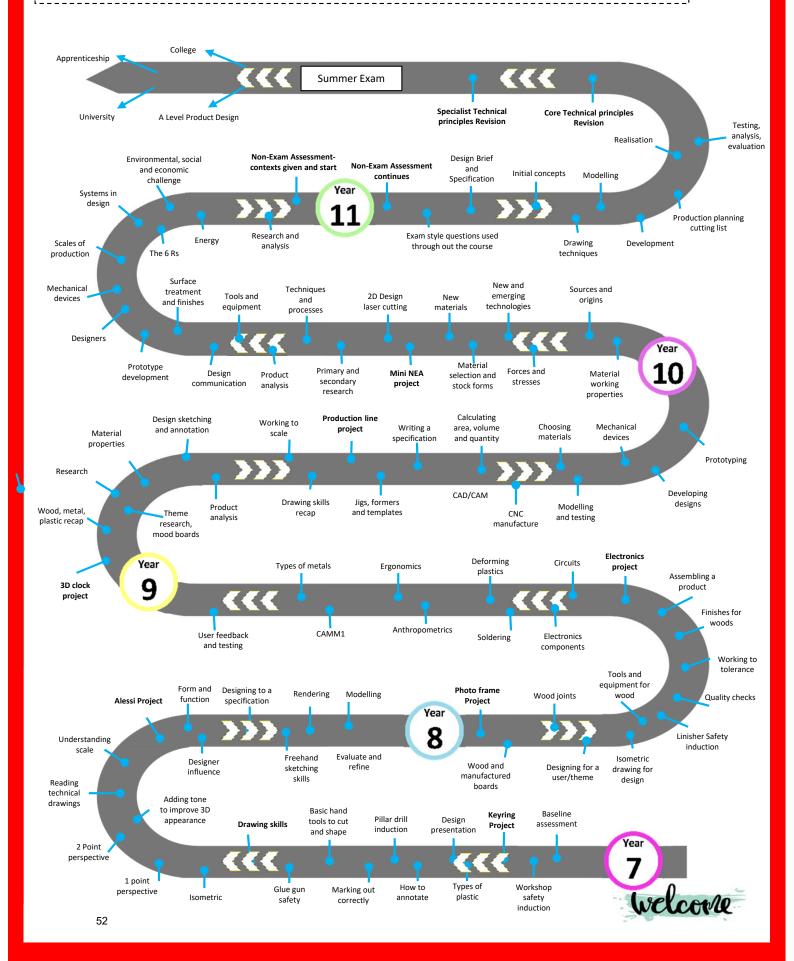




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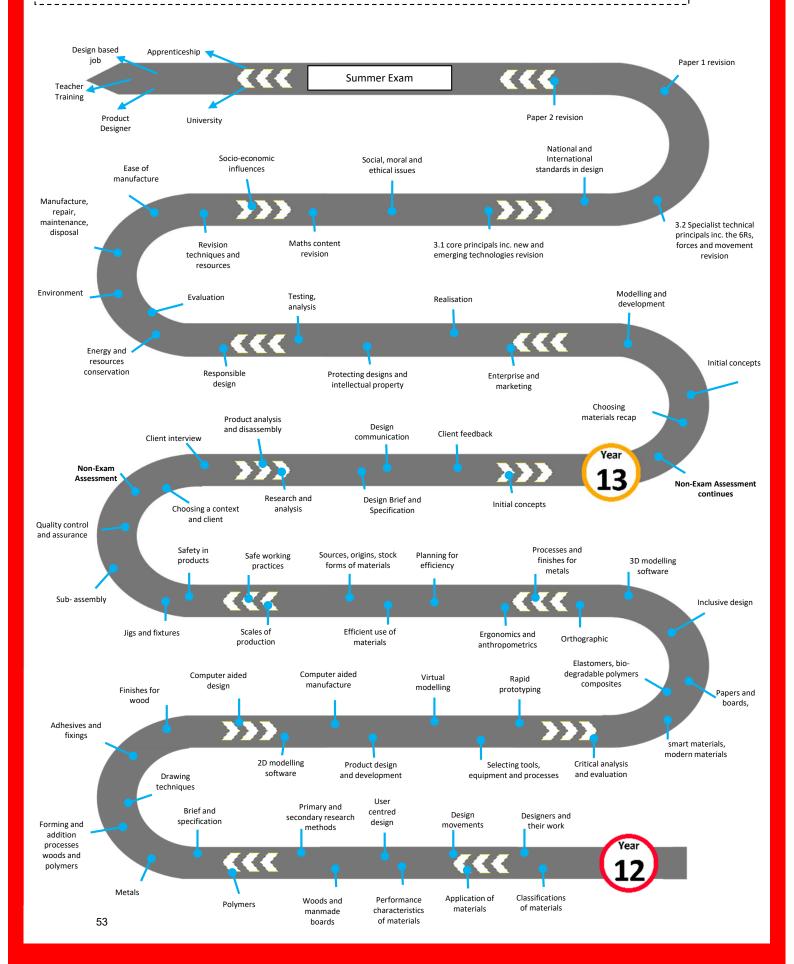




Your Product Design Learning Journey

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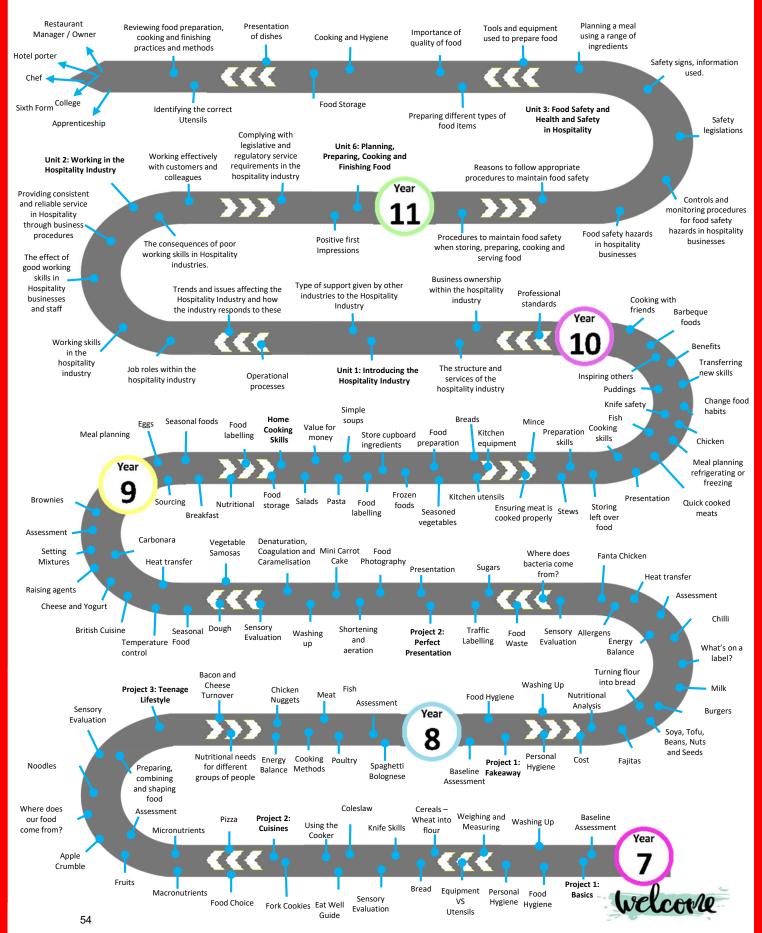




Your Food and Nutrition Learning Journey

Curriculum Intent: I am studying the importance of cooking food correctly to be able to cook safely for myself, my family and others. Hospitality is one of the largest industries in the UK so gaining the skills and knowledge needed will give me a great insight to how this industry works and open many adventures linking to food.

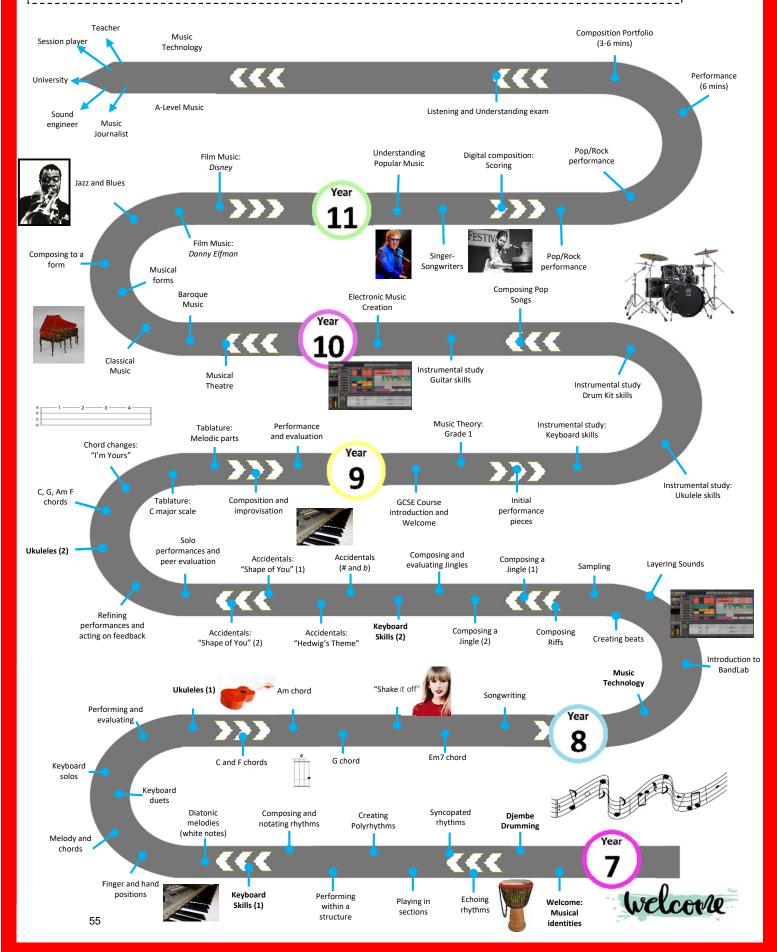




Your Music Learning Journey

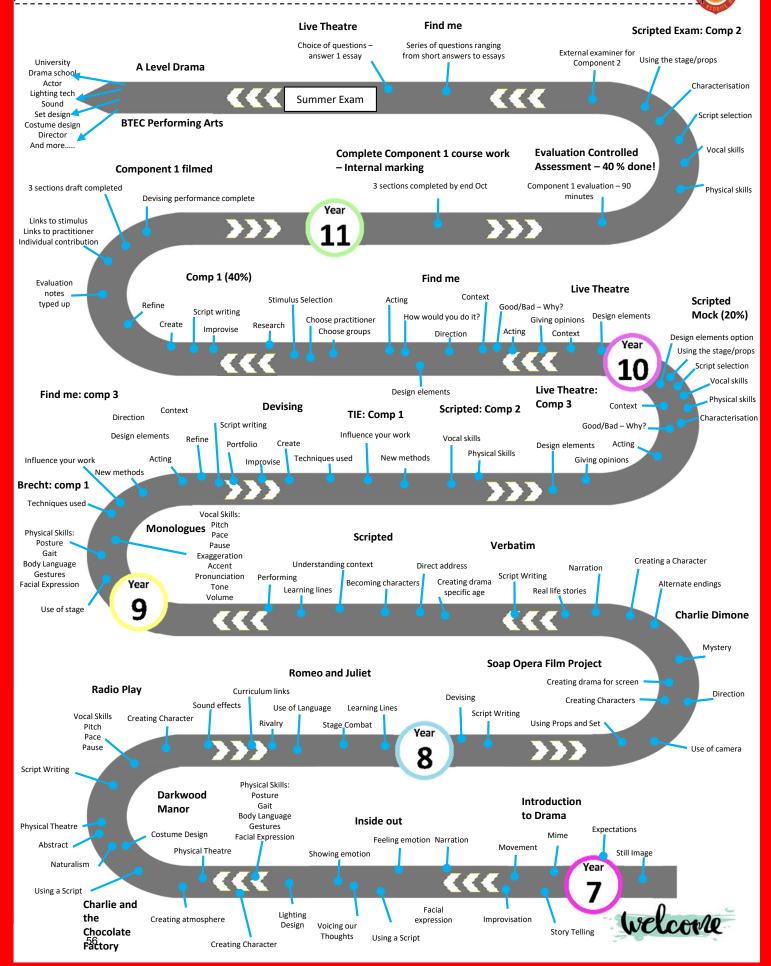
Curriculum Intent: I study music so I can develop a broad knowledge and love of the subject. The knowledge and skills I will gain will help me to become a creative and talented musician. I will explore music through performing on various instruments, composing my own music and listening to and appraising music composed by others. I will be able transfer the knowledge and skills into any chosen future career.





Your Drama Learning Journey

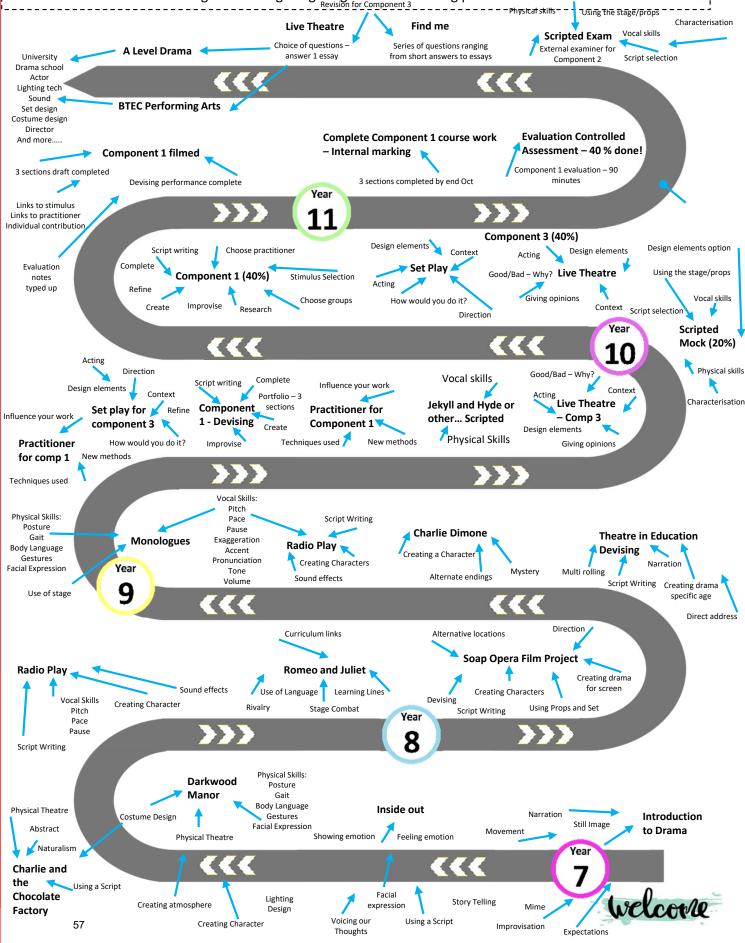
Curriculum Intent: I study Drama for many reasons, it will build my confidence, improve my public speaking and build relationships with my peers. I will learn to lead a team, work collaboratively and build resilience. I will perform on my own and in groups and learn to give constructive feedback. I will create set and costume designs and experience the technical side of Performing arts looking at lighting and sound during performances.



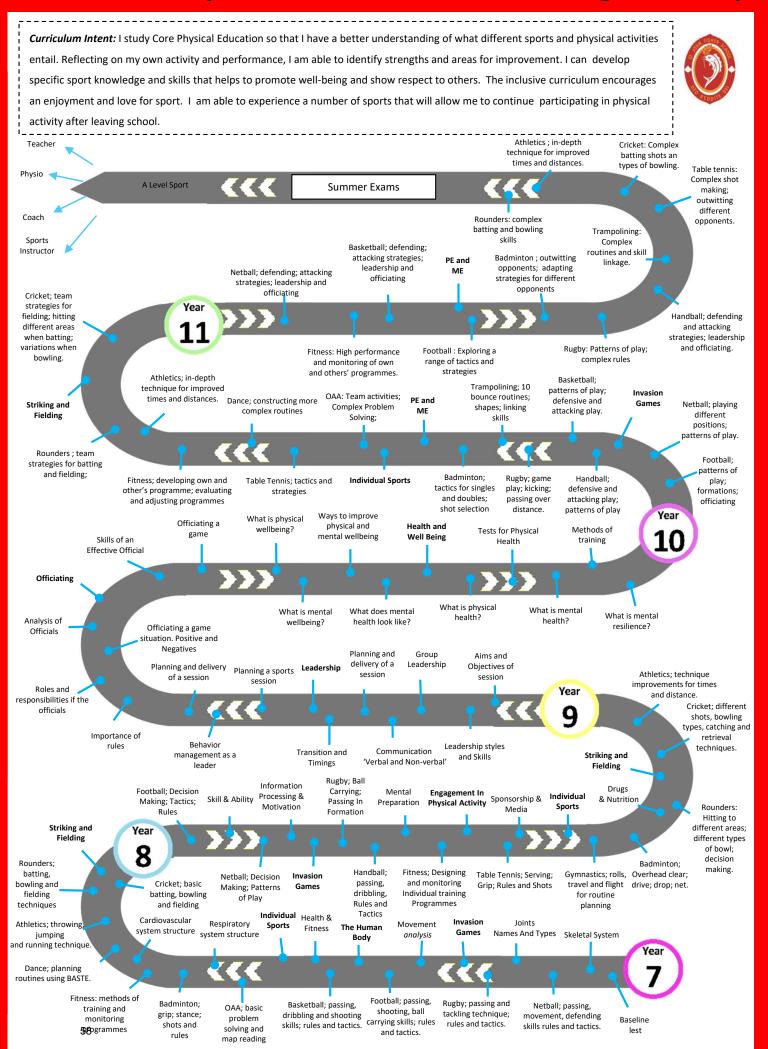
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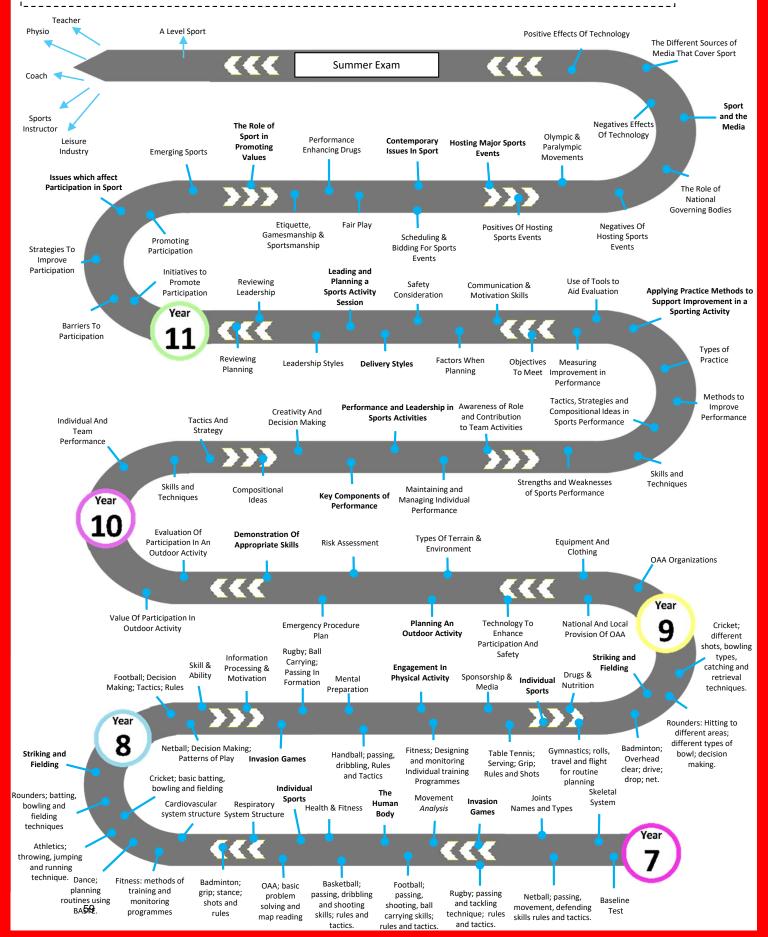
Your Core Physical Education Learning Journey



Your Sport Studies Learning Journey

Curriculum Intent: I study sport so that I have a better understanding of what different sports and physical activities entail. Reflecting on my own activity and performance, I am able to identify strengths and areas for improvement. I can develop specific sport knowledge and skills that helps to promote well-being and show respect to others. The inclusive curriculum encourages an enjoyment and love for sport. I am able to experience a number of sports that will allow me to continue participating in physical activity after leaving school.

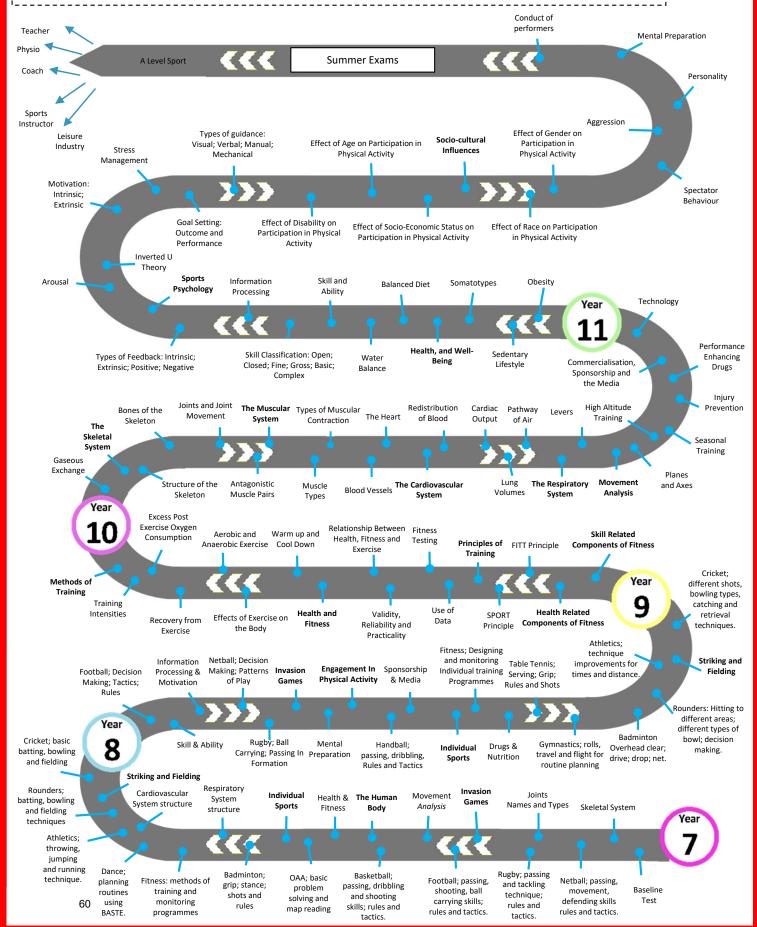




Your GCSE Physical Education Learning Journey

Curriculum Intent: I study sport so that I have a better understanding of what different sports and physical activities entail. Reflecting on my own activity and performance, I am able to identify strengths and areas for improvement. I can develop specific sport knowledge and skills that helps to promote well-being and show respect to others. The inclusive curriculum encourages an enjoyment and love for sport. I am able to experience a number of sports that will allow me to continue participating in physical activity after leaving school.

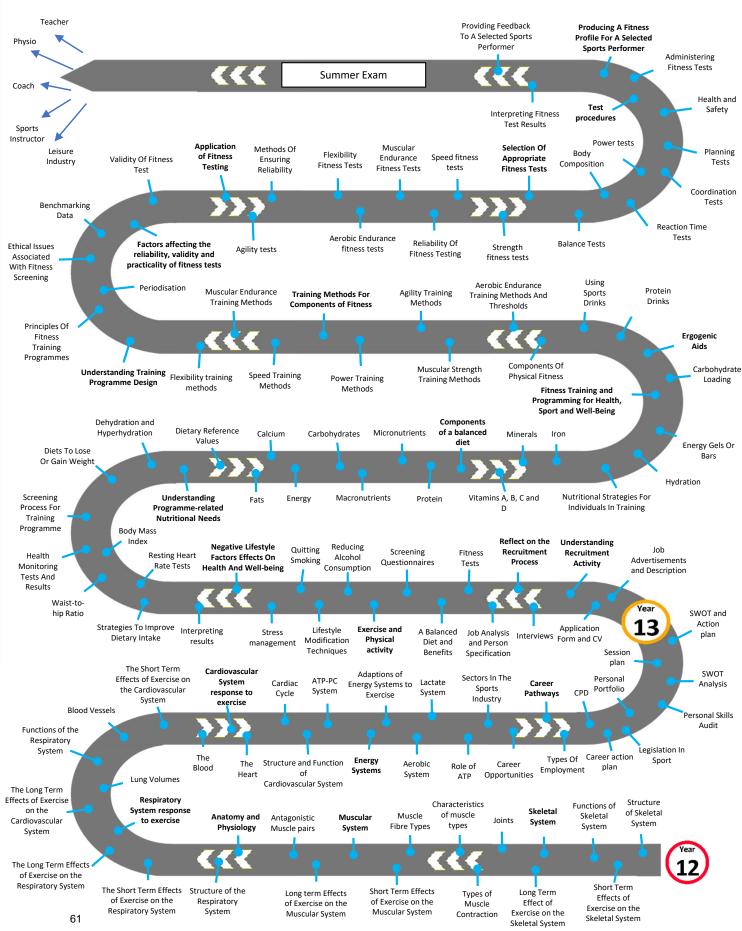




Your BTEC Sport Learning Journey

Curriculum Intent: I study BTEC Sport Level 3 to gain a comprehensive understanding of the sports industry and to equip me with necessary knowledge and skills I need for further study or employment in the sports-related fields. I will gain a deep understanding of the human body's response to exercise and the physiological factors affecting performance.

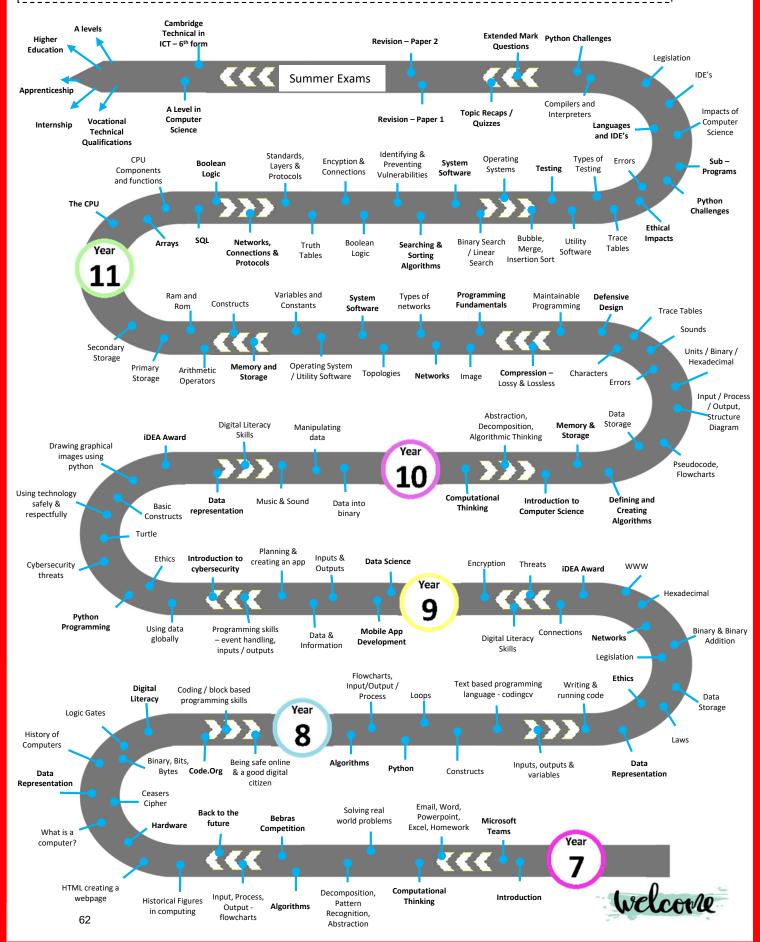




Your Computing Learning Journey

Curriculum Intent: I study computing so I can learn about the skills of the digital age; computing, IT and digital literacy. I will develop the skills to be able to solve everyday problems and learn new programming skills to allow me to write programs of code. Learning about the ethical impacts of computing will enable me to become a responsible, respectful, caring and empathetic citizen. I will be able transfer the knowledge and skills into any chosen future career.

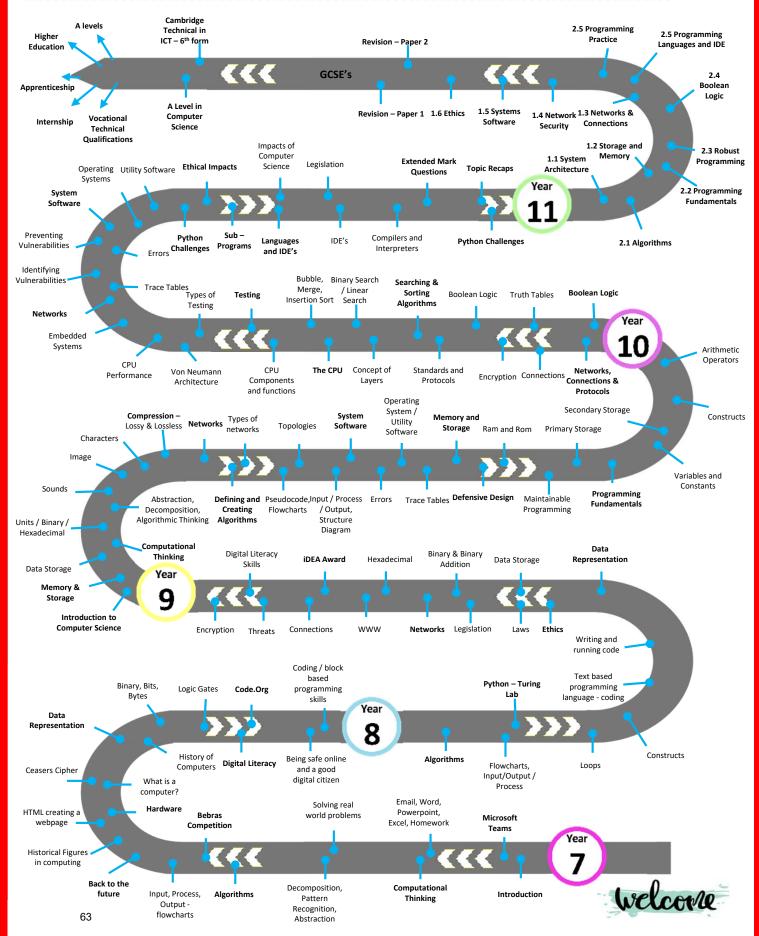




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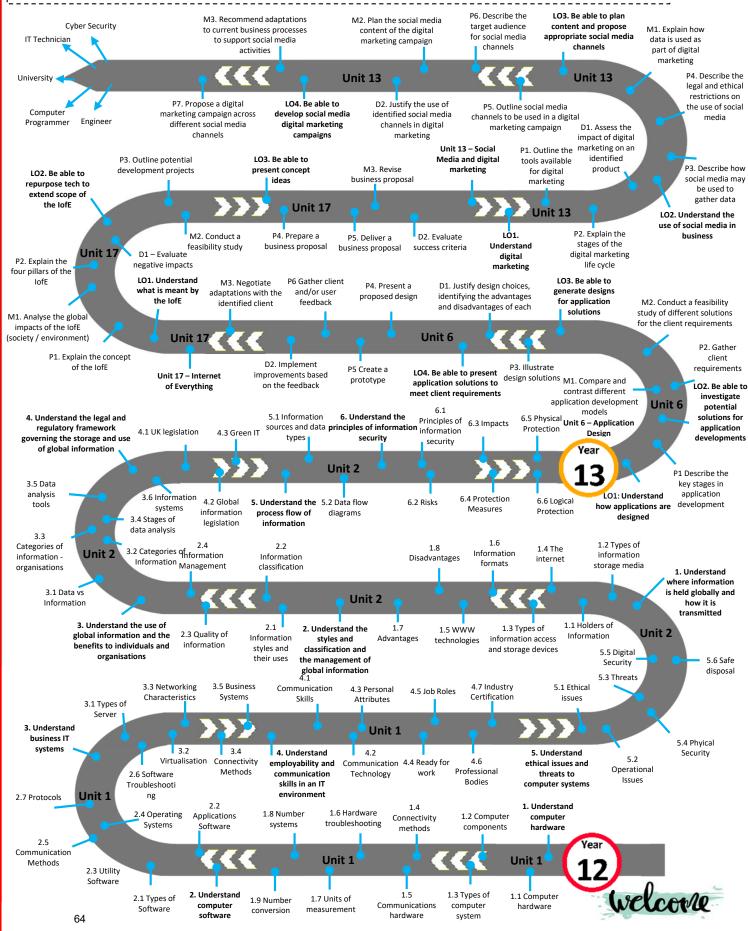




Your A Level ICT Learning Journey

Curriculum Intent: I study OCR Cambridge Technicals in ICT so I can learn a good foundation on all aspects of computing. I will know how companies use elements of ICT to drive business and productivity. I will be able to reflect on the modern day uses of ICT. The skills learnt will allow me to take any path in ICT for future career development. Learning about the ethical impacts of computing will enable me to become a responsible, respectful, caring and empathetic citizen.





St. John Fisher CATHOLIC COMPREHENSIVE SCHOOL

'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally forming them through Faith so that they can achieve their aspirations and contribute to their community.'

