



Curriculum

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 7-9)

Students study the following:

- English (3 classes per week)
- Maths (3 classes per week)
- Science (3 classes per week)
- RE (3 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 Design (1 class per week)
- Music and Drama (1 class per week, alternating subjects throughout the year)
- Citizenship (1 class per week)
- Computing (1 class per week)

Key Stage 4 Curriculum (Years 10-11)

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

Name of subject	Year 10 Mainstream	Year 10 Grammar Stream	Year 11 Lessons	Year 11 Grammar Stream*
English	4	3	4	3
Maths	4	3	4	3
Science	4	6	4	6
Religious Education	3	3	3	3
Physical Education	1	1	1	1
Citizenship	2	0	2	1
Option choice A	3	3	3	3
Option choice B	3	3	3	3
Compulsory French or Latin	0	2	0	2

*Year 11 Grammar Stream students have an additional period of lessons, which takes place on one day a week after school.

Course List (Key Stage 4)

Please note:

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

Qualification Information

Subject	Core or Option	Grades	QAN	Exam Board	Award Spec Code
GCSE Art	Option	9-1	60180882	AQA	8202
GCSE Biology	Core	9-1	60187529	AQA	8461
GCSE Chemistry	Core	9-1	60187578	AQA	8462
GCSE Science: Trilogy	Core	9-1	6018758X	AQA	8464
GCSE Citizenship	Core	9-1	601/8244/1	Edexcel	1CSO
GCSE Computer Science	Option	9-1	6018355X	OCR	J277
GCSE Product Design	Option	9-1	60309842	AQA	8552
GCSE Drama	Option	9-1	60185752	AQA	8261
GCSE English Language	Core	9-1	60142923	AQA	8700
GCSE English Literature	Core	9-1	60144476	AQA	8702
GCSE French	Option	9-1	61027182	EdexcelPearson	1FR0
GCSE Latin	Option	9-1	60319437	EdexcelPearson	1LT0
GCSE Geography A (Year 11)	Option	9-1	60181345	EdexcelPearson	1GA0
GCSE Geography (Year 10)	Option	9-1	60184103	AQA	8035
GCSE History	Option	9-1	60180924	EdexcelPearson	1HI0
GCSE Maths	Core	9-1	60147003	EdexcelPearson	1MA1
GCSE Panjabi	Option	9-1	60310741	AQA	8683
GCSE Physics	Core	9-1	60187517	AQA	8463
GCSE Physical Education	Option	9-1	60182799	AQA	8582
GCSE Polish	Option	9-1	6031185X	AQA	8688

GCSE Religious Studies A	Core	9-1	60300796	EdexcelPearson	1RA0
GCSE Sociology	Option	9-1	60307985	AQA	8192
GCSE Business Studies	Option	9-1	60301211	EdexcelPearson	1BS0
BTEC Level 1 / Level 2 Tech Award in Health and Social Care	Option	D*-P1	60370476	EdexcelPearson	YPF47
BTEC Level 1 / Level 2 Tech Award in Music Practice	Option	D*-P1	60370555	EdexcelPearson	
Certificate of Personal Effectiveness Level 1 and 2	Option	D*-P1	10035588 and 1003559X	ASDAN	
Level 1-2 Vocational award in Hospitality and Catering (Technical award)	Option	D*-P1	603/7022/1	EDUQAS	5409QA

Key Stage 5 Curriculum (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 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)	2	2
GCSE Retake English Language (compulsory for all students who have not passed at grade 4+)	2	2
GCSE Retake Maths (compulsory for all students who have not passed at grade 4+)	2	2
Core PE	1	0
<i>Students studying a Level 3 curriculum will then complete their curriculum with a selection of the subjects below, based on their Key Stage 5 Options choices:</i>		
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
Applied Science BTEC (courses vary for Y12 and 13 – see next page)	5	5
History A Level	5	5
Health and Social Care BTEC (courses vary for Y12 and 13 – see next page)	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 12 only)	5	5
<i>We also offer a Level 2 curriculum designed for students who will complete a three-year sixth form course. Level 2 students will study the following subjects in addition to their core curriculum:</i>		
Level 2 Hospitality	5	Not applicable
Level 2 Applied Science	5	Not applicable
Level 2 Certificate of Personal Effectiveness	5	Not applicable

Right of withdrawal from Religious Education. Parents and carers should be aware that they have the right to withdraw their child from all or part of our Religious Education curriculum. To discuss withdrawing your child from RE, please contact Mrs. Bennett, Assistant Headteacher, at l.bennett@stjohnfisher.school

Course List (Key Stage 5)

Please note:

- 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

Subject	Grades	QAN	Exam Board	Award Spec Code
Art A Level	A* – E	60144567	AQA	7202
Biology A Level	A* – E	60146254	AQA	7402
Chemistry A Level	A* – E	60157318	AQA	7405
Physics A Level	A* – E	60147477	AQA	7408
Level 3 AAQ Cambridge Advanced National in Computing Application Development	D* – P	61039755	OCR	H129
English Literature A Level	A* – E	60153271	AQA	7712
Year 12 History A Level	A*-E	60146771	EdexcelPearson	9HI0
Year 13 History A Level	A* – E	60149735	AQA	7042
Maths A Level	A* – E	6031333X	EdexcelPearson	9MA0
Media A Level	A* – E	60311496	Eduqas (WJEC)	A680QS
Politics A Level	A* – E	60312233	EdexcelPearson	9PL0
Psychology A Level	A* – E	6014838X	AQA	7182
Philosophy and Ethics (RE) A Level	A* – E	60188686	OCR	H573
Sociology A Level	A* – E	60139948	AQA	7192
Business BTEC 60 credits	D*-P	60171595	EdexcelPearson	PXL62
Year 13 Health and Social Care: BTEC National Level 3 Extended Certificate in Health and Social Care (60 credits)	D*-P	60171972	EdexcelPearson	YD992
Year 12 Health and Social Care: Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)	D*-P	61039640	EdexcelPearson	
Year 13 Applied Science: BTEC L3 Extended Certificate in Applied Science	D*-P	60174365	EdexcelPearson	YG215
Year 12 Applied Science: Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate)	D*-P	61039652	EdexcelPearson	

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My 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.



Assessment



Enrichment – Trips/outside speakers/document aries



Teacher
Reporter
Lawyer
Publishing
Journalist
Marketing

Summer Exams

Revision: Lit P1 Macbeth

Revision: English
Language Paper 1 & 2
1 lesson ACC

English Language P2
1 lesson AIC

Revision: Literature Paper 2
Language Paper 1 and 2

English Language P1 – 1
lesson Lit P2 Unseen
Poetry

Lit P1 "Macbeth" Lit P2
½ Poetry Anthology
1 lesson Lang P1 & 2 Q4

Lang NEA:
Speaking and
Listening

Year
11

Themes
Comparison
Context
Lit P1 Sec A
"Macbeth" 1 lesson
Lang P2

Context

Quotations

Themes

Conventions of
speeches

Form/Pitch/Tone
Register

Lit P2 Sec B
Anthology:
Poetry (1/2) 1 lesson
Lang P1

Lit P1 Sec A:
"A Christmas Carol"
1 lesson Lang P2

Lit P2 Sec A "An
Inspector Calls"
1 Lesson Lang P1

Year
10

Comparison
Poetic forms
Poetic techniques

Analysis of
methods

Tragedy

Jacobean
context

LPETERC

Literature
style
arguments

Edwardian
context

Comparison of
poems
DAFORESTI
Identifying
language
techniques
Lang P2
Launching a
Product
Audience
reactions
Conventions
of tragedy
Socio-
historical
context

Vocabulary for
impact
Freytag
structure
Conventions
of Gothic
Lang P1 Q5:
Gothic Fiction

Year
9

Victorian
context
Selecting
quotations
Writers
message
Comparing
viewpoints
Methods
impact
viewpoint

Lit P1 Sec B:
"Telling Tales
Anthology"

Lang P2 Q4:
Inspirational Speeches

Lit P1 Sec A:
"The Tempest"

PETE-L

Varying
G A P

Varying
DAFORESTI

Varying
conventions

PETERCL
Comparatives
War
context
Convention
of leaflets
DAFORESTI
Gender
stereotype
Creating
an
argument
Elizabethan
context

War Poetry
(Reading)

Representations in
the
Media (Writing)

Romeo and
Juliet
(Reading)

Building
arguments
Formally
Informal
Letter
conventions

Class Reader
(Writing)

Viewpoints
in context
Alternative
arguments

Writer's
intentions
Denotations
and
connotations
Origins of
Language
History of the
English Language
(Reading)

Victorian
context
Objective
Viewpoint
Conventions
of reviews
Much Ado About
Nothing (Reading)

Class Reader (Writing)

Class Reader (Reading)

Myths and
Legends (Writing)
St Lucy – Folk Tales

Myths/
Legends
conventions

Quest
narratives
Freytag
structure

Class Reader
(Reading)

Conventions
of Diaries
Perspectives
Narratives
Meanings
and
explanations
Selecting
quotations
Inference
Persuasive
techniques
Genre,
Audience,
Purpose

Class Reader (Writing)

Class Reader (Reading)

Conventions
of articles

Making the News
(Writing)

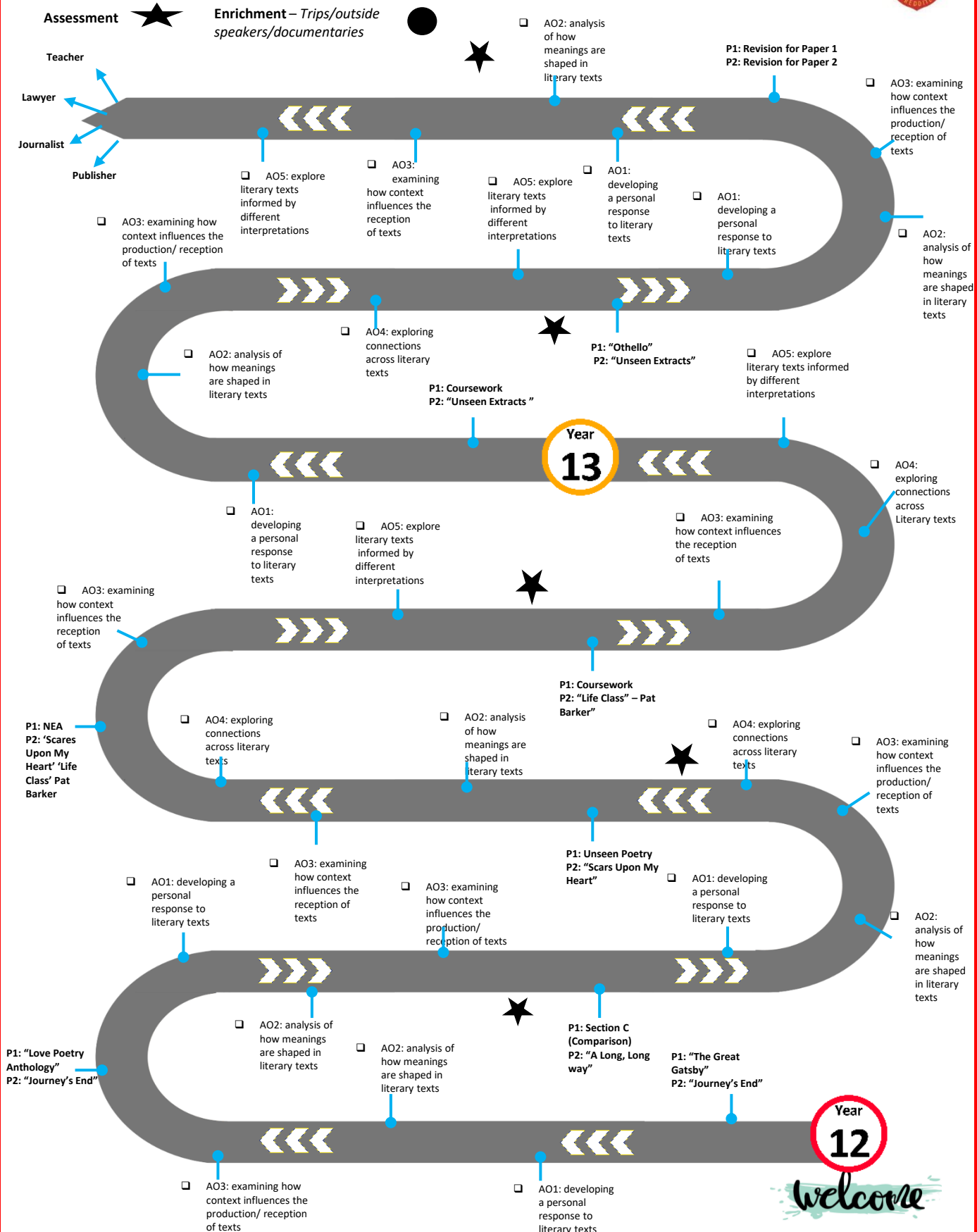
Year
8

Year
7

Welcome

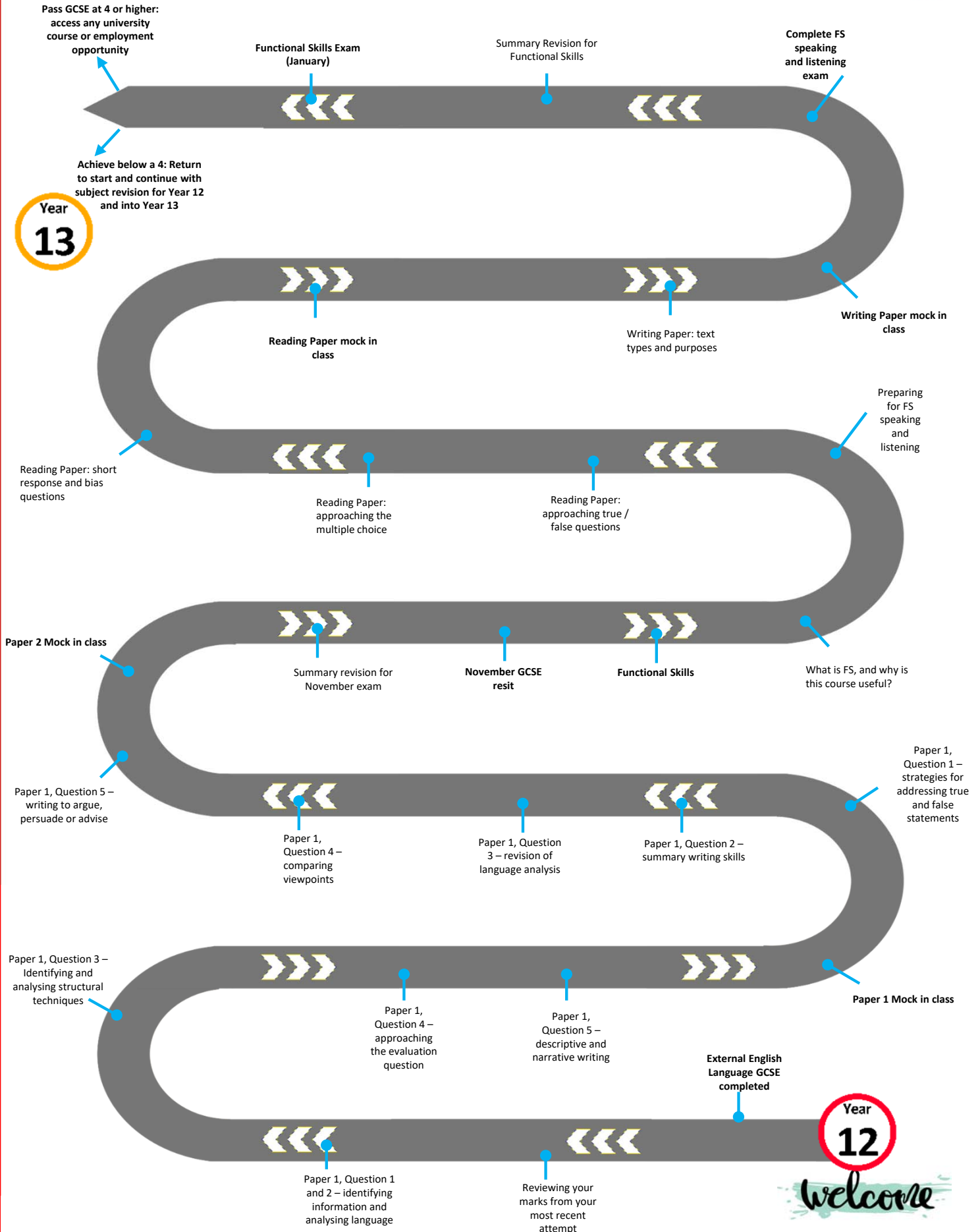
My A Level English Learning Journey

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.



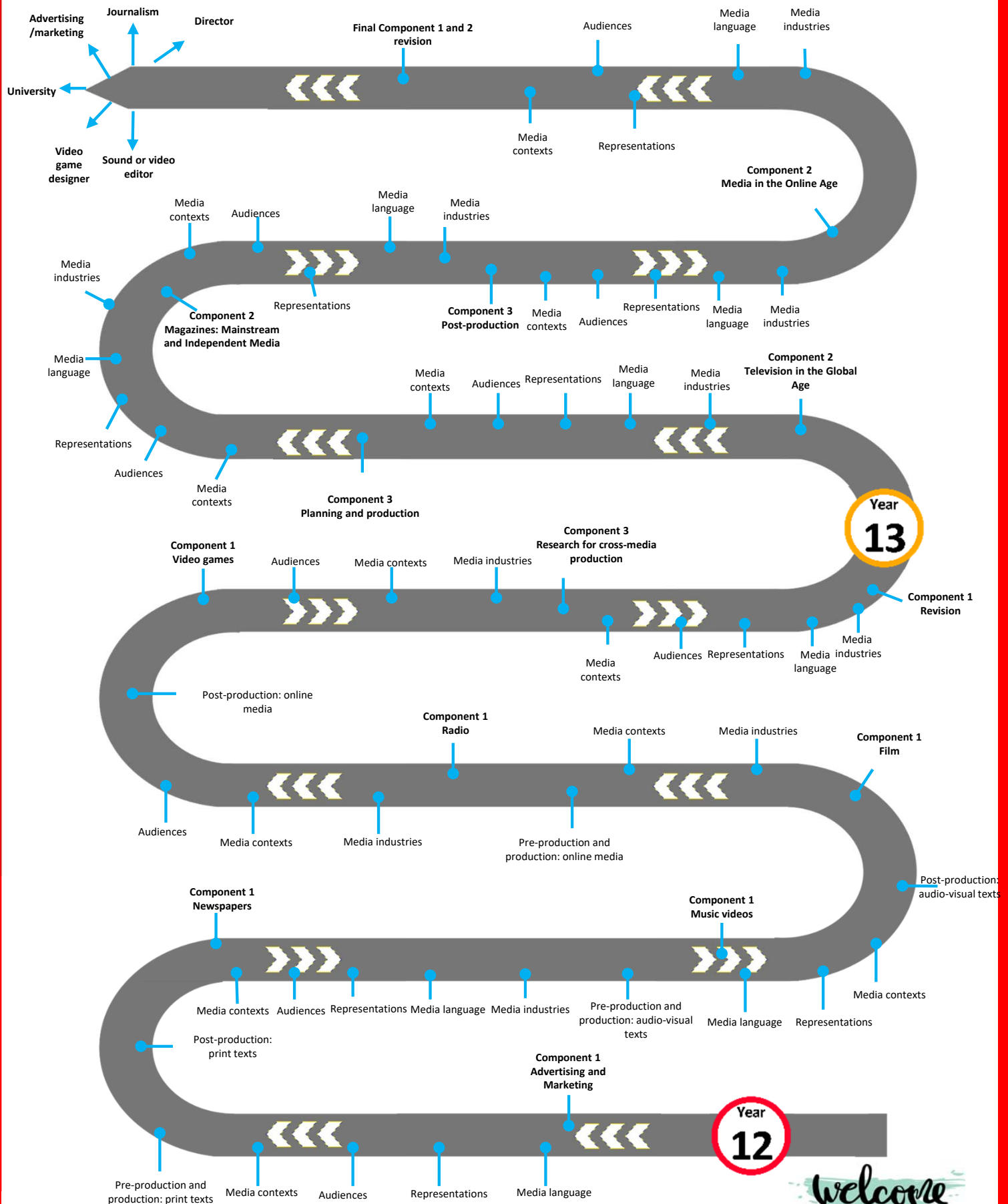
Your GCSE Resit Learning Journey

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 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.



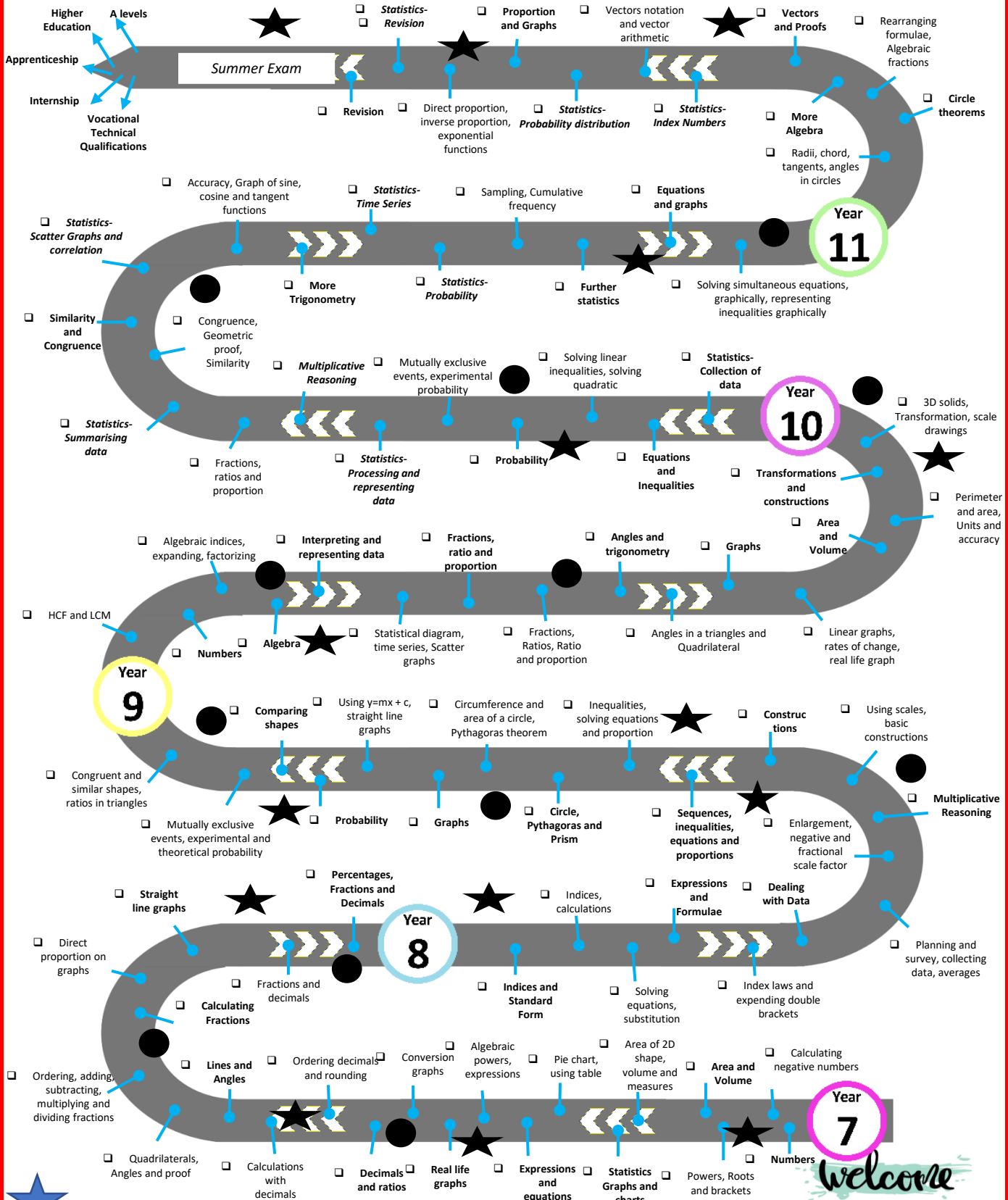
My Maths Learning Journey

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.



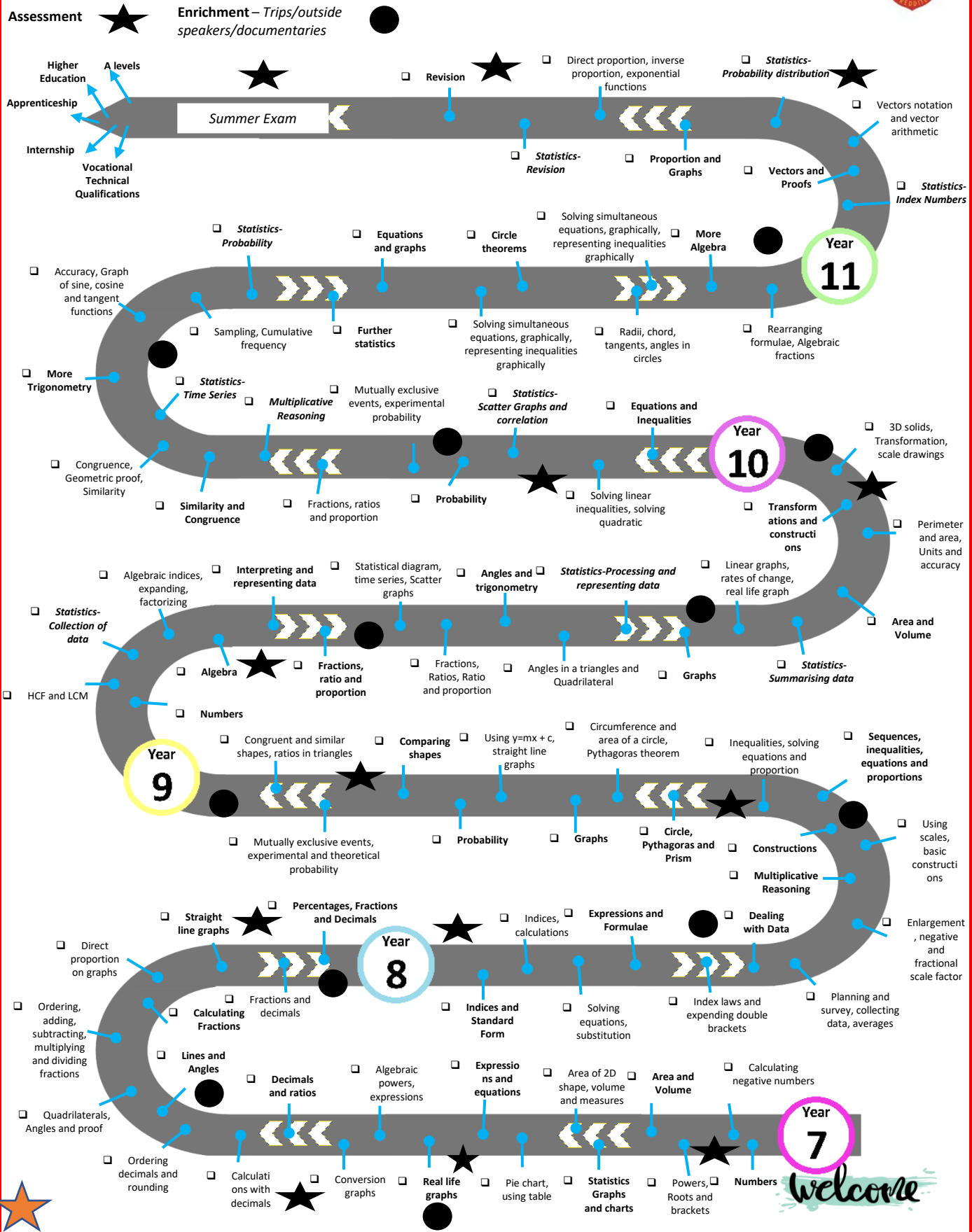
Assessment ★

Enrichment – Trips/outside speakers/documentaries ●



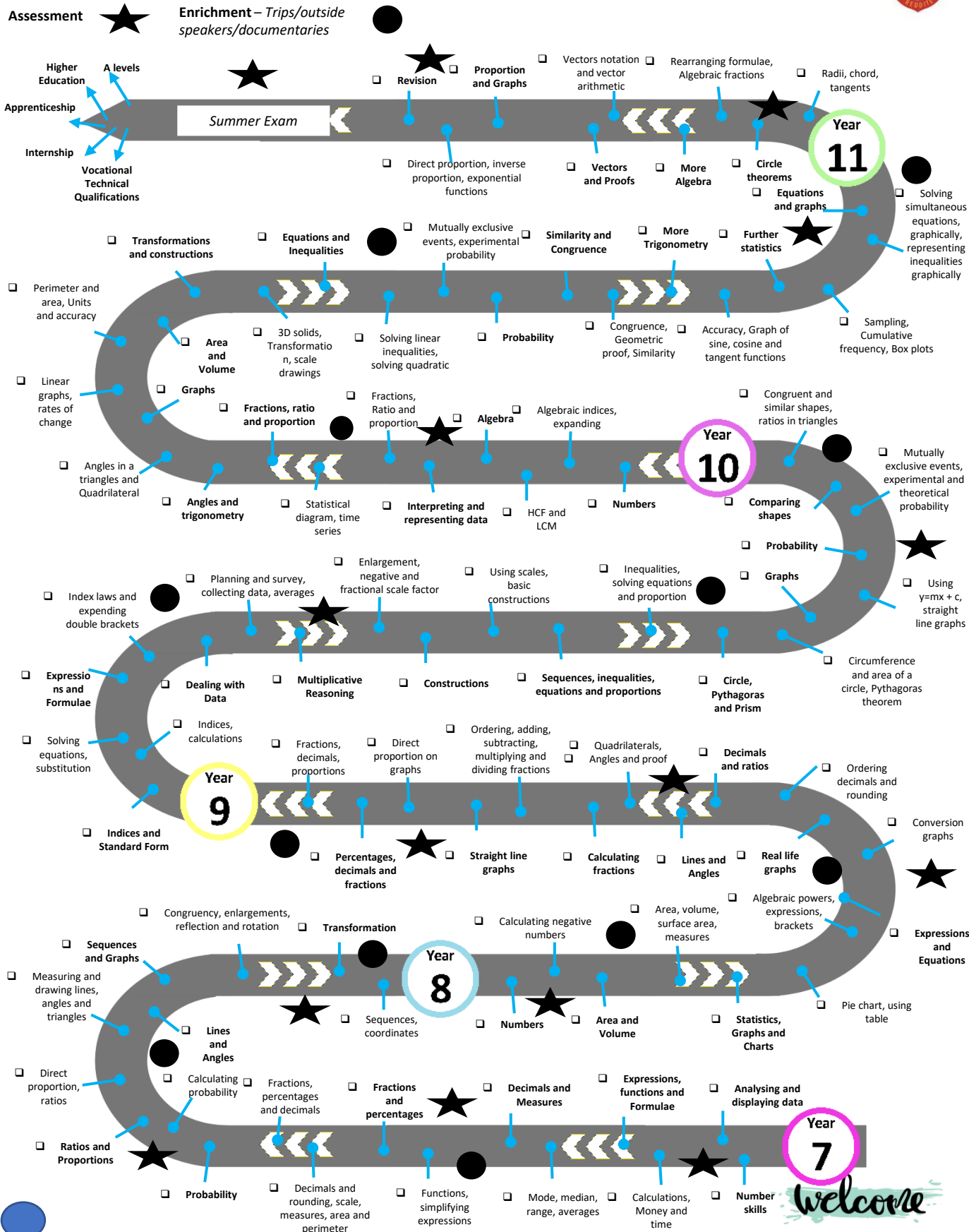
Welcome

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.



My Maths Learning Journey

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My Maths Learning Journey

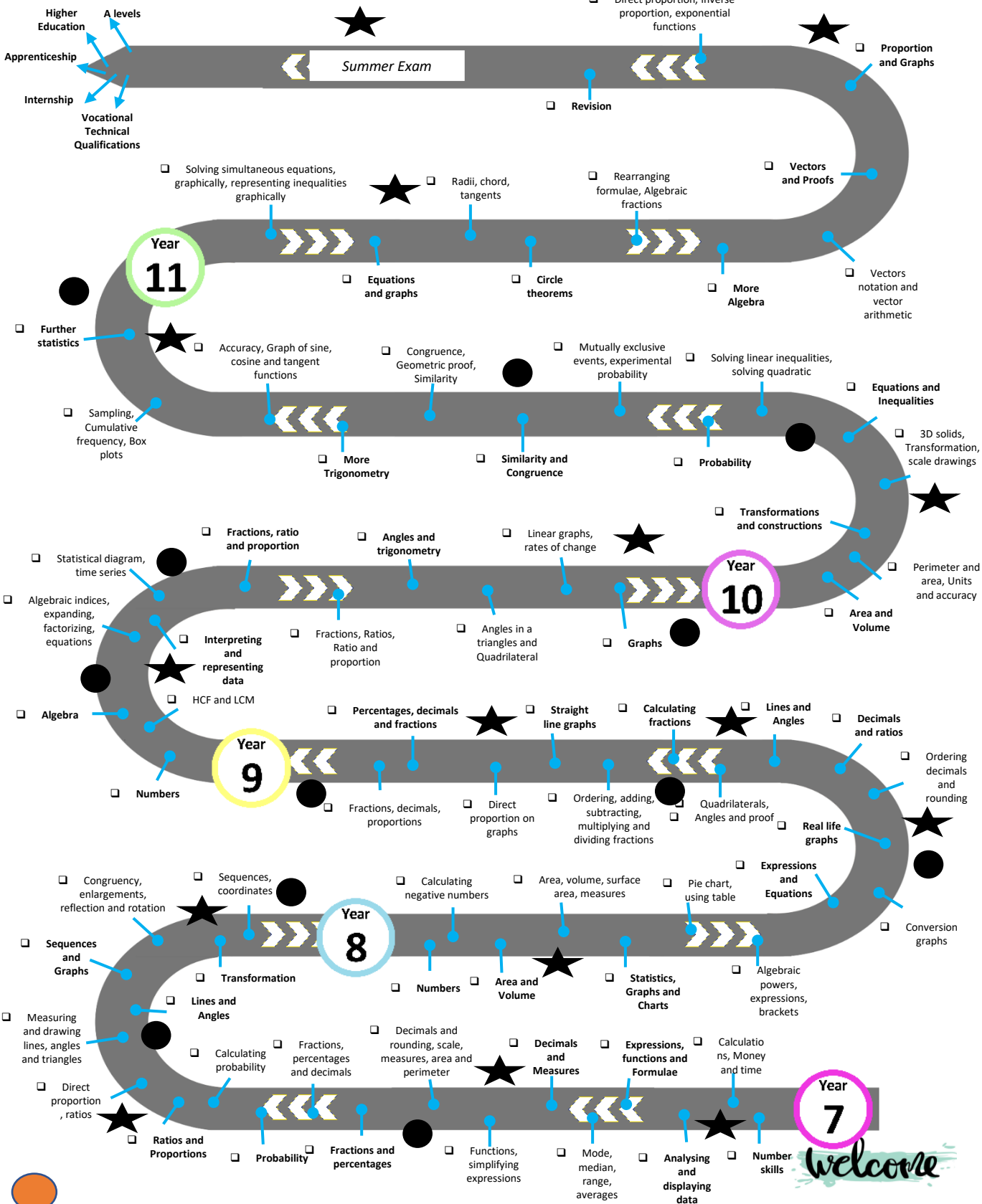
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Assessment

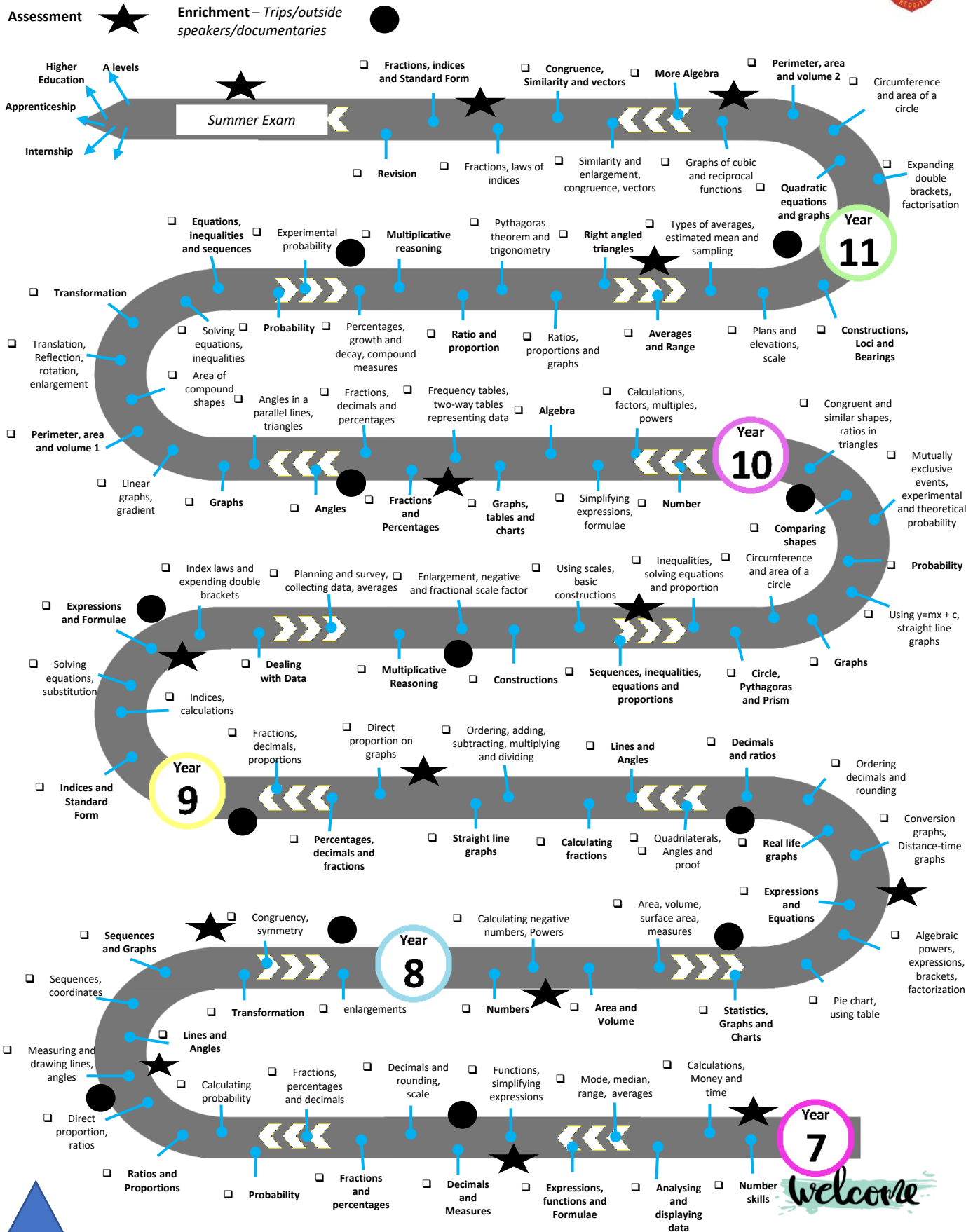


Enrichment – Trips/outside speakers/documents



My Maths Learning Journey

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My Maths Learning Journey

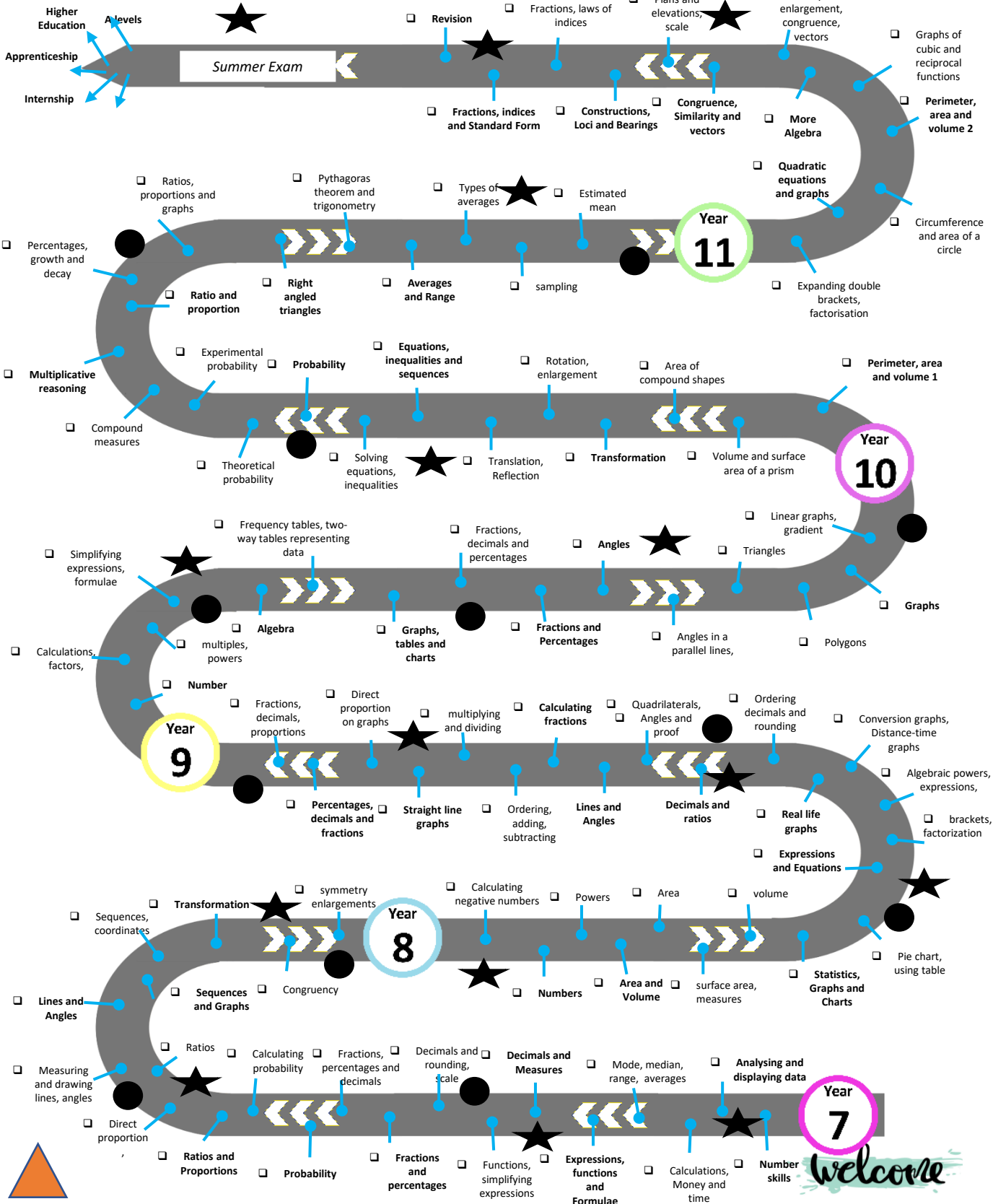
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Assessment



Enrichment – Trips/outside speakers/documentaries



Welcome

My A Level Maths Learning Journey

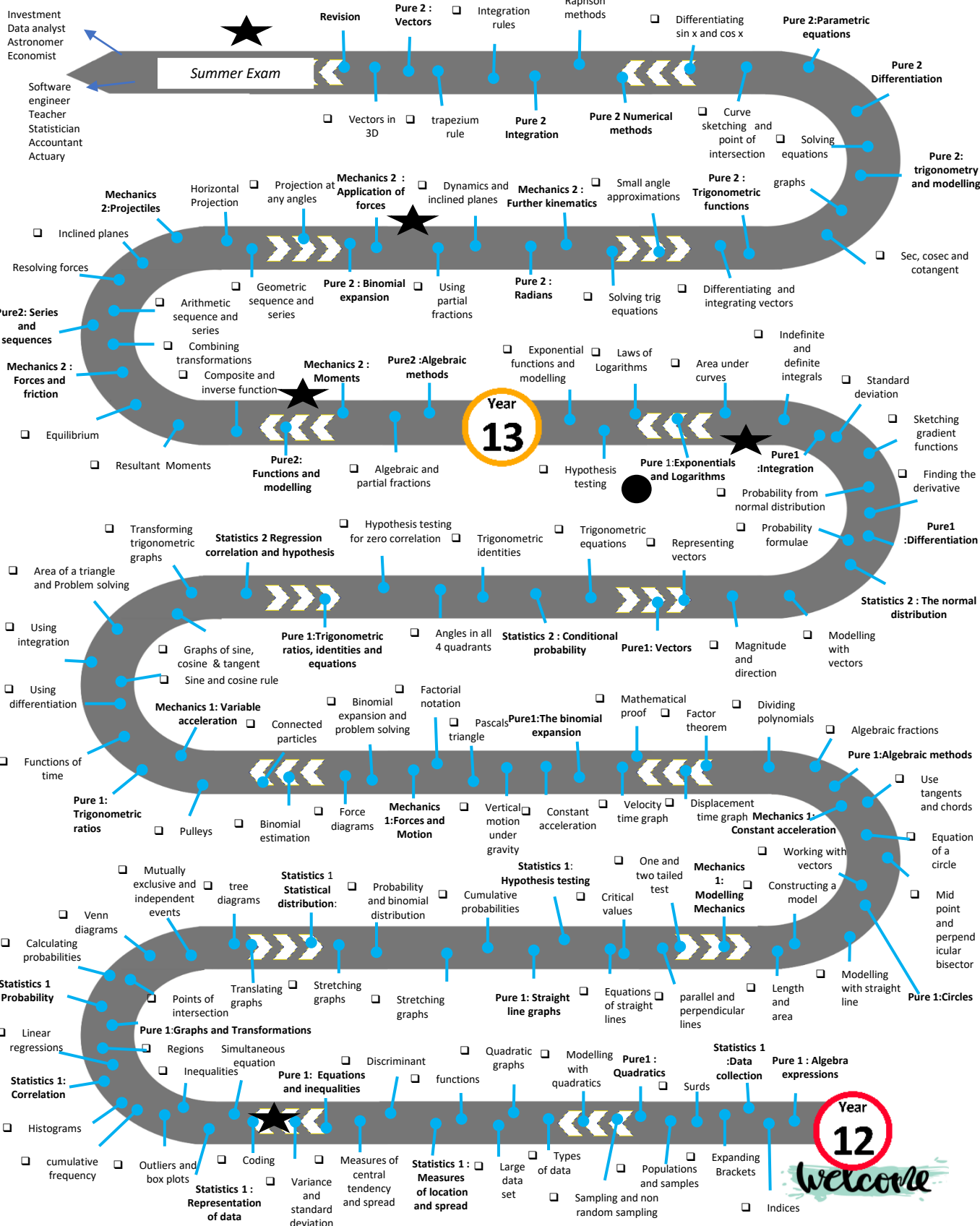
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Assessment

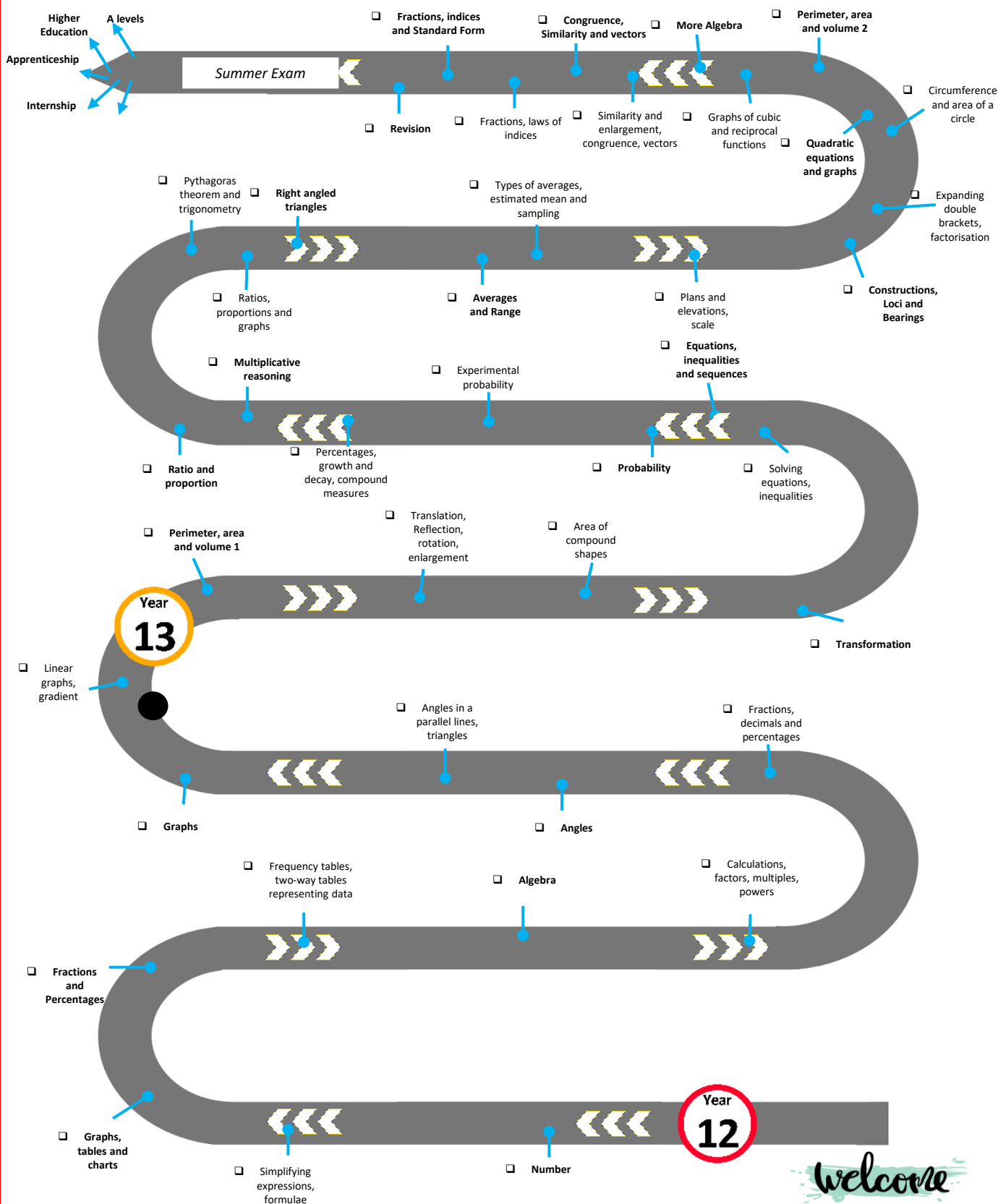


Enrichment – Trips/outside speakers/documents



My GCSE Resit Maths Learning Journey

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.

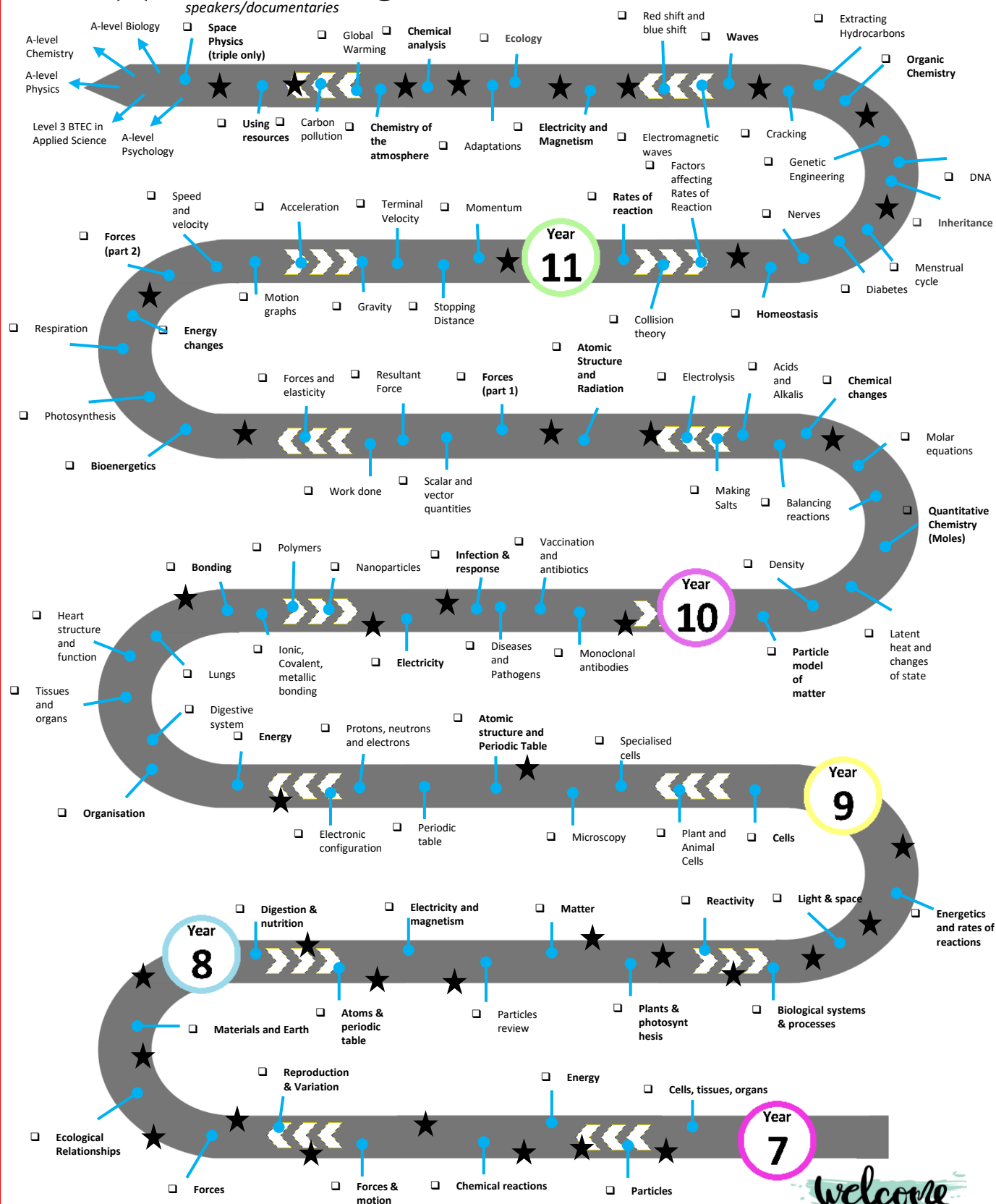


welcome





Assessment



welcome

Assessment

The infographic shows a curriculum path for Years 7 to 11, represented by a winding road with arrows. The path is divided into sections for each year, with subjects marked along the way. Year 11 is highlighted in green, Year 10 in pink, and Year 9 in yellow. The road ends with a 'welcome' sign.

Year 11 (Green Circle):

- Subjects: A-level Chemistry, A-level Biology, Exam revision, A-level Physics, Level 3 BTEC in Applied Science, A-level Psychology, Space (triple only), Biodiversity, Ecology, Adaptations, Electromagnetic waves, Water waves, Waves, Using resources, Genetic Engineering, DNA, Inheritance, Genetic variation, Longitudinal and transverse waves, Red shift and blue shift, Organic Chemistry, Cracking, Polymers, Chemical analysis, Extracting Hydrocarbons, Balancing reactions, Molar equations, Quantitative Chemistry (Moles), Homeostasis, Carbon pollution, Global Warming, Chemistry of the atmosphere, Momentum, Stopping Distance, Gravity, Acceleration, Motion graphs, Speed and velocity, Forces, Factors affecting Rates of Reaction, Respiration, Bioenergetics, Atomic Structure and Radiation, Latent heat and changes of state, Particle model of matter, Density, Photosynthesis, Energy changes + rate of chemical changes, Collision theory, Energy Types and transfers, Vaccination and antibiotics, Chemical changes, Making Salts, Electrolysis, Acids and Alkalis, Monoclonal antibodies, Diseases and Pathogens, Electricity, Nanoparticles, Polymers, Bonding, Heart structure and function, Tissues and organs, Digestive system, Energy, Protons, neutrons and electrons, Atomic structure and Periodic Table, Specialised cells, Microscopy, Plant and Animal Cells, Cells, Light & space, Energetics and rates of reactions, Reactivity, Matter, Electricity and magnetism, Digestion & nutrition, Materials and Earth, Atoms & periodic table, Reproduction & Variation, Ecological Relationships, Forces, Forces & motion, Chemical reactions, Particles.

Year 10 (Pink Circle):

- Subjects: Atomic Structure and Radiation, Latent heat and changes of state, Particle model of matter, Density, Photosynthesis, Energy changes + rate of chemical changes, Collision theory, Energy Types and transfers, Vaccination and antibiotics, Chemical changes, Making Salts, Electrolysis, Acids and Alkalis, Monoclonal antibodies, Diseases and Pathogens, Electricity, Nanoparticles, Polymers, Bonding, Heart structure and function, Tissues and organs, Digestive system, Energy, Protons, neutrons and electrons, Atomic structure and Periodic Table, Specialised cells, Microscopy, Plant and Animal Cells, Cells, Light & space, Energetics and rates of reactions, Reactivity, Matter, Electricity and magnetism, Digestion & nutrition, Materials and Earth, Atoms & periodic table, Reproduction & Variation, Ecological Relationships, Forces, Forces & motion, Chemical reactions, Particles.

Year 9 (Yellow Circle):

- Subjects: Atomic Structure and Radiation, Latent heat and changes of state, Particle model of matter, Density, Photosynthesis, Energy changes + rate of chemical changes, Collision theory, Energy Types and transfers, Vaccination and antibiotics, Chemical changes, Making Salts, Electrolysis, Acids and Alkalis, Monoclonal antibodies, Diseases and Pathogens, Electricity, Nanoparticles, Polymers, Bonding, Heart structure and function, Tissues and organs, Digestive system, Energy, Protons, neutrons and electrons, Atomic structure and Periodic Table, Specialised cells, Microscopy, Plant and Animal Cells, Cells, Light & space, Energetics and rates of reactions, Reactivity, Matter, Electricity and magnetism, Digestion & nutrition, Materials and Earth, Atoms & periodic table, Reproduction & Variation, Ecological Relationships, Forces, Forces & motion, Chemical reactions, Particles.

Year 8 (Blue Circle):

- Subjects: Atomic Structure and Radiation, Latent heat and changes of state, Particle model of matter, Density, Photosynthesis, Energy changes + rate of chemical changes, Collision theory, Energy Types and transfers, Vaccination and antibiotics, Chemical changes, Making Salts, Electrolysis, Acids and Alkalis, Monoclonal antibodies, Diseases and Pathogens, Electricity, Nanoparticles, Polymers, Bonding, Heart structure and function, Tissues and organs, Digestive system, Energy, Protons, neutrons and electrons, Atomic structure and Periodic Table, Specialised cells, Microscopy, Plant and Animal Cells, Cells, Light & space, Energetics and rates of reactions, Reactivity, Matter, Electricity and magnetism, Digestion & nutrition, Materials and Earth, Atoms & periodic table, Reproduction & Variation, Ecological Relationships, Forces, Forces & motion, Chemical reactions, Particles.

Year 7 (Pink Circle):

- Subjects: Atomic Structure and Radiation, Latent heat and changes of state, Particle model of matter, Density, Photosynthesis, Energy changes + rate of chemical changes, Collision theory, Energy Types and transfers, Vaccination and antibiotics, Chemical changes, Making Salts, Electrolysis, Acids and Alkalis, Monoclonal antibodies, Diseases and Pathogens, Electricity, Nanoparticles, Polymers, Bonding, Heart structure and function, Tissues and organs, Digestive system, Energy, Protons, neutrons and electrons, Atomic structure and Periodic Table, Specialised cells, Microscopy, Plant and Animal Cells, Cells, Light & space, Energetics and rates of reactions, Reactivity, Matter, Electricity and magnetism, Digestion & nutrition, Materials and Earth, Atoms & periodic table, Reproduction & Variation, Ecological Relationships, Forces, Forces & motion, Chemical reactions, Particles.

welcome

welcome

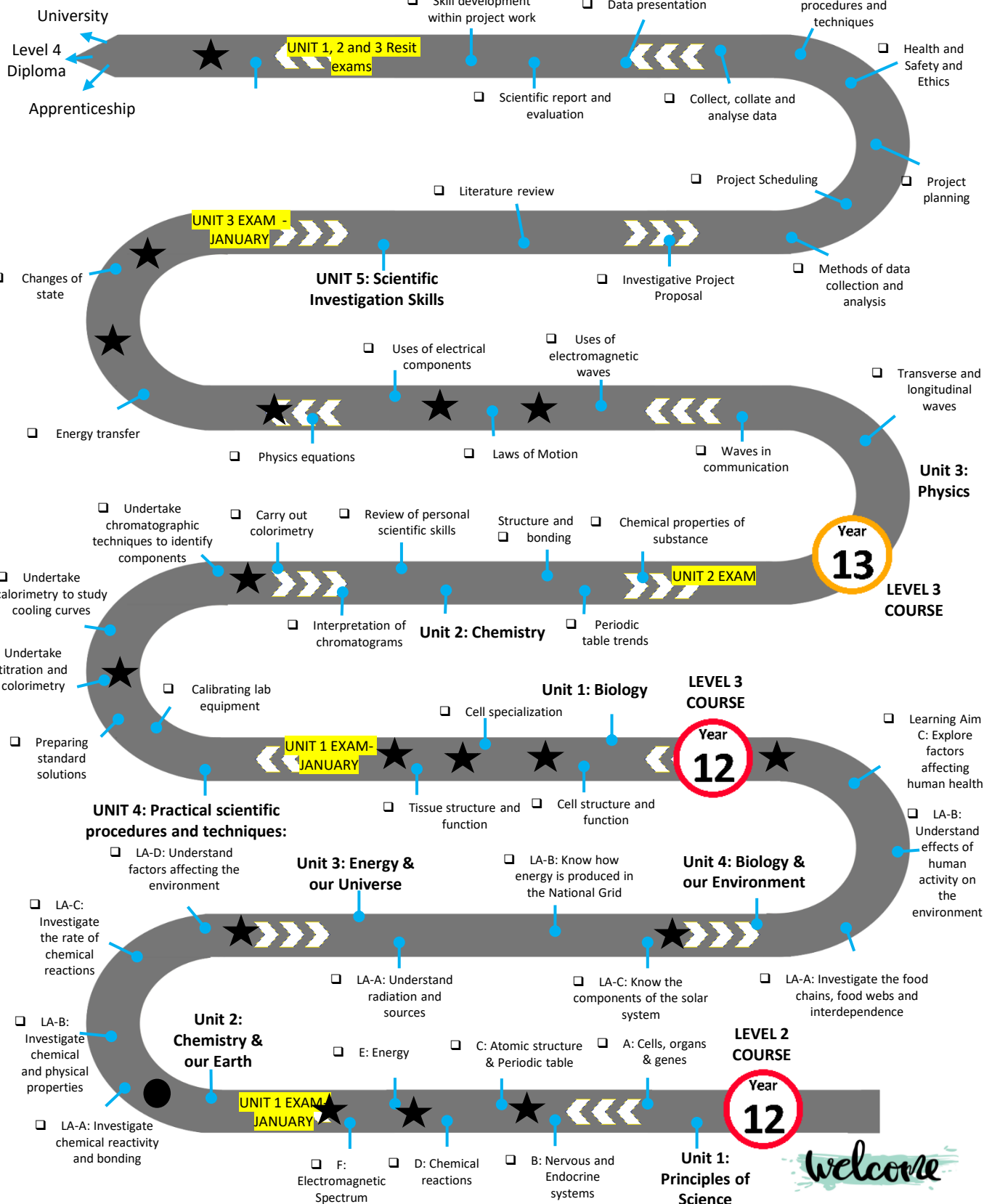
My AAQ Applied Science Learning Journey

Curriculum intent: A deep understanding of science will allow me to make a meaningful contribution to my community 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 to account on critical subjects, correct mistakes of the past, and positively develop on the thinking of those who have come before me.



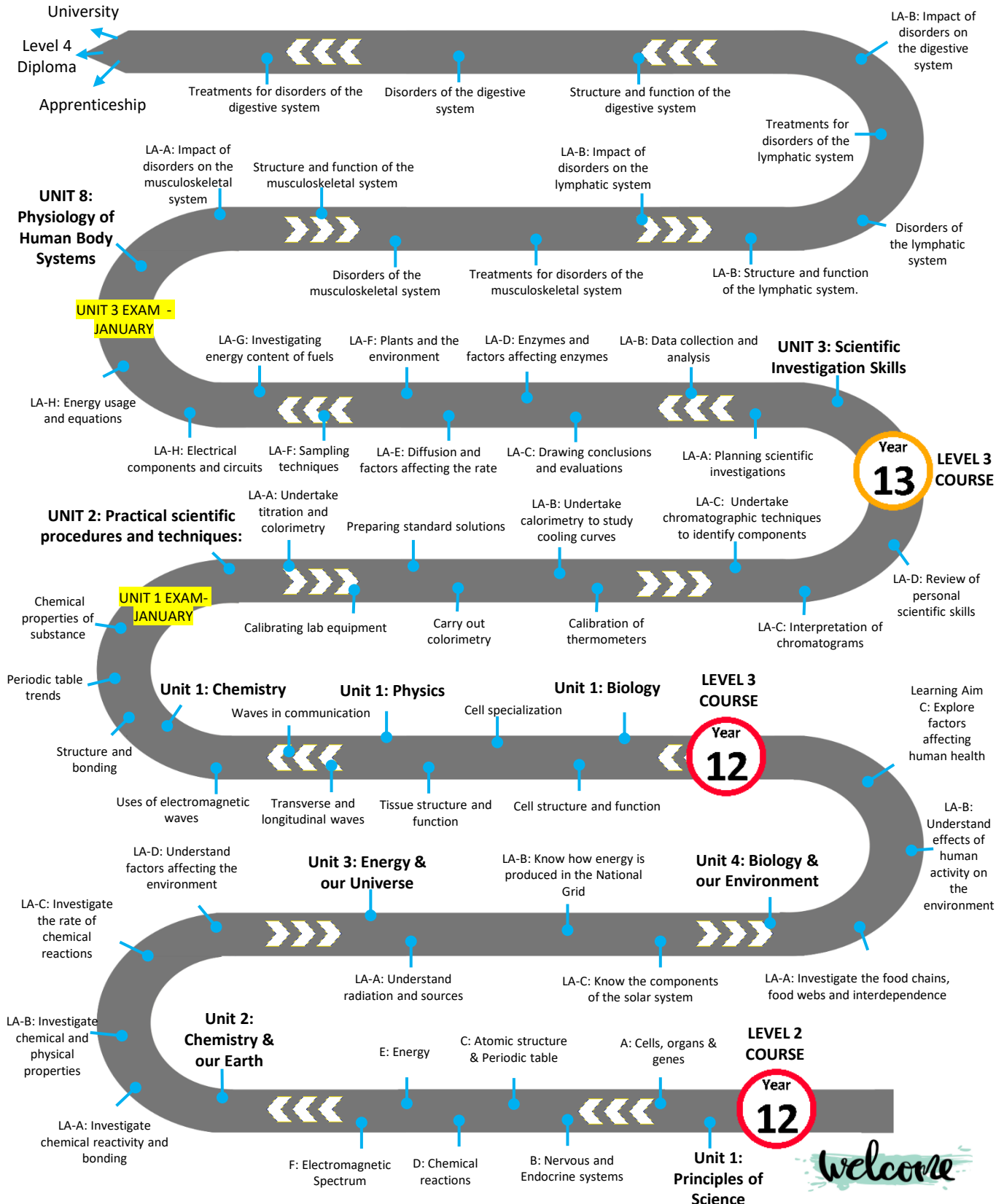
★ Assessment

● Trips/Speakers/project work



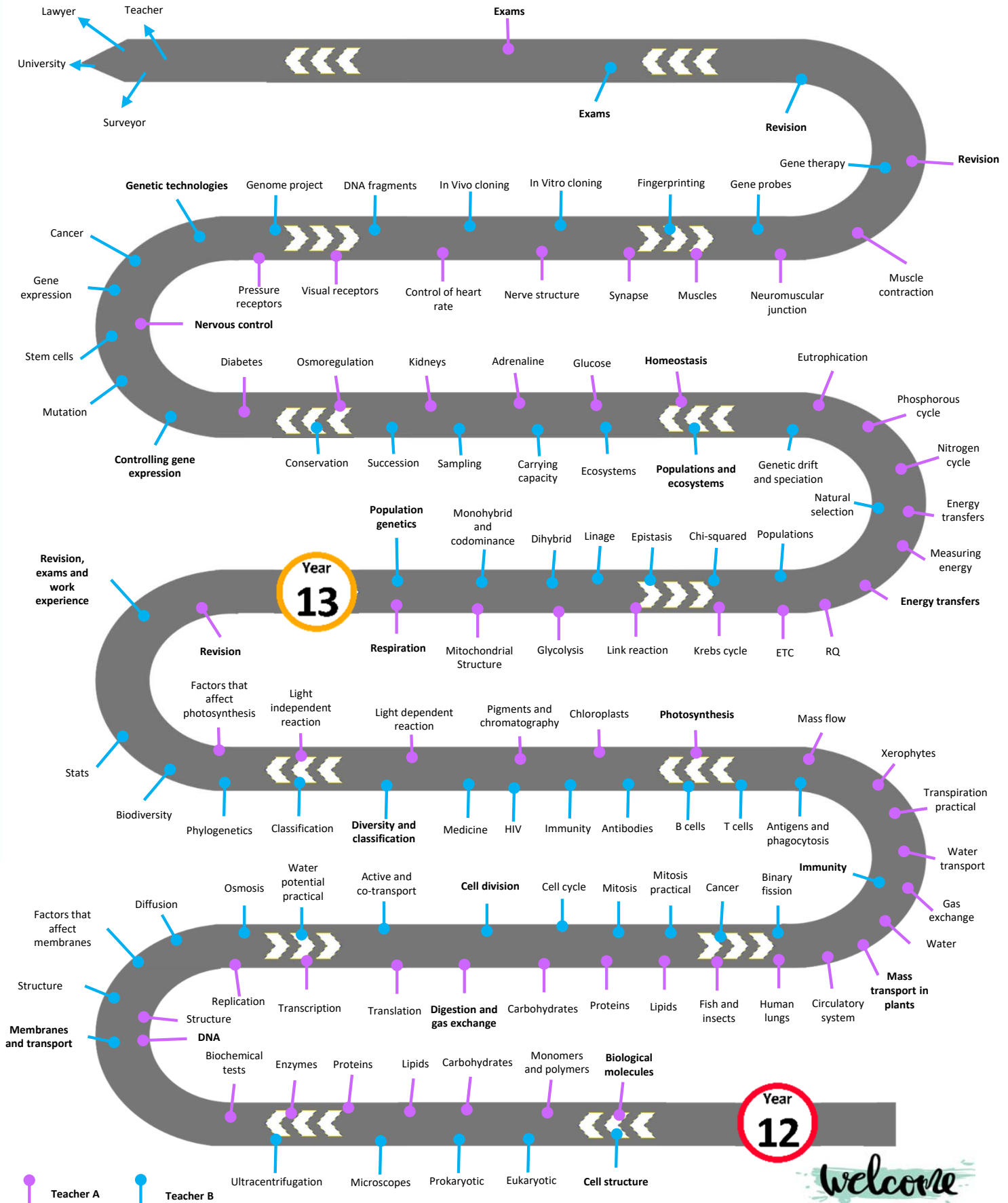
Your Applied Science Learning Journey

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.



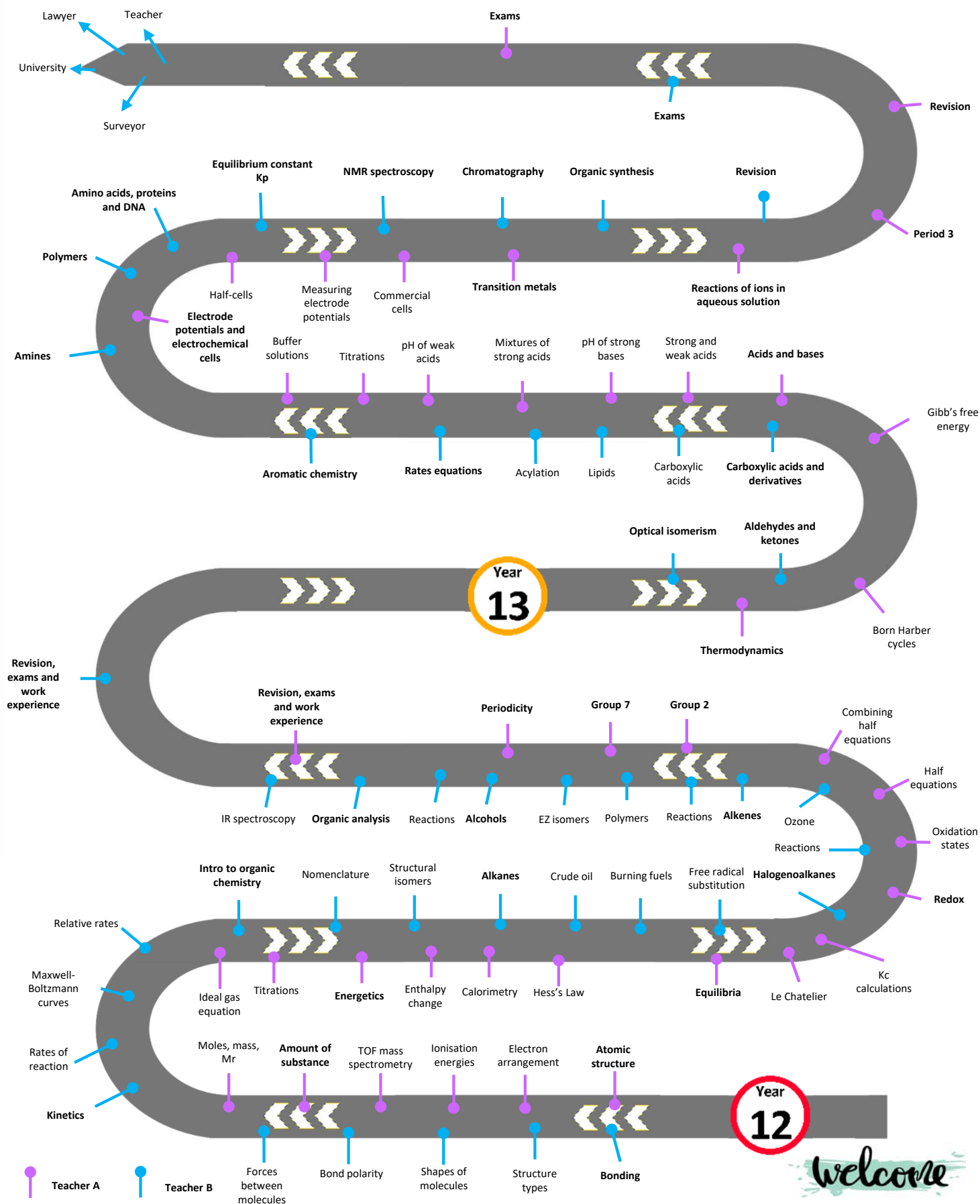
Your A Level Biology Learning Journey

Curriculum Intent: I study Science because a deep understanding of science allows me to make a meaningful contribution to enhance my community and work towards the common good. In Biology I learn about life in all its forms, in Chemistry, about materials and resources and in Physics, about forces and energy. It helps to develop my natural curiosity and critical thinking and allows me to evaluate the ideas of those who have come before me.



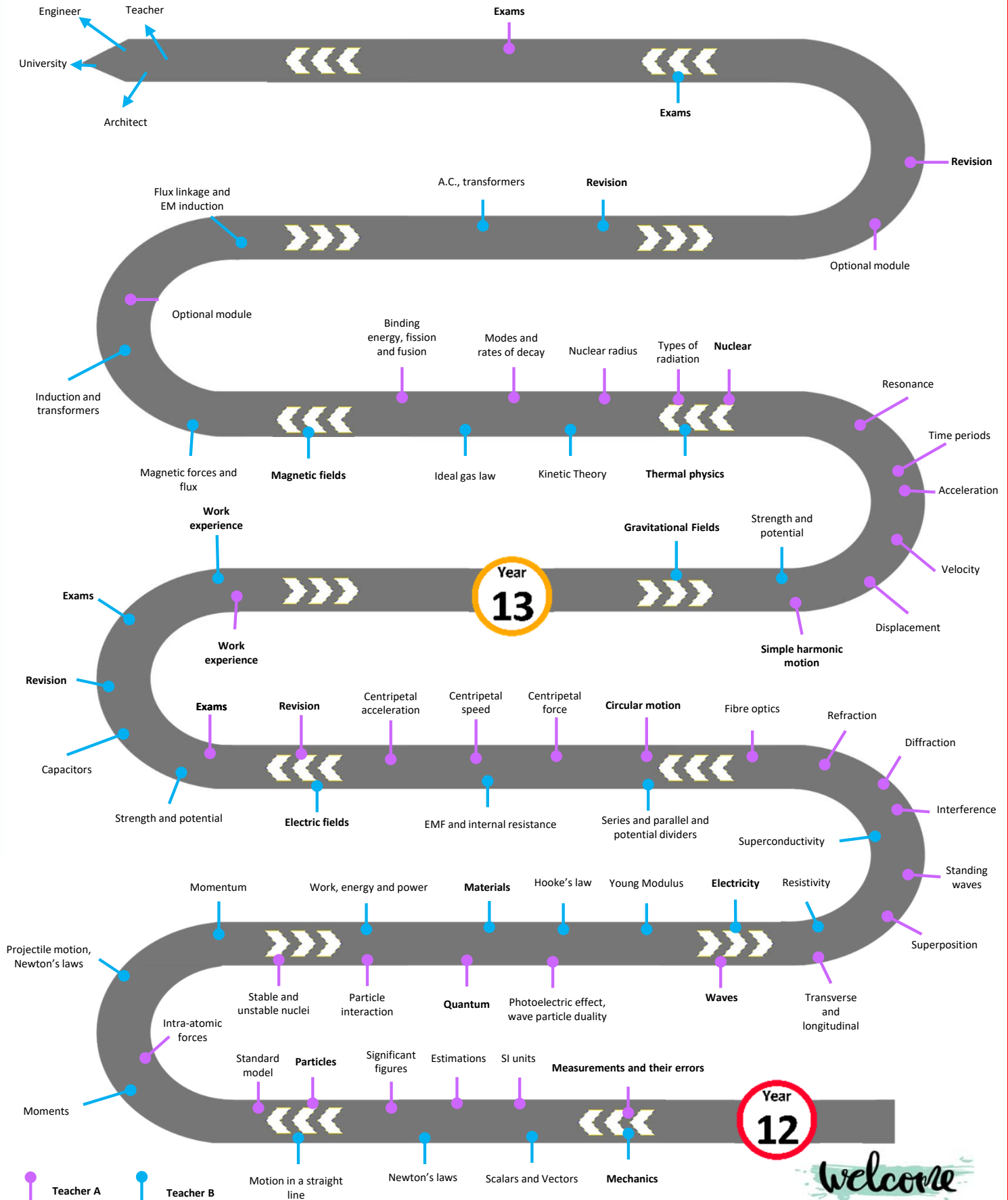
Your A Level Chemistry Learning Journey

Curriculum Intent: I study Science because a deep understanding of science allows me to make a meaningful contribution to enhance my community and work towards the common good. In Biology I learn about life in all its forms, in Chemistry, about materials and resources and in Physics, about forces and energy. It helps to develop my natural curiosity and critical thinking and allows me to evaluate the ideas of those who have come before me.



Your A Level Physics Learning Journey

Curriculum Intent: I study Science because a deep understanding of science allows me to make a meaningful contribution to enhance my community and work towards the common good. In Biology I learn about life in all its forms, in Chemistry, about materials and resources and in Physics, about forces and energy. It helps to develop my natural curiosity and critical thinking and allows me to evaluate the ideas of those who have come before me.



My KS3 RE Learning Journey

Curriculum Intent: Religious Education, based on the principles of Catholic Social Teaching, inspires us to grow in self-awareness, and supports understanding of the spiritual, moral, social & cultural questions that surface again and again in our lives. RE encourages us, as young people, to value ourselves and the communities in which we live.



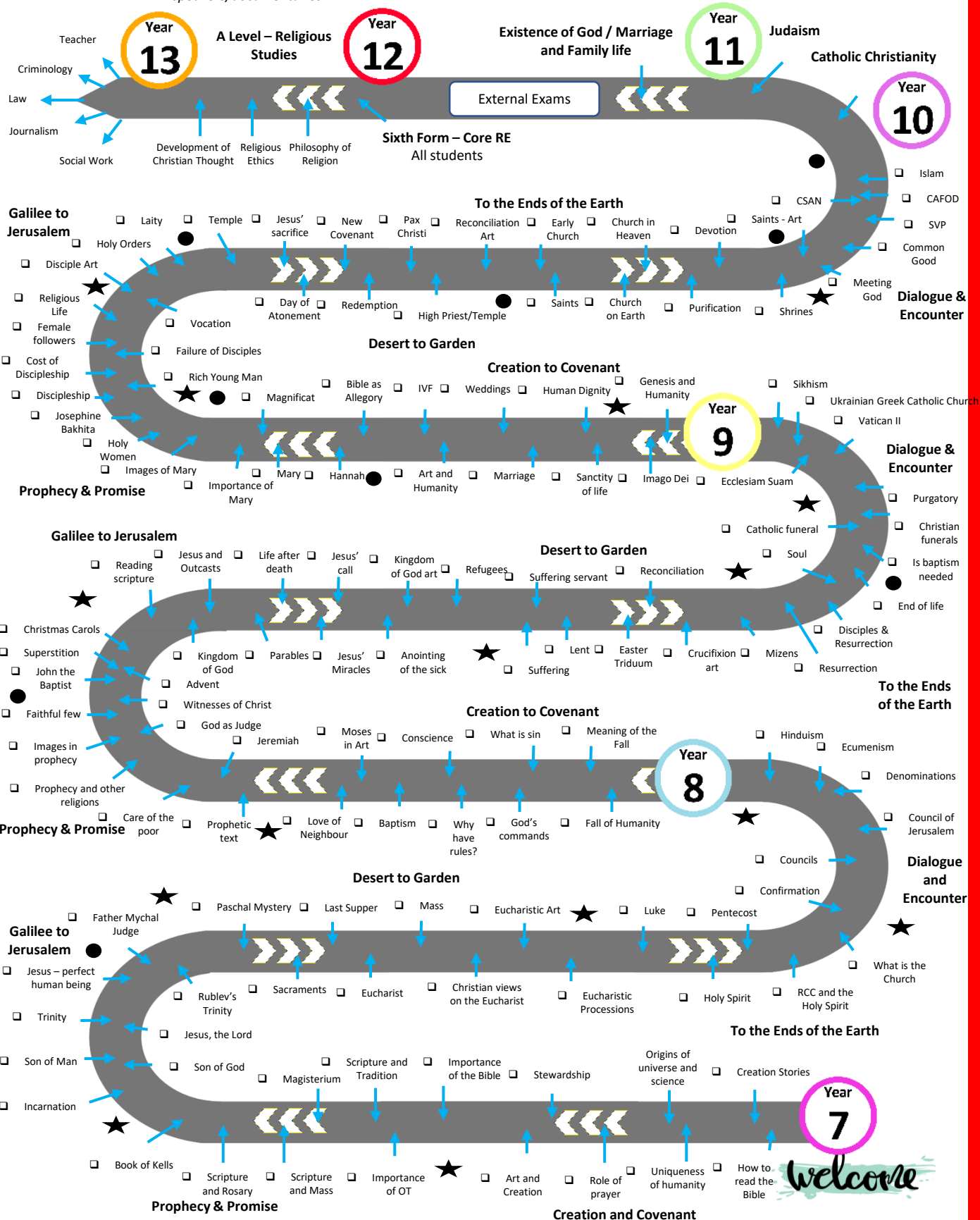
Assessment



Enrichment – Trips/outside speakers/documentaries



Assessment – Unit/PPE



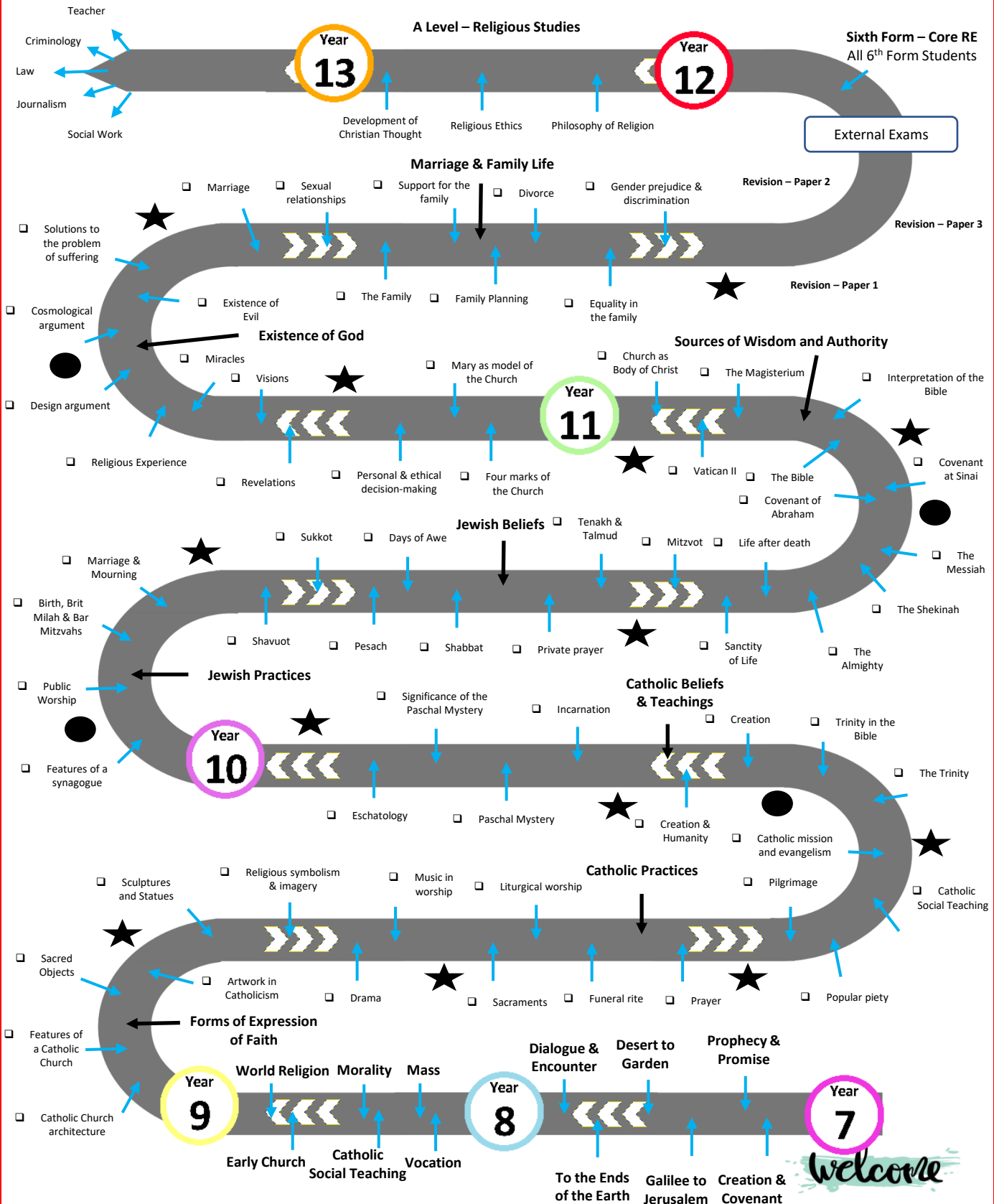
My GCSE RE Learning Journey

Curriculum Intent: Religious Education, based on the principles of Catholic Social Teaching, inspires us to grow in self-awareness, and supports understanding of the spiritual, moral, social & cultural questions that surface again and again in our lives. RE encourages us, as young people, to value ourselves and the communities in which we live.



Assessment ★

Enrichment – Trips/outside speakers/documents ●

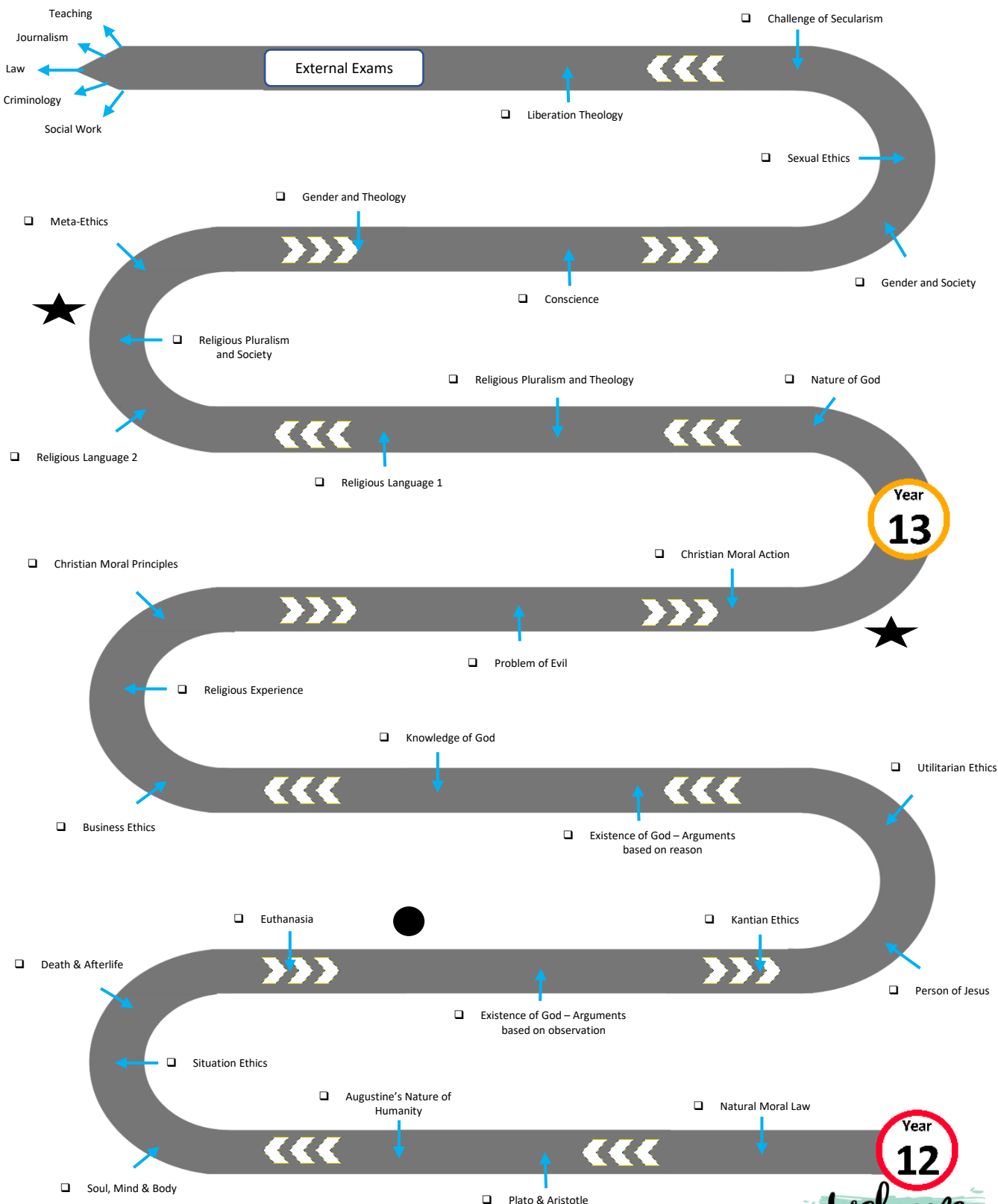


My A Level RE Learning Journey

Curriculum Intent: Religious Education, based on the principles of Catholic Social Teaching, inspires us to grow in self-awareness, and supports understanding of the spiritual, moral, social & cultural questions that surface again and again in our lives. RE encourages us, as young people, to value ourselves and the communities in which we live.



Assessment ★ **Enrichment** – Trips/outside speakers/documentaries





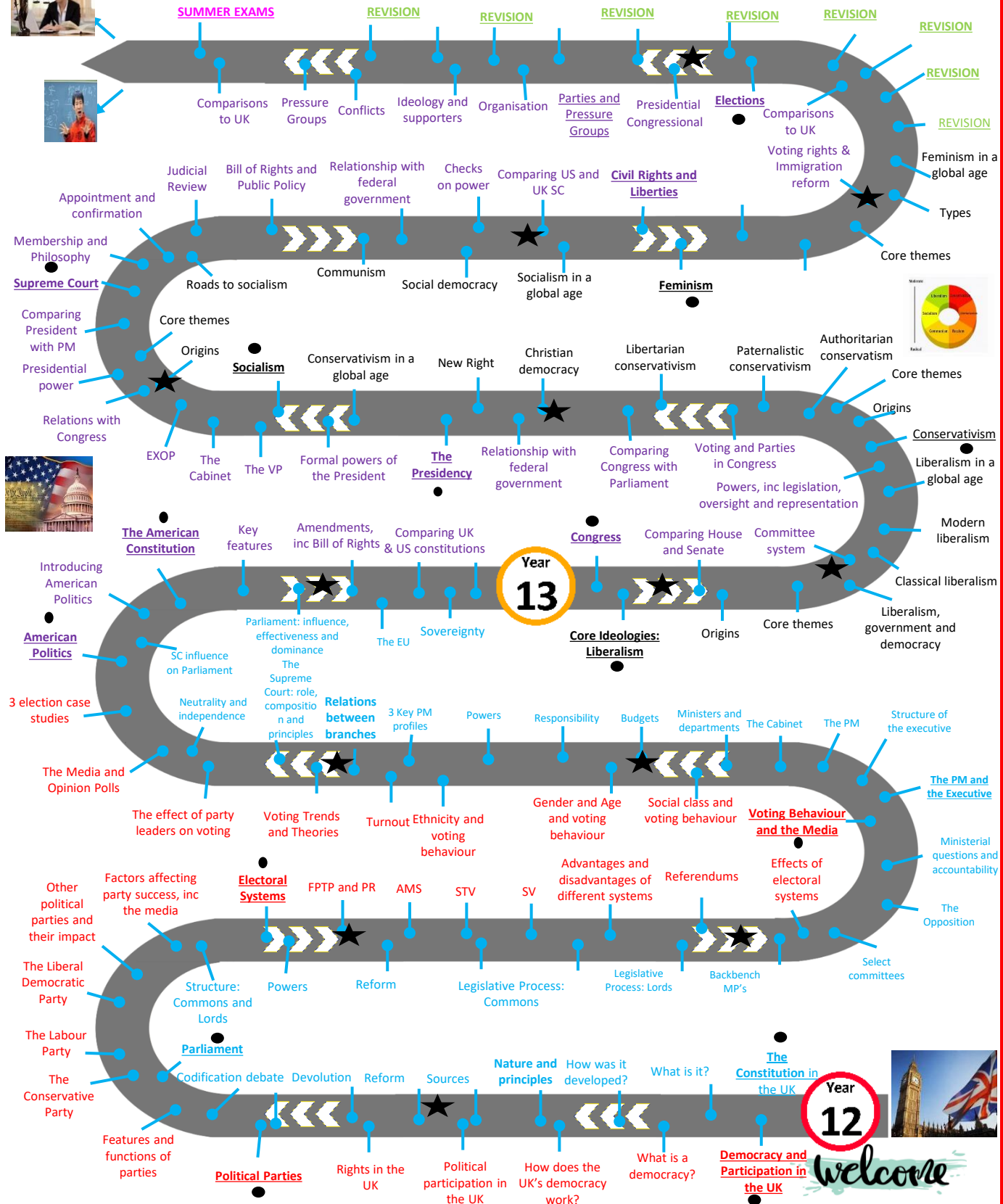
Year
7

welcome

Assessment



Enrichment – Trips/outside speakers/documentaries



My GCSE Sociology Learning Journey

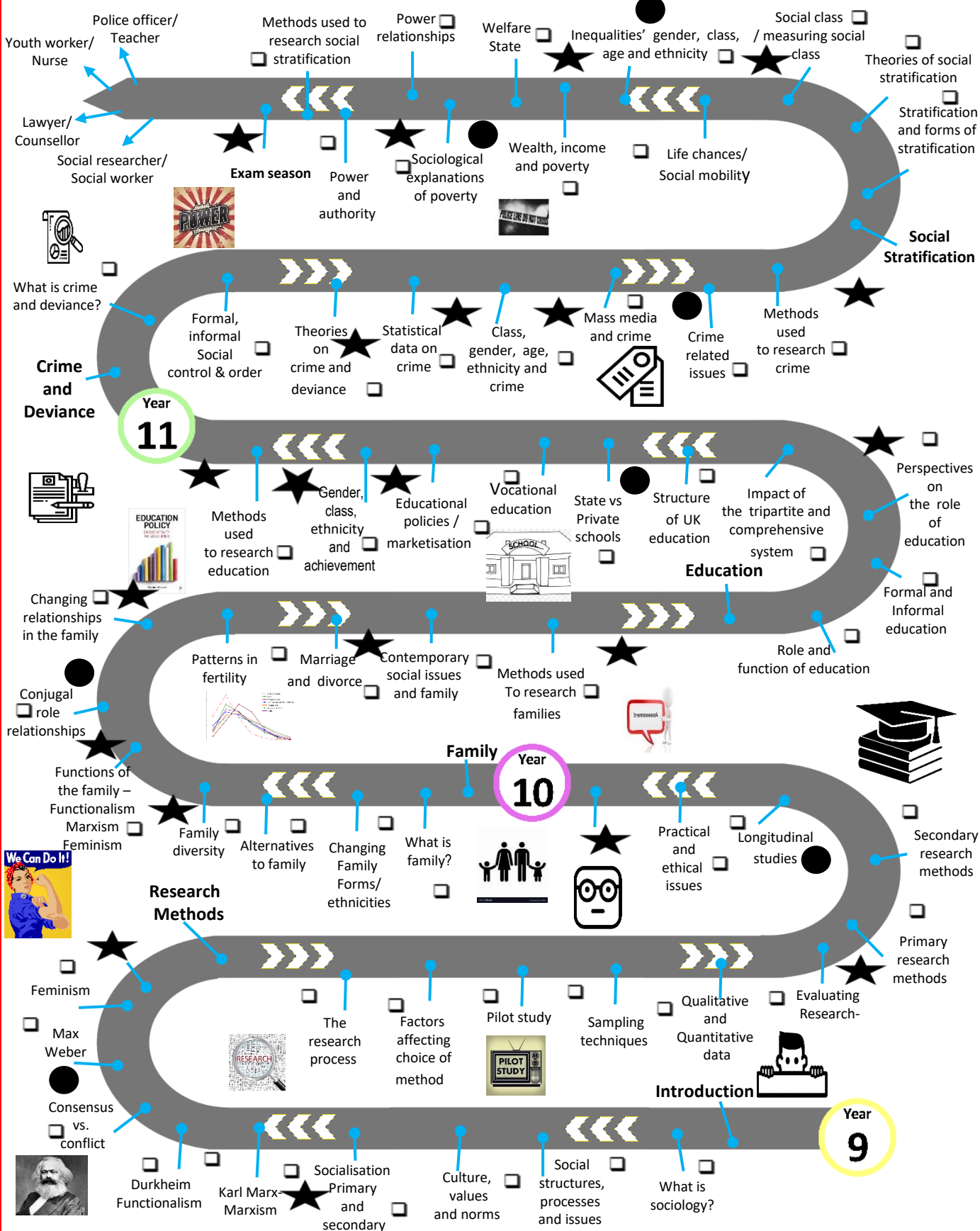
I study sociology to broaden my awareness of society and to help me to mature into a young responsible person for change in the world. The experience of the course will leave me with a more tolerant and empathetic understanding of contemporary society



Assessment



Enrichment – Trips/outside speakers/documentaries



My A Level Sociology Learning Journey

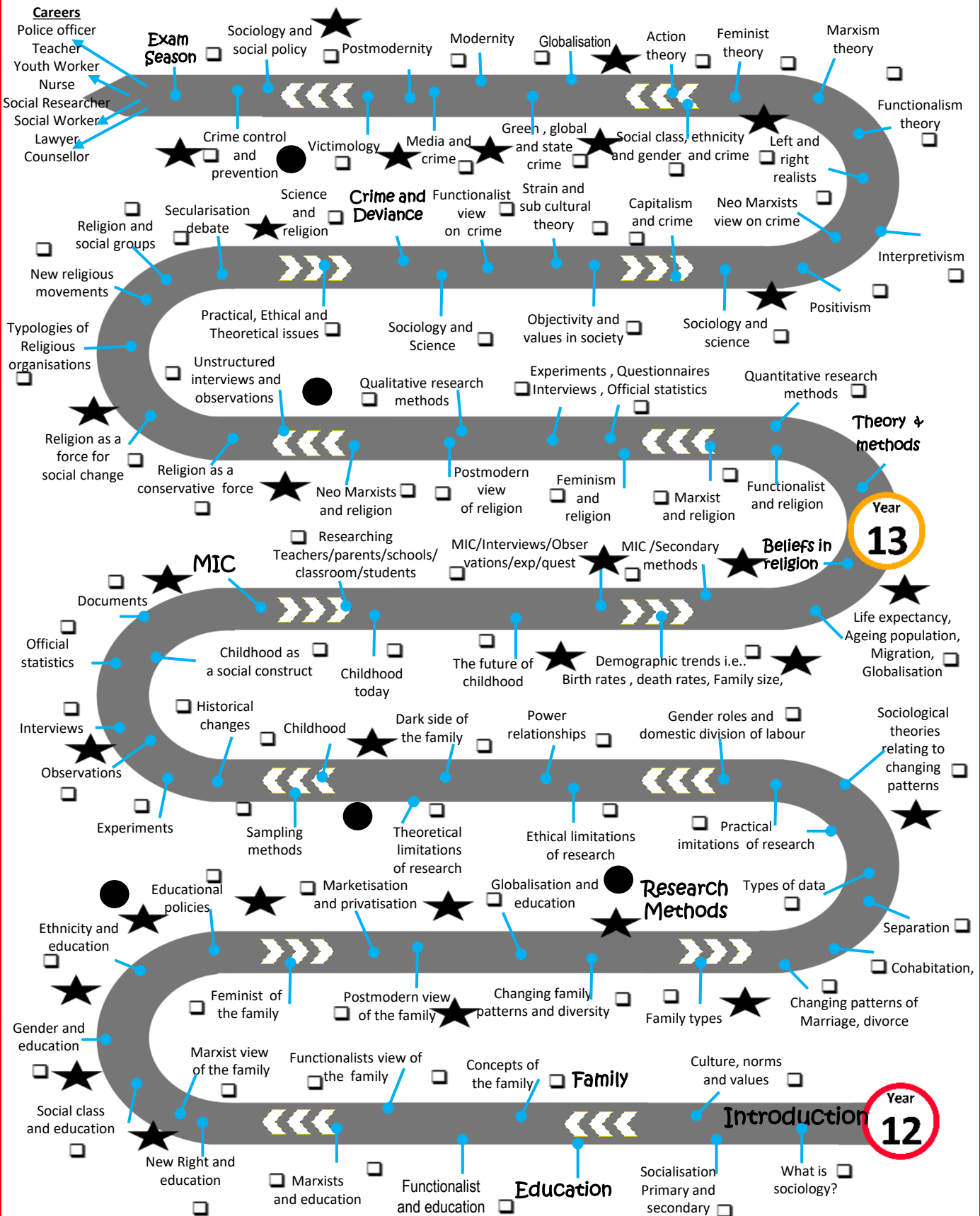
I study sociology to broaden my awareness of society and to help me to mature into a young responsible person for change in the world. The experience of the course will leave me with a more tolerant and empathetic understanding of contemporary society



Assessment



Enrichment – Trips/outside speakers/documentaries



Your Psychology Learning Journey

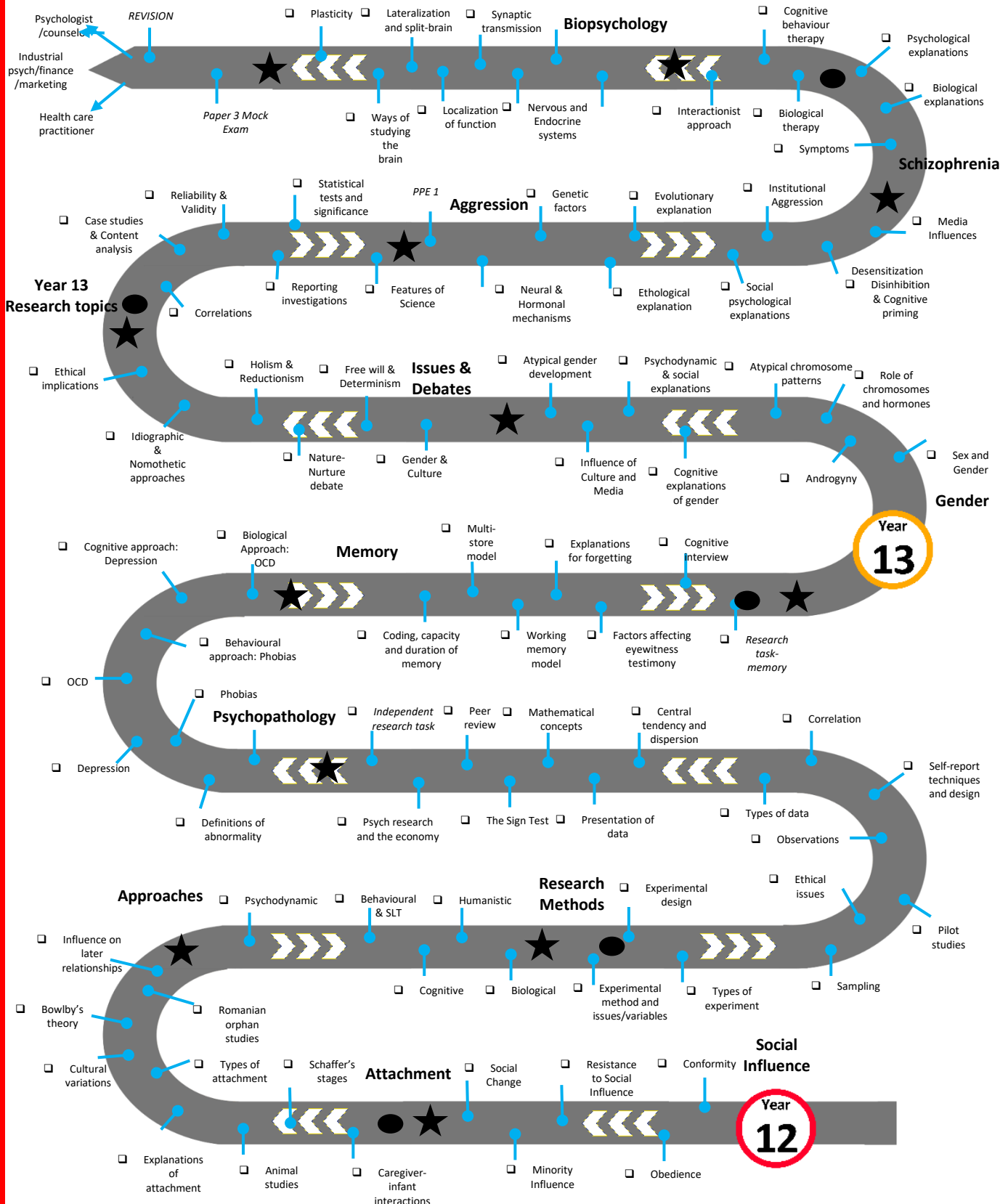
Curriculum Intent: I study Psychology so I can develop my understanding of the mind and behaviour and achieve high academic outcomes alongside learning new and thought-provoking topics, like the development of key psychological approaches and the applications of psychology to society. I will also gain skills in research, mathematical analysis and an ability to evaluate theories and findings. I will acquire an awareness of Psychology-related issues in the world and be able to transfer this to any chosen future career.



Assessment

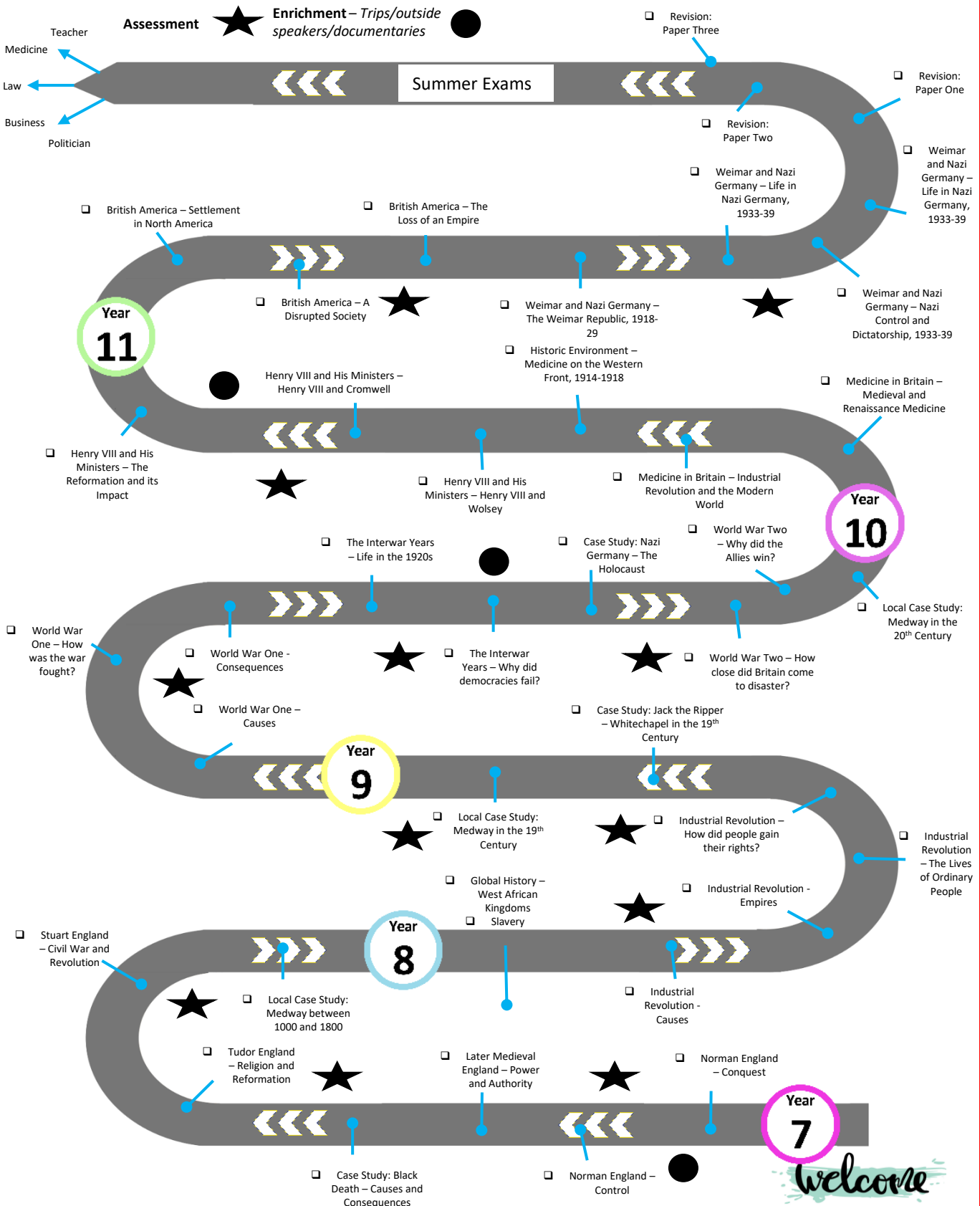


Trips/External speakers/Workshops



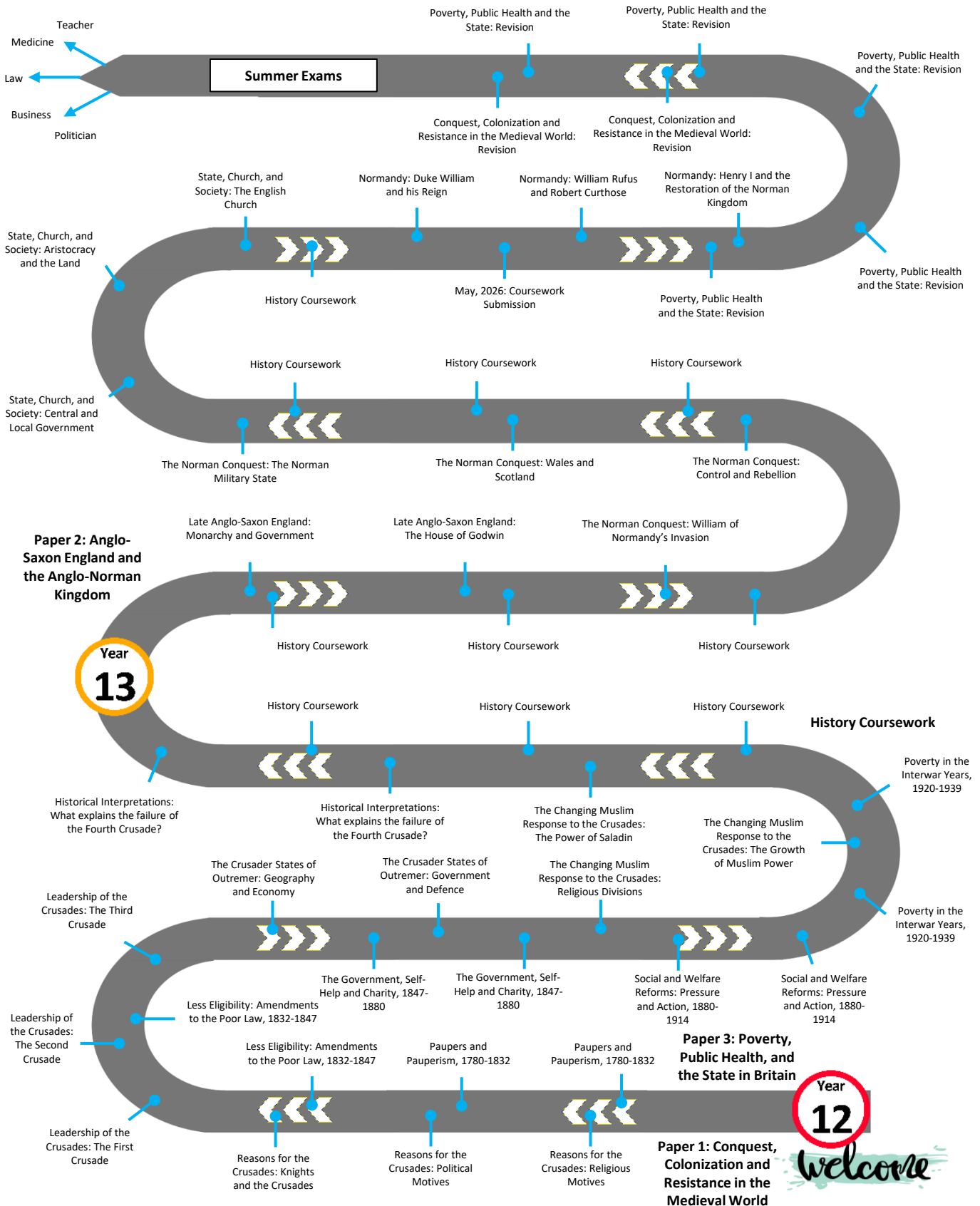
My History Learning Journey

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.



Year 12: 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.



My A Level 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.



Assessment

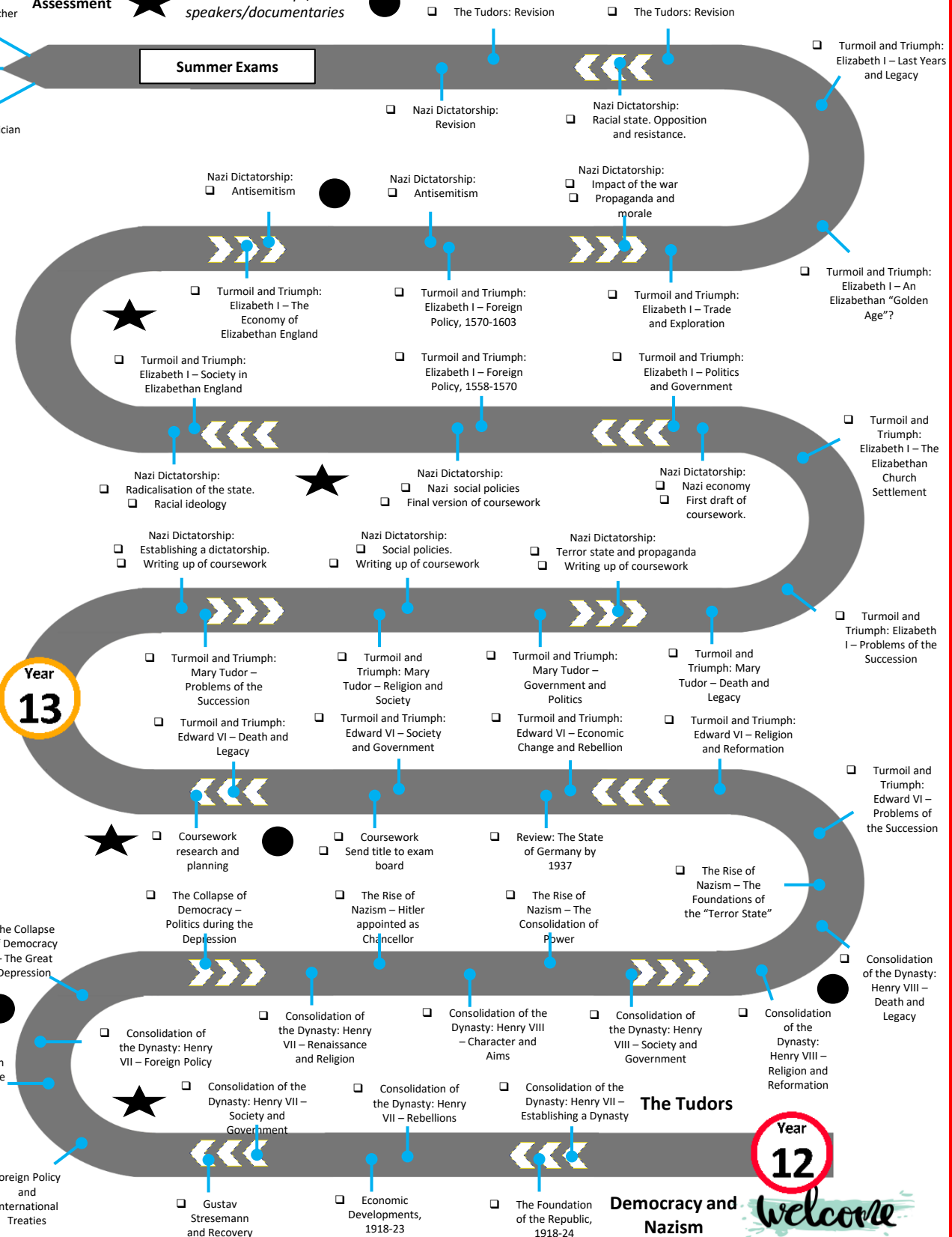


Enrichment – Trips/outside speakers/documentaries

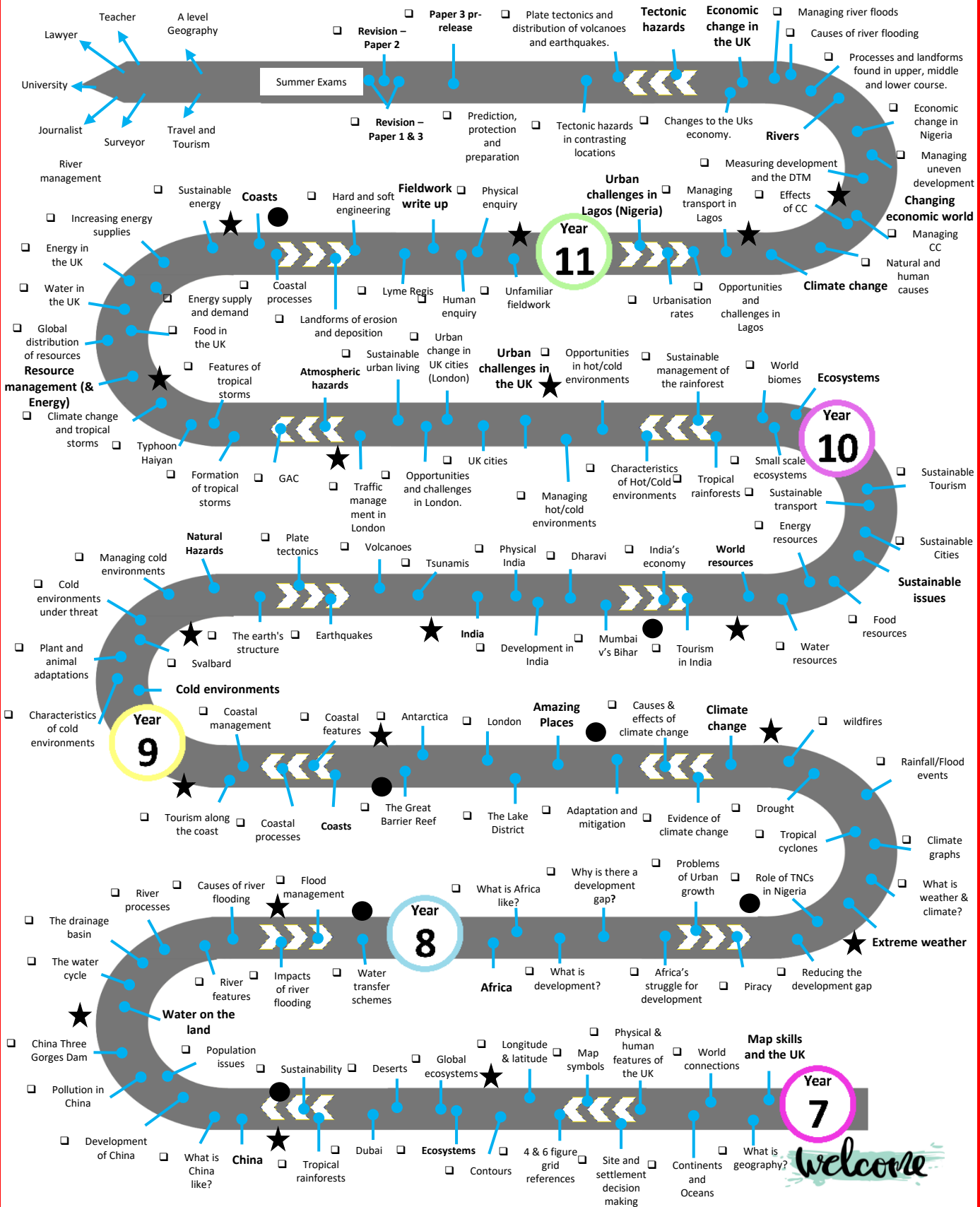


Teacher
Medicine
Law
Business
Politician

Summer Exams

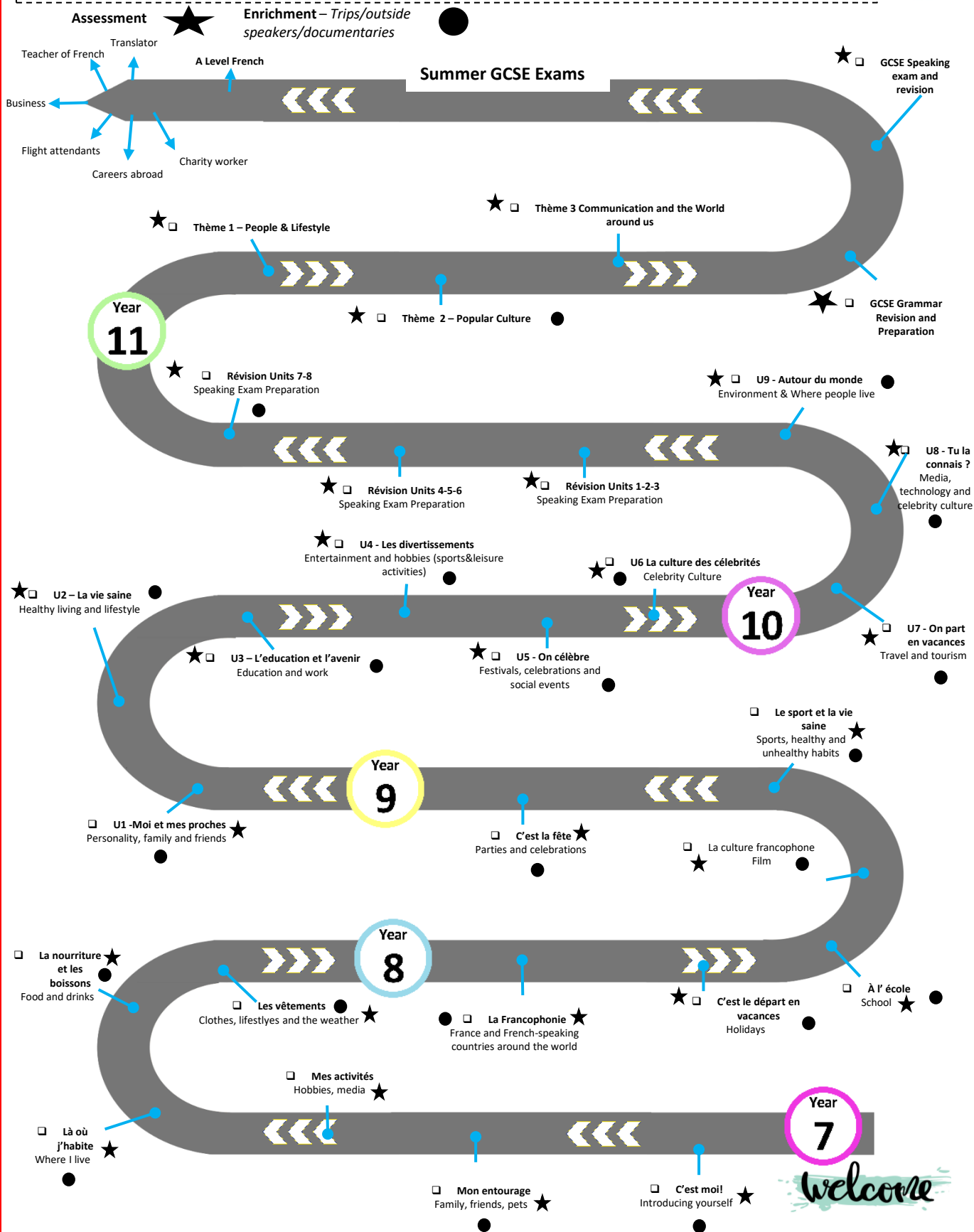


Assessment



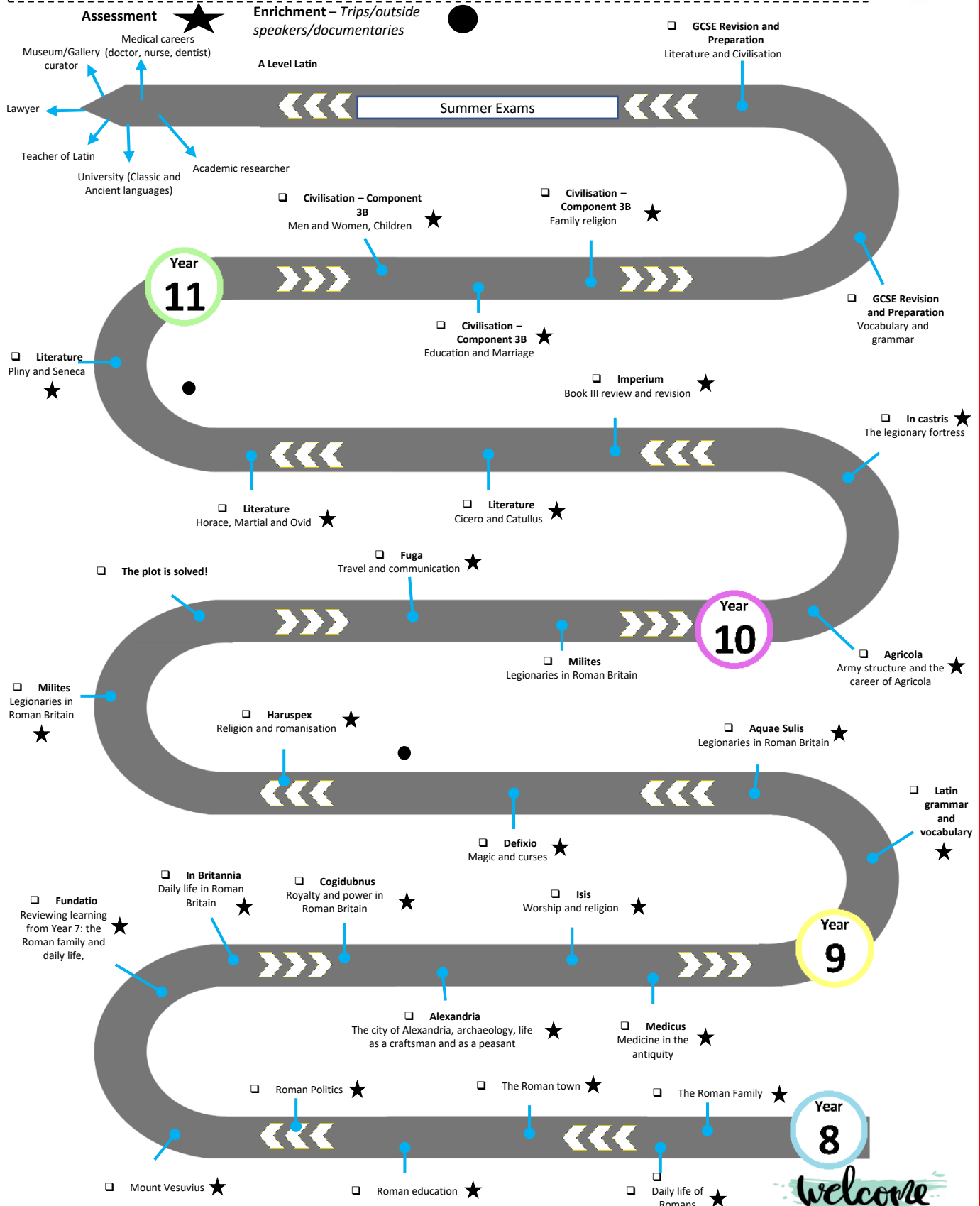
My French Learning Journey

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.



My Latin Learning Journey

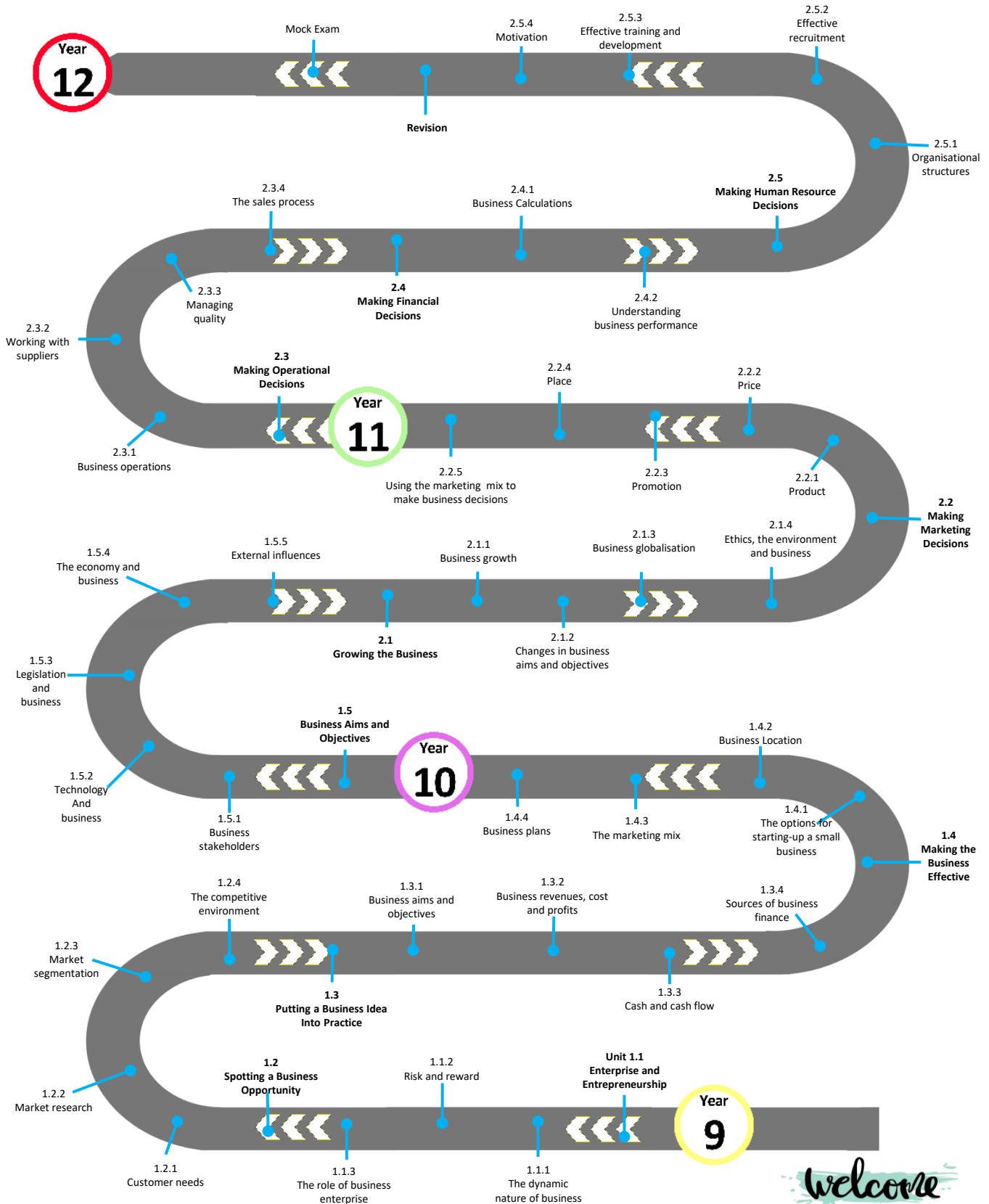
Curriculum intent: I learn Latin because I have high expectations for myself and my learning. I explore the Roman Empire and its impact over literature and pictural arts. I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve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



welcome

Your GCSE 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.

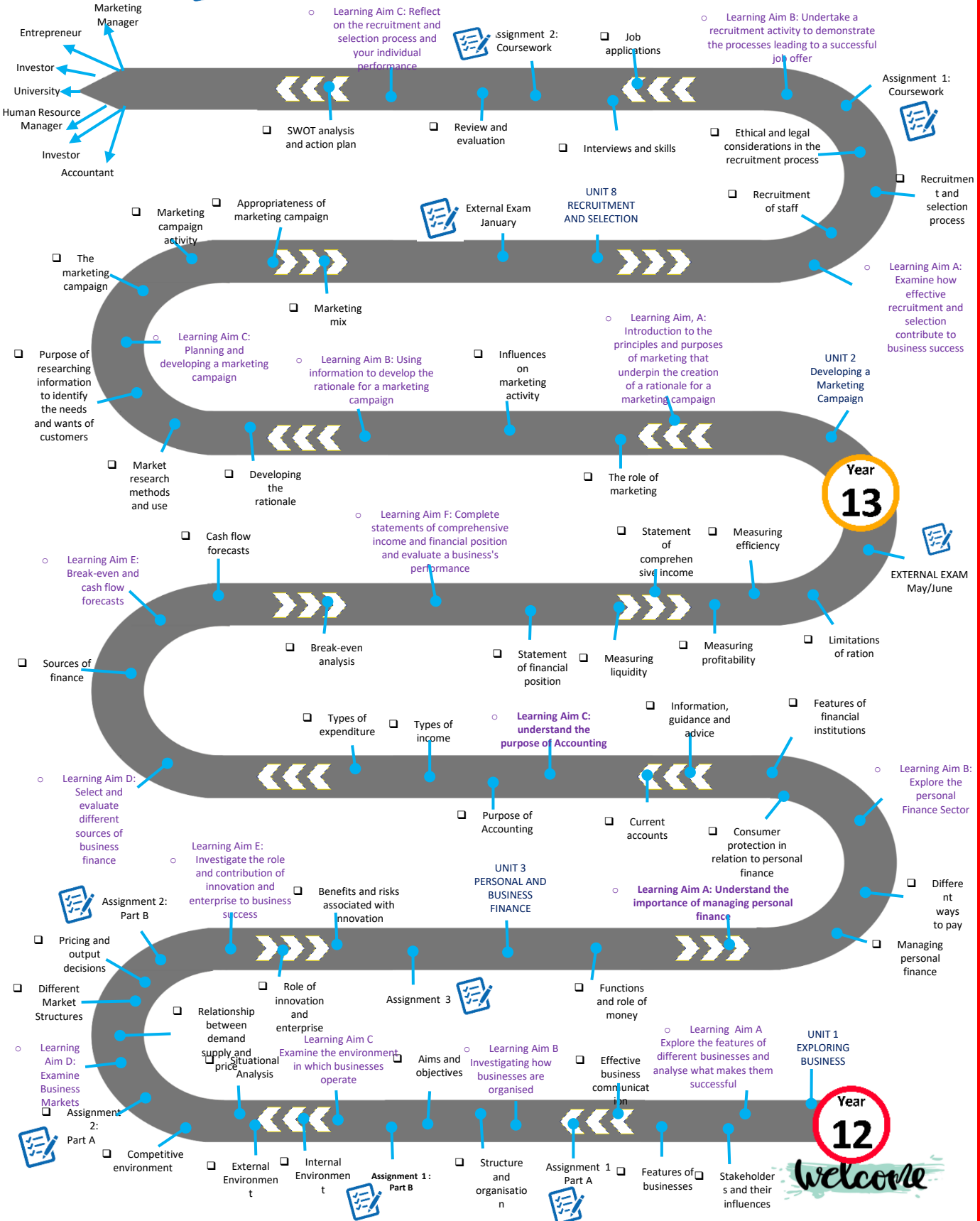


My Business Learning Journey

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.



Endpoint Assessment or major assignment



My Health and Social Care Learning Journey

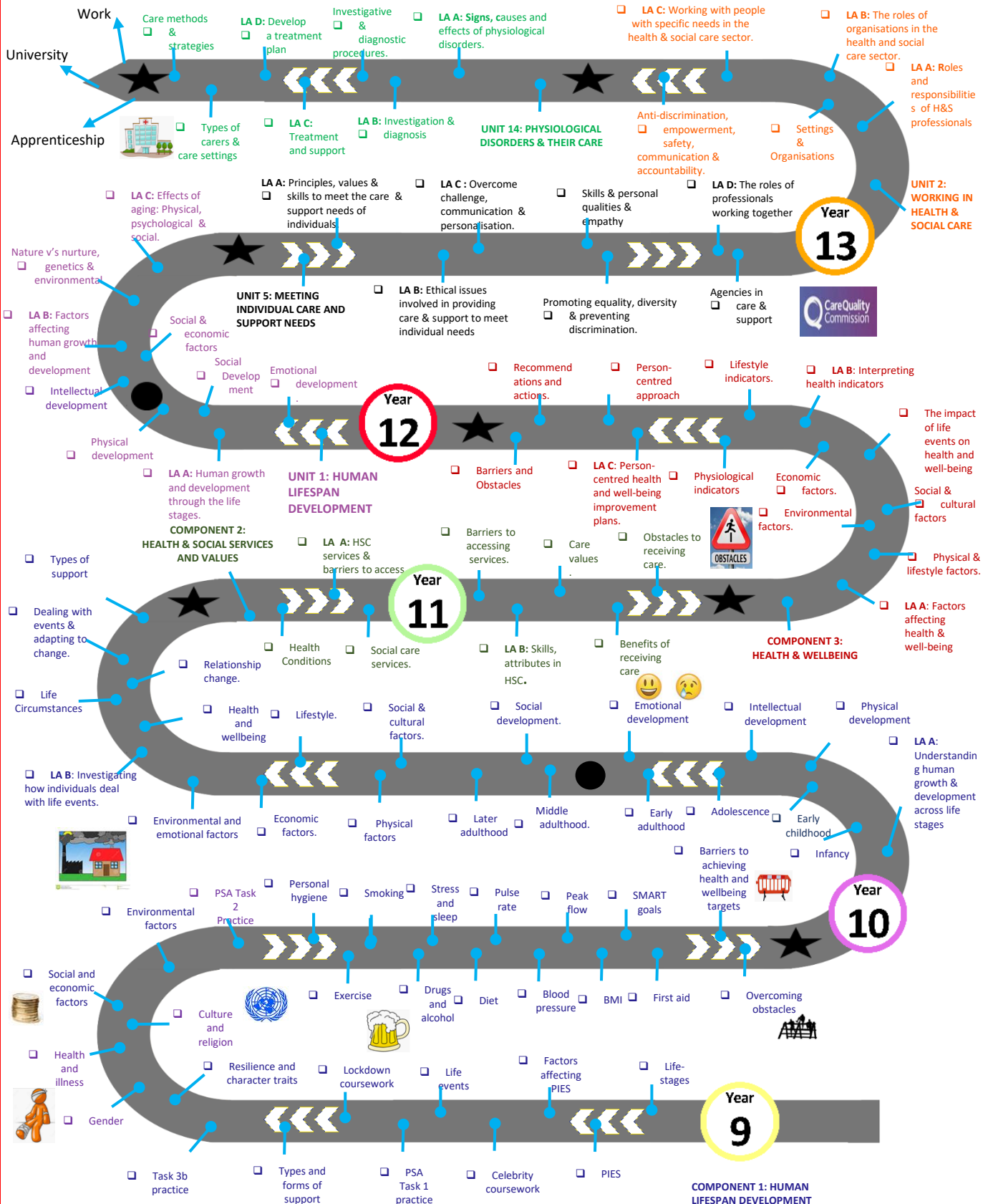
Curriculum Intent: I study Health and Social Care so I can learn about how we develop as individuals throughout our life and how to overcome barriers to my own health and wellbeing. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen. I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



Assessment



Enrichment – Trips/outside speakers/documentaries



Your AAQ Health and Social Care Learning Journey

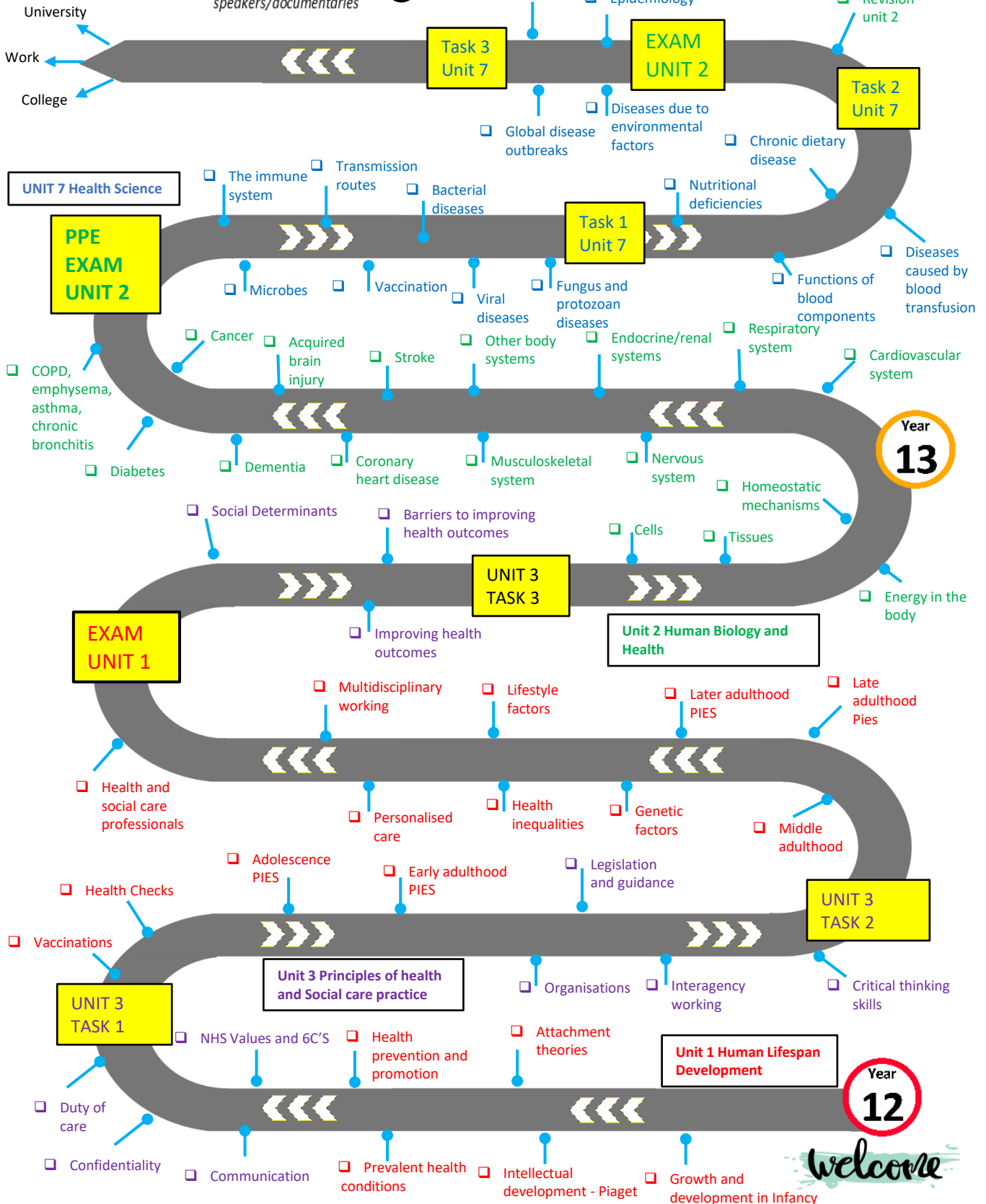
Curriculum Intent: : I study Health and Social Care so I can learn about how we develop as individuals throughout our life and how to overcome barriers to my own health and wellbeing. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen.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



Assessment



Enrichment – Trips/outside speakers/documentaries



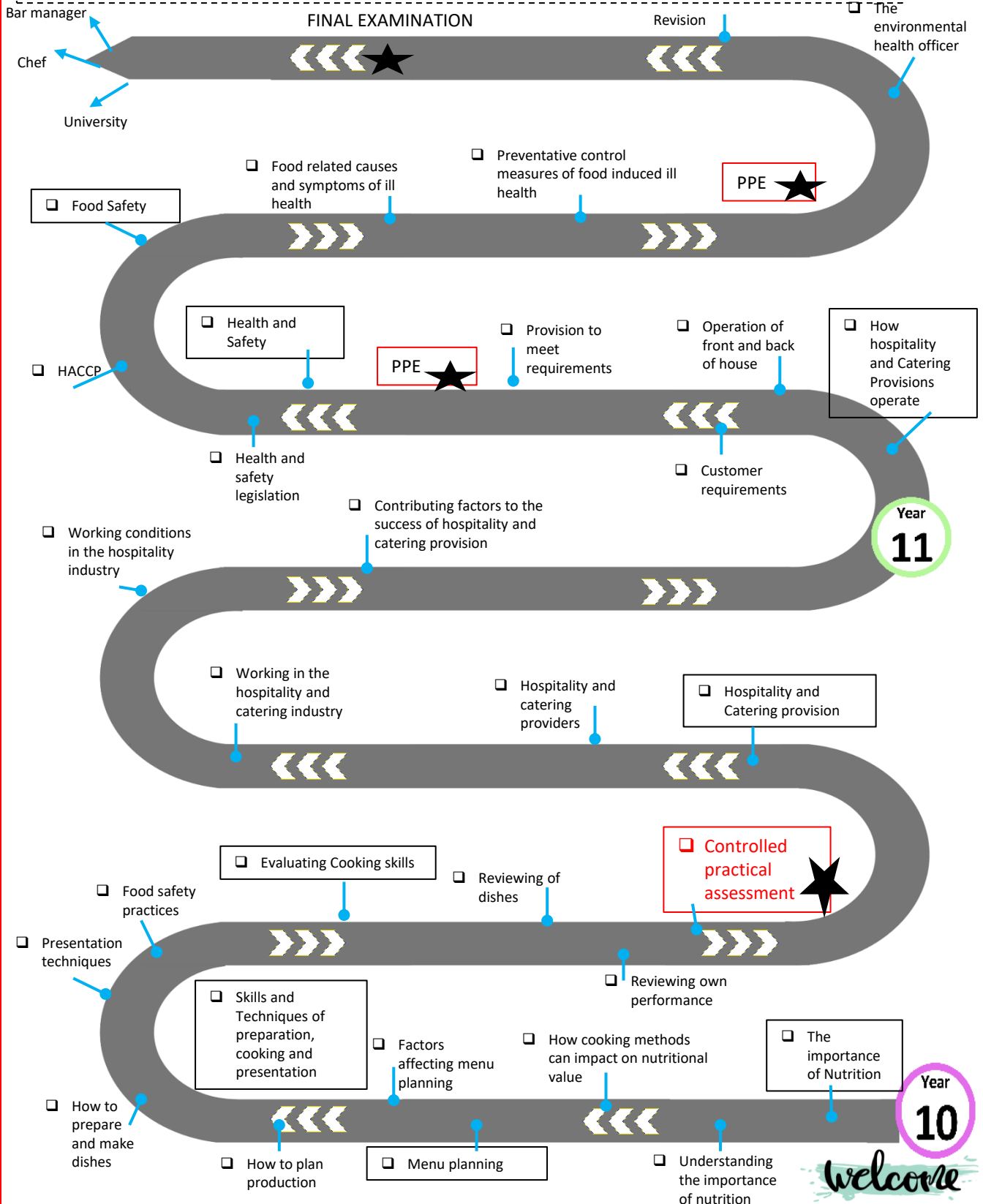
Your Hospitality and Catering Learning Journey

Curriculum Intent

I am studying Hospitality and Catering to learn about this sector of industry and the potential it can offer for my career or further study. This subject will give me knowledge and insight into the jobs and careers available within the sector and teach me life skills about healthy eating and how to prepare food safely.

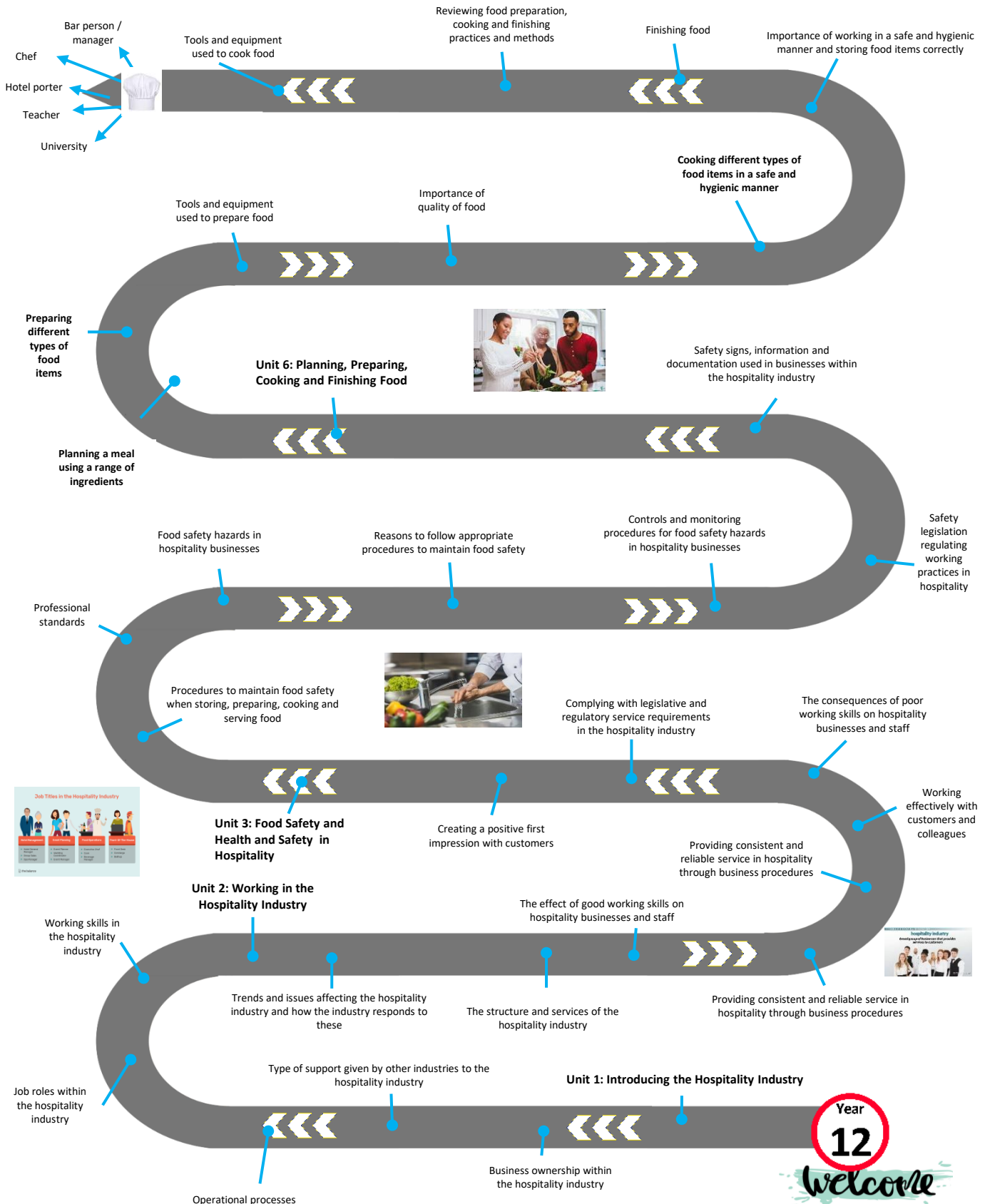


Assessment ★



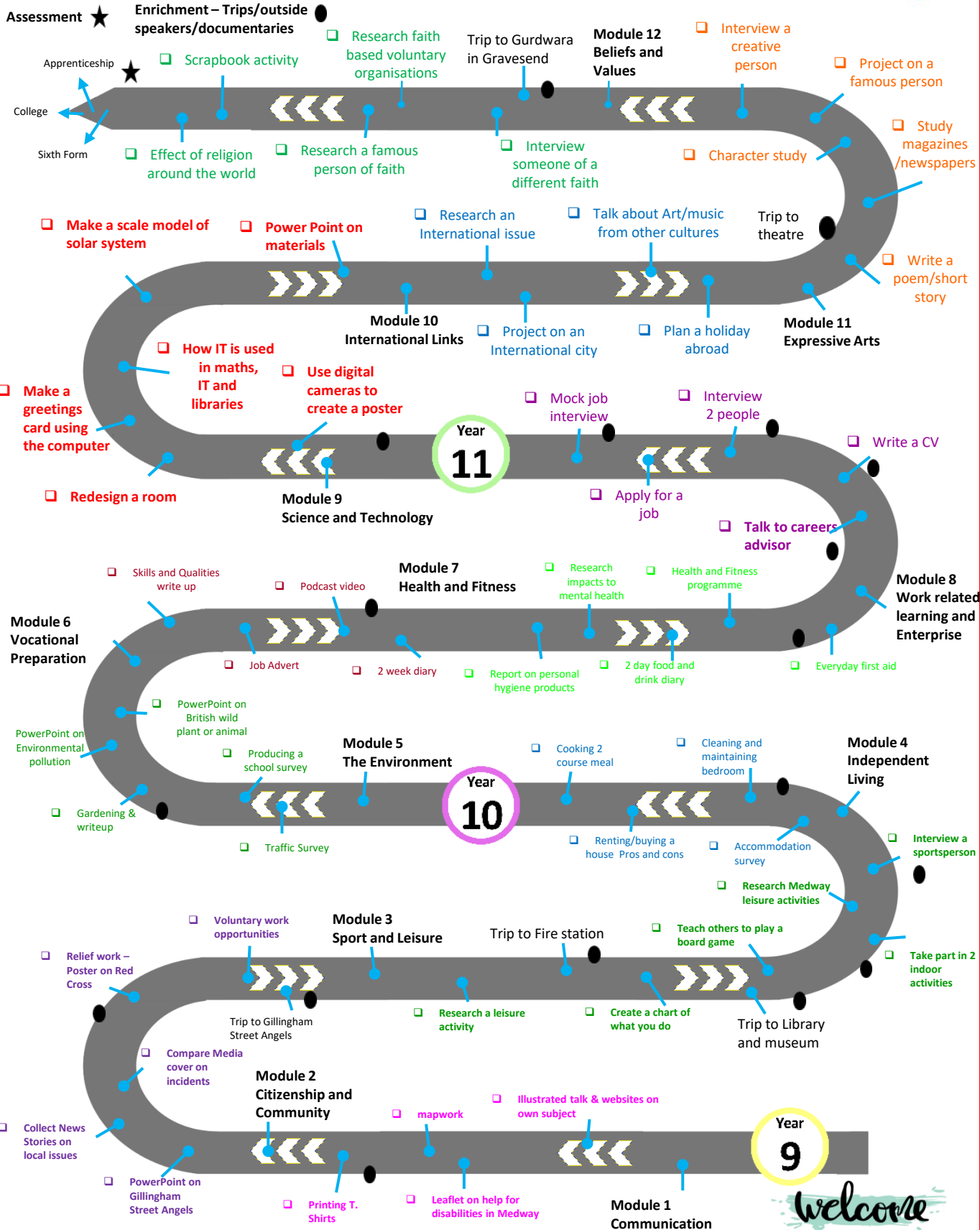
Your Hospitality Learning Journey

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.



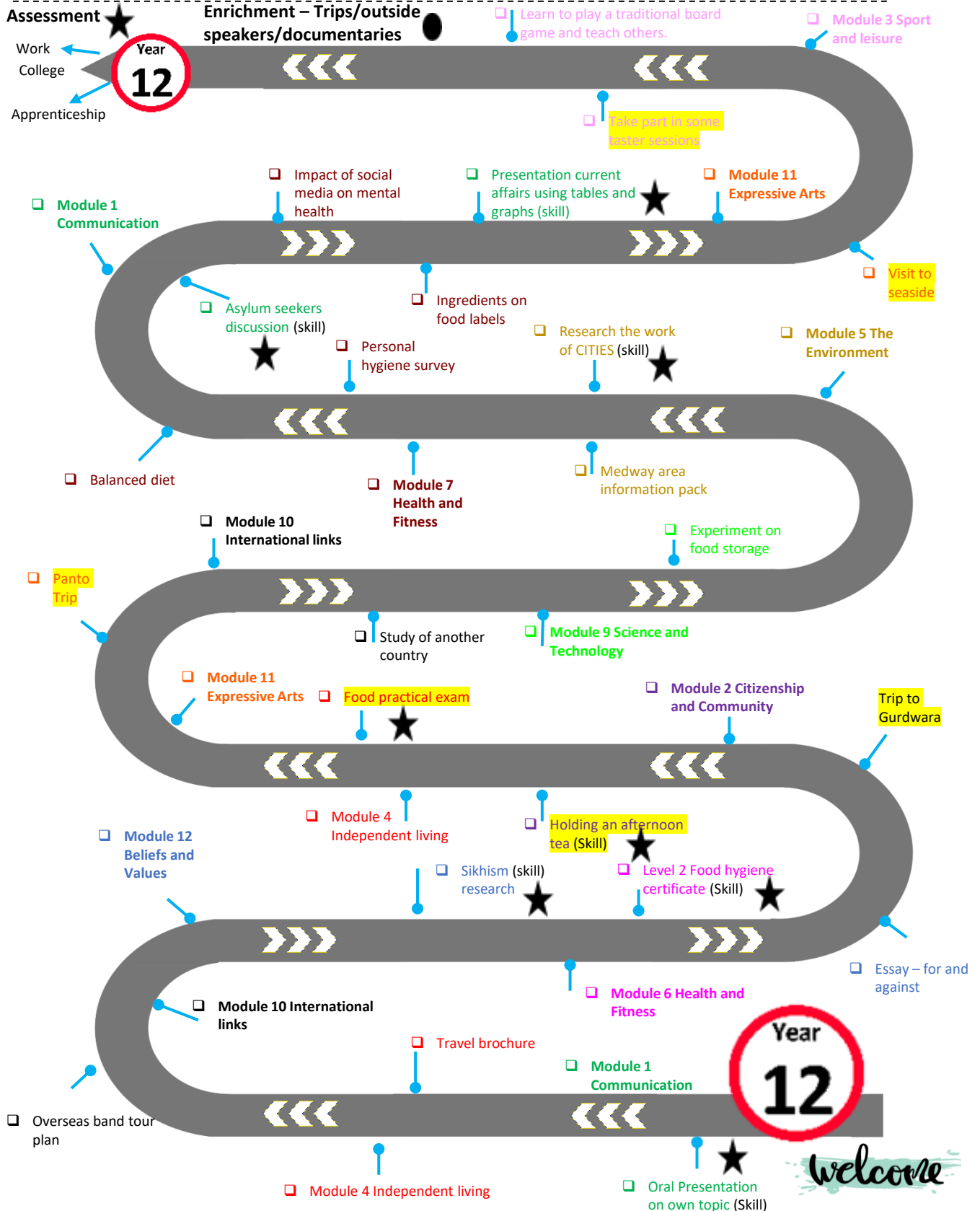
My COPE Learning Journey

Curriculum Intent: The ASDAN Level 1 Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from rich activities, rather than simply to experience them.



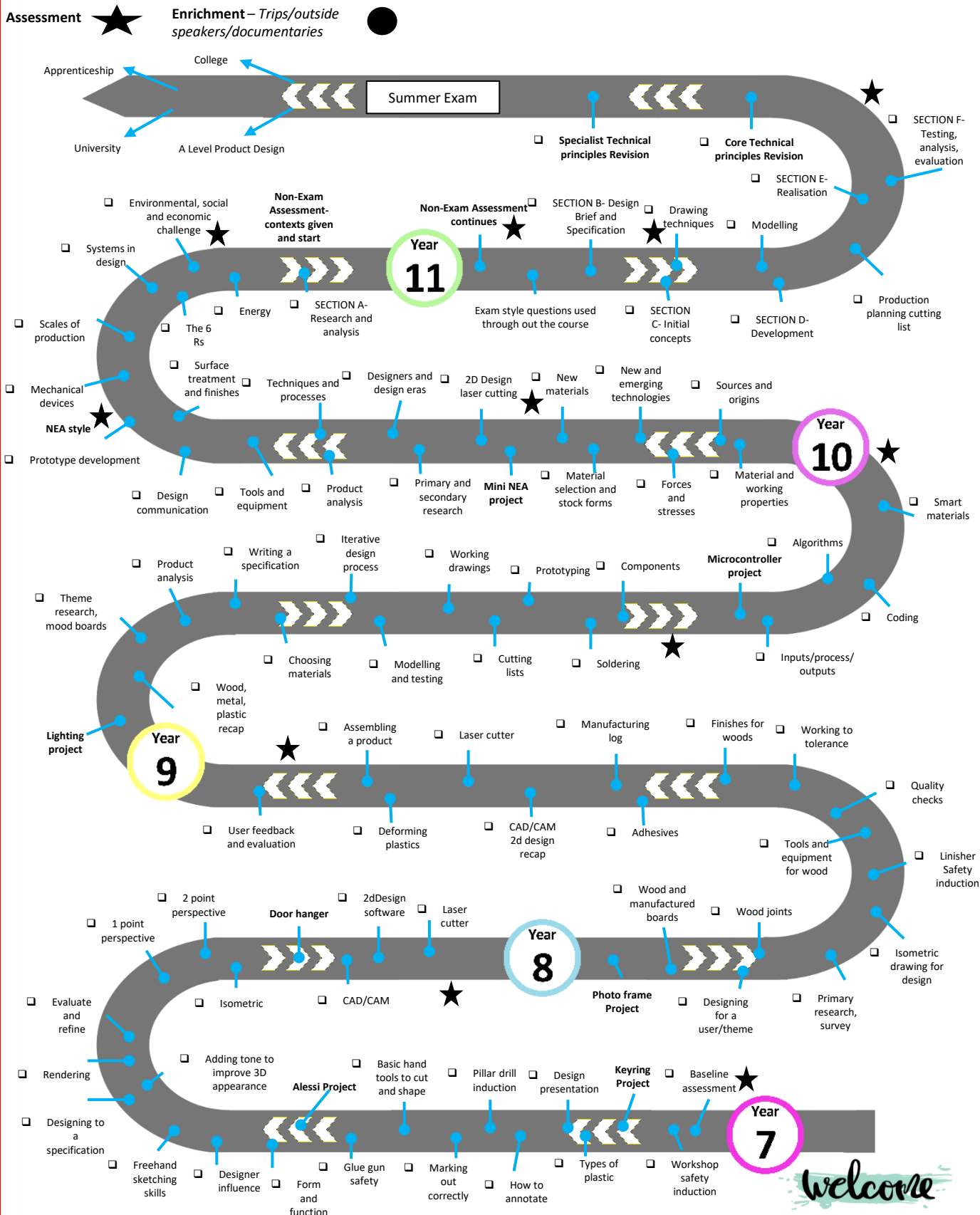
Your Year 12 CoPE Learning Journey

Curriculum Intent: The ASDAN Level 2 Certificate of Personal Effectiveness (CoPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real- life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from activities, rather than simply to experience them.



My 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.



Your Art and Design Learning Journey

Curriculum Intent:

I study Art and Design to develop my visual literacy skills. These skills help me appreciate the visual world and enable me to express myself through drawing as I do in writing. I study the work of artists, designers and craftspeople to gain an understanding of how art and design has evolved through history and in different cultures. I can apply a broad range of creative and practical skills in a variety of contexts, using different materials and processes to help me gain confidence and fluency when recording and developing my own ideas. Creative thinking and problem solving are skills I develop in art that can be transferred to any chosen career.



Assessment ★ Enrichment/trips ●

A level Art
Future
Pathways
College

ESA papers
distributed in
January



Final outcome in
10-hour controlled test.

Experiment and
refine

Develop initial ideas

Research and respond to the
work of relevant artists

Choose starting point for
project

★ Personal project

AQA Externally set assignment

AO1: Respond to relevant
sources

AO2: Experiment and
refine

AO3: Record

AO4: Realising intentions. Final
outcomes.

Year
11

Reflections

Personal Research

Critical analysis

Developing
independent ideas

Experimenting with materials and
processes

★ Abstract

★ Natural and man-made forms

Surfaces

Abstract artists

Drawing from primary
and secondary
sources

Responding to
artists

Insects, birds, reptiles

Shells, fossils, seedheads

Print

Close up

Continuous line
drawing

Developing ideas from
observation studies

Machinery

★ Human Form

★ Still Life

Facial features

Hands in different
gestures

New media

Photography

Everyday
objects

Proportion

Observation drawing

Mixed media

Biro drawings

Shoes and shoe
design

Year
9

★ Strange and Fantastic

Fantastic creatures in film

Myths and legends

Introduction to storytelling in art throughout history

Translating prose into art

Illustration

Mark making

Photography

Silhouette

★ Architecture

★ Flora and Fauna

Urban environments

Famous architects

Pen and wash observation drawing

Wax resist

Animals, birds
and insects

Painting

Plants and
Flowers

Iconic and historical
buildings

Drawing, collage, printmaking

Paper and card modelling

Observation drawing

Card sculpture

Year
8

★ The Sea

★ The formal elements of Art and Design

Coral Reefs

Mind mapping

Shells

Line, tone, pattern, shape, form, colour, texture

3D relief

Developing ideas from
drawing through
different media

Observations of
sea life

Introduction to colour
theory

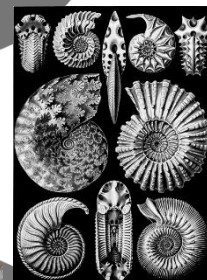
Colour mixing with paint
and care of brushes

Appropriate use of and care of a
sketchbook

Year
7

Baseline Test

welcome



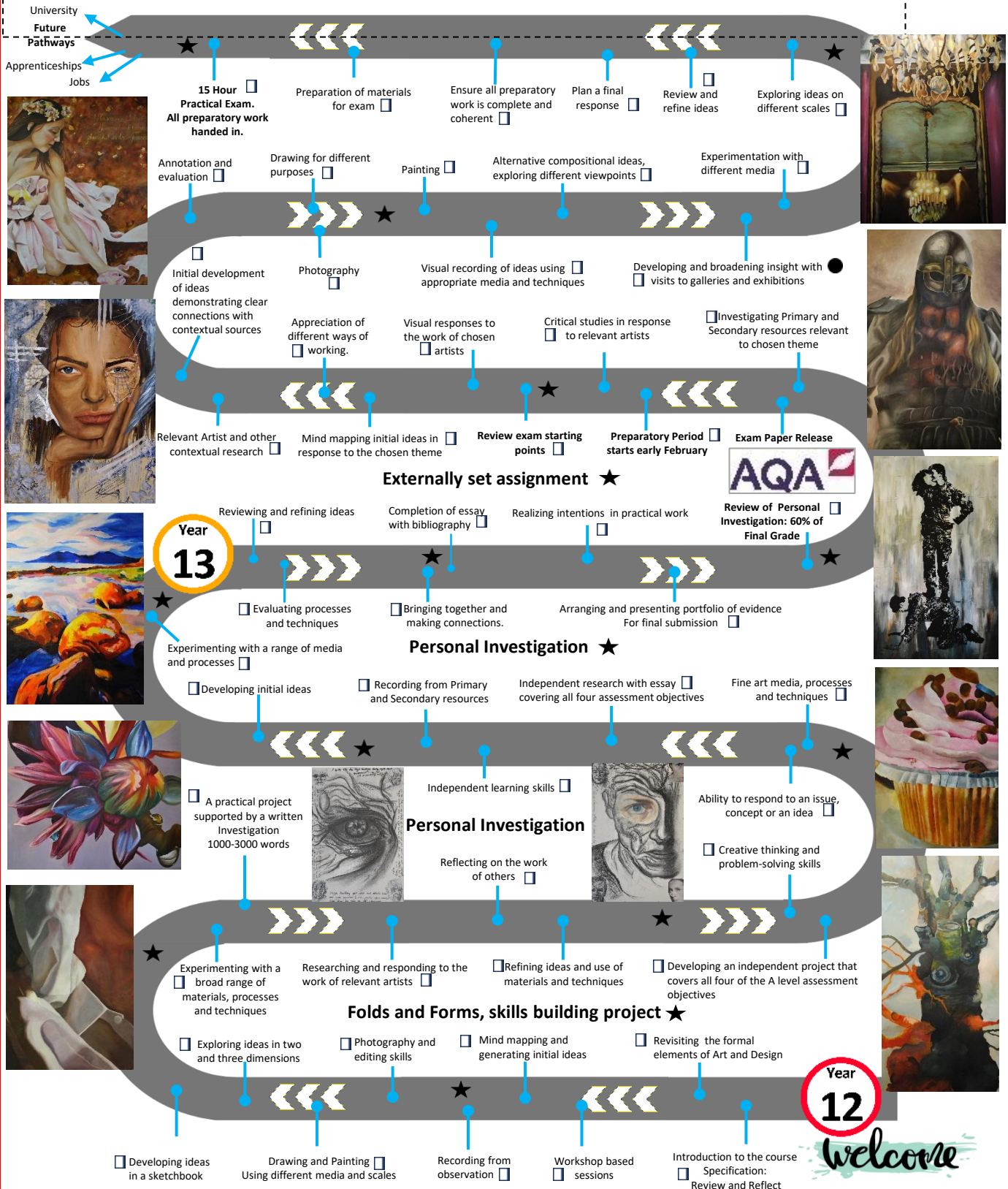
Your A-Level Art and Design Learning Journey

Curriculum Intent

I study Art and Design to develop my visual literacy skills. These skills help me appreciate the visual world and enable me to express myself through drawing as I do in writing. I study the work of artists, designers and craftspeople to gain an understanding of how art and design has evolved through history and in different cultures. I can apply a broad range of creative and practical skills in a variety of contexts, using different materials and processes to help me gain confidence and fluency when recording and developing my own ideas. Creative thinking and problem solving are skills I develop in art that can be transferred to any chosen career.

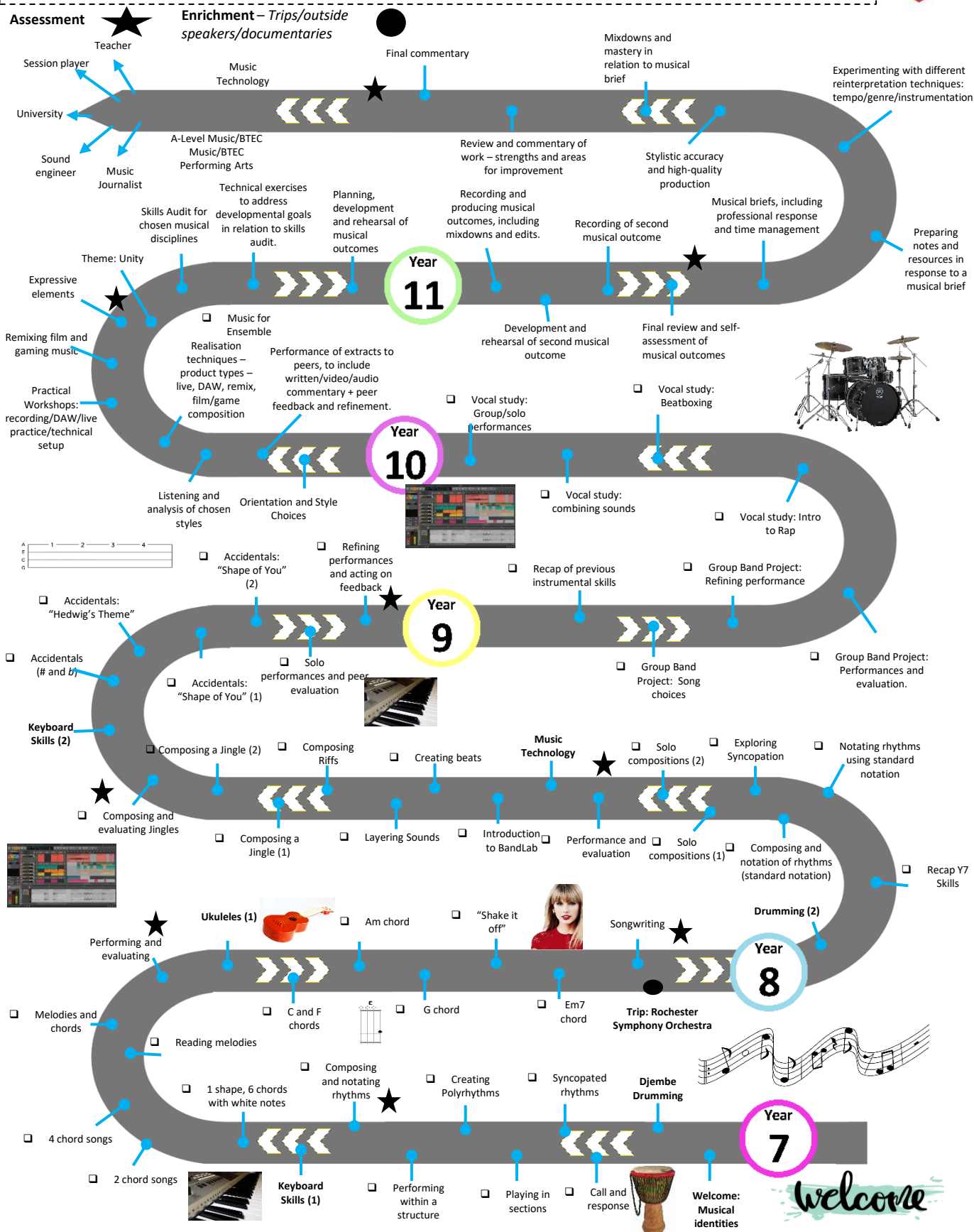


Assessment ★ Enrichment/trips ●



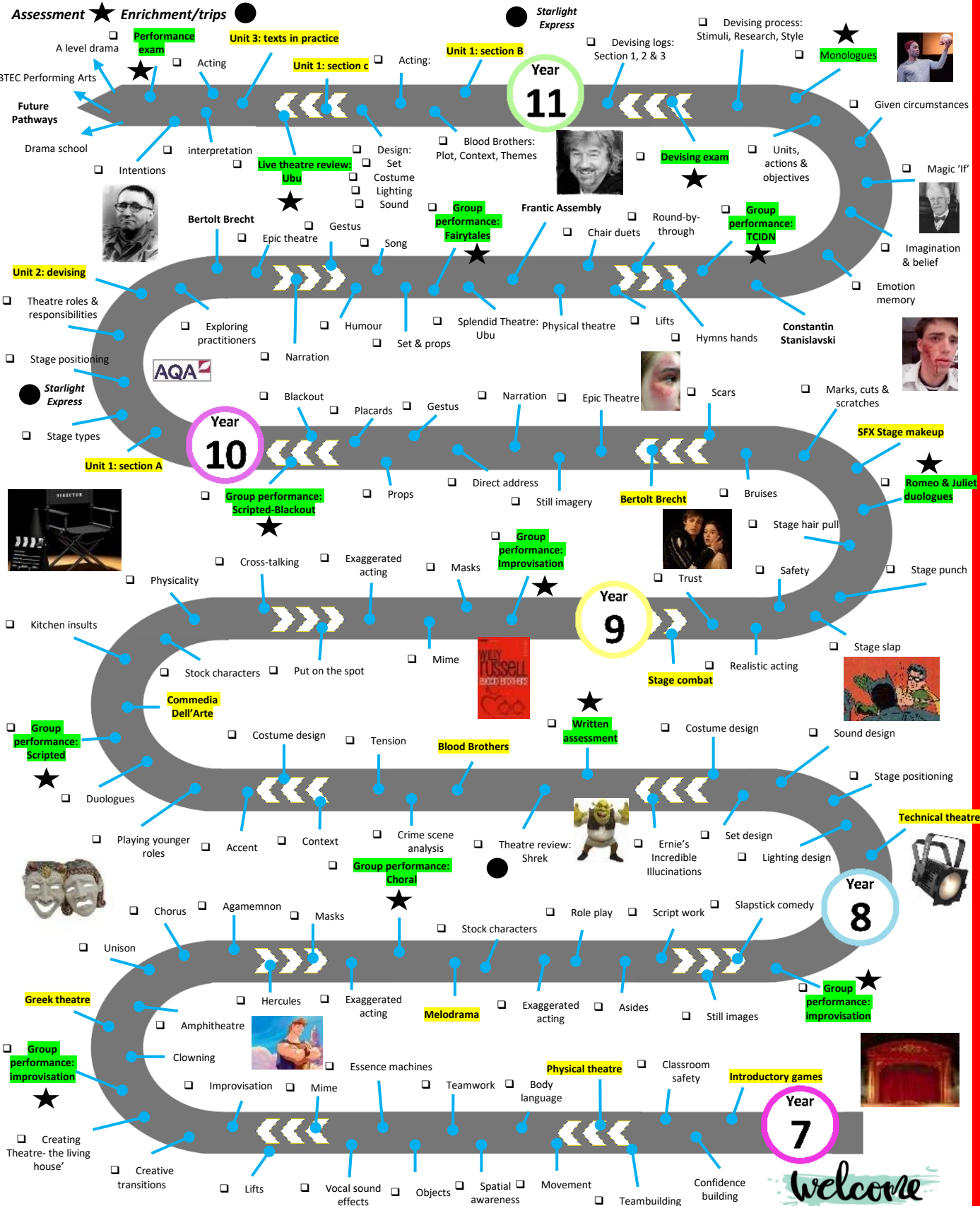
My Music Learning Journey

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.



My Drama Learning Journey

Curriculum Intent: It is our intent that the Drama curriculum invests in our students the necessary knowledge, skills and understanding to become lifelong learners, thinkers, speakers, creators and critics. We offer provision, inside and outside the classroom, that engages our students, is relevant to them and appropriate to their needs. Our intent is to broaden our students' experiences, knowledge and skills by placing challenge at the heart of a broad and balanced curriculum so that we stretch our students and push them beyond their aspirations. We want to immerse them in a range of culturally diverse styles of theatre and practitioners and to instil a love for exploring texts, interpreting character, experimenting with theatrical skill in devising and performing theatre.



My GCSE PE Learning Journey

Curriculum Intent: I study GCSE PE to understand physical activity, sport and wellbeing better. I will learn how to participate and compete in several different sports with a good understanding for the rules and regulations in each of these sports. I will study anatomy and physiology and will have a better understanding of the human body and how it operates during physical activity. I will also study some of the ethical issues surrounding sport and how they impact sport. I will also learn how to interpret and use data effectively to understand sporting trends.



Assessment

Enrichment – Trips/outside speakers/documentaries



My BTEC Sport (Level 3) Learning Journey

Curriculum Intent: I study Level 3 BTEC Sport to deepen my understanding of concepts such as anatomy & physiology, careers and professional development in sport, practical sports performance and other components that will lead me on to be successful either at university or in employment within the sports industry.



Assessment ★

Enrichment – Trips/outside speakers/documentaries ●

Final submission – Unit 3 (internally assessed)

External examination – Unit 1 (first attempt)

Learning aim D: Reflect on the recruitment and selection process and your individual performance

Year 13

Summer Exam

Preparation for units 2 & optional unit (Year 13) ★

Learning aim C: Undertake a recruitment activity to demonstrate the processes that can lead to a successful job offer in a selected career pathway



Unit 3 – Professional development in the sports industry

Learning aim A: Understand the career and job opportunities in the sports industry

Learning aim B: Explore own skills using a skills audit to inform a career development action plan

The effects of exercise and sports performance on the energy systems (Learning aims E1-E6)

Adaptations of the muscular system to exercise

Structure of the respiratory system (Learning aims C1-C7)

The effects of sport and exercise performance on the cardiovascular system (Learning aims D1-D6)

The effects of sport and exercise performance on the cardiovascular system (Learning aims D1-D6)

Responses of the muscular system to a single sport or exercise session

Antagonistic muscle pairs

Fibre types

Types of skeletal muscle contraction

Major skeletal muscles of the muscular system

Characteristics and functions of different types of muscles



Additional factors affecting the skeletal system

The effects of exercise on the muscles

Adaptations of the skeletal system

Joints

Structure of the skeleton

Year 12

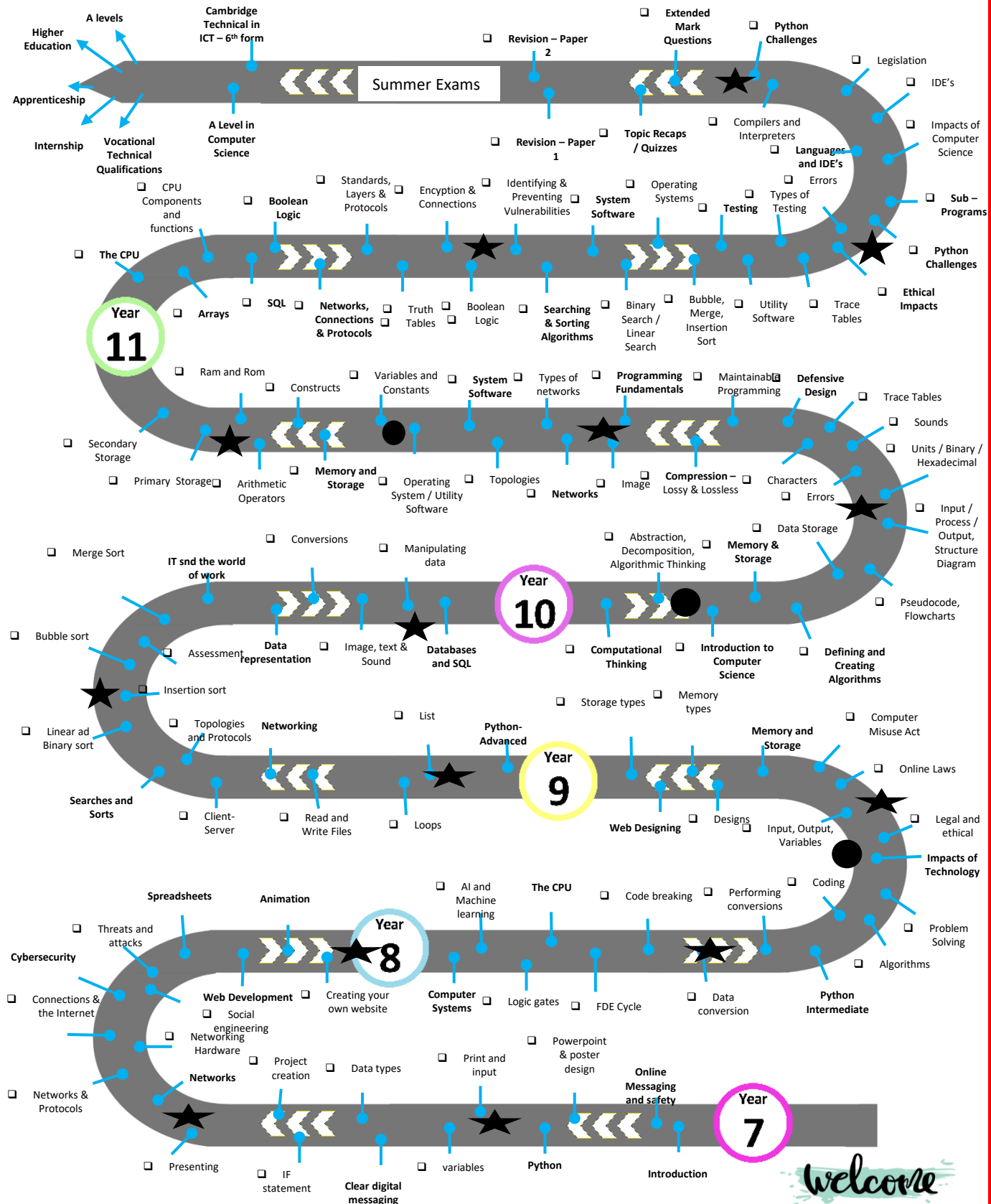
Responses of the skeletal system to a single sport or exercise session

Functions of the skeleton

Unit 1 – Anatomy and physiology (exam)



Assessment



Year 13

Year 12

IT

Unit 1

1.1 Computer software

1.2 Tools for design

1.3 Utility Software

1.4 Communication methods

1.5 Types of Software

1.6 Application software

1.7 Operating systems

1.8 Software Troubleshooting

1.9 IDEs

Unit 2

2.1 Waterfall model-key stages

2.2 Agile principles

2.3 Traditional approaches

2.4 Iterative Development

2.5 Modern approaches

2.6 Comparisons of models

2.7 Project milestones

2.8 Resource scheduling

2.9 Risk assessment

2.10 Consistency and intuitive controls

2.11 Project lifecycle

2.12 Resource allocation

Unit 3

3.1 Data collection methods

3.2 Observations

3.3 Functional requirements

3.4 Personas and scenarios

3.5 Iterative Design and Prototyping

3.6 Low and high-fidelity designs

3.7 Wireframes, mock-ups and prototypes

Unit 4

4.1 Usability

4.2 Cognitive Load

4.3 Affordance

4.4 User centered design

4.5 Feedback mechanism

4.6 Accessibility and consistency

4.7 Application software

4.8 Software Troubleshooting

4.9 IDEs

4.10 Waterfall model-key stages

4.11 Traditional approaches

4.12 Modern approaches

4.13 Comparisons of models

4.14 Project milestones

4.15 Resource scheduling

4.16 Risk assessment

4.17 Consistency and intuitive controls

4.18 Project lifecycle

4.19 Resource allocation

Unit 5

5.1 Layout

5.2 Navigation

5.3 Colour theory

5.4 Device compatibility and interaction modes

5.5 Typography

5.6 Responsiveness

Unit 6

6.1 Journey mapping

6.2 Accessibility

6.3 Emotional design and satisfaction

6.4 Inclusivity

6.5 User needs

6.6 User Interface (UI) Design principles

6.7 Visual hierarchy

6.8 Consistency and intuitive controls

6.9 Risk assessment

6.10 Resource allocation

6.11 Project lifecycle

6.12 Resource allocation

Unit 7

7.1 User experience (UX) principles

7.2 Journey mapping

7.3 Accessibility

7.4 Emotional design and satisfaction

7.5 Inclusivity

7.6 User needs

7.7 User Interface (UI) Design principles

7.8 Visual hierarchy

7.9 Consistency and intuitive controls

7.10 Risk assessment

7.11 Resource allocation

7.12 Project lifecycle

7.13 Resource allocation

Unit 8

8.1 User experience (UX) principles

8.2 Journey mapping

8.3 Accessibility

8.4 Emotional design and satisfaction

8.5 Inclusivity

8.6 User needs

8.7 User Interface (UI) Design principles

8.8 Visual hierarchy

8.9 Consistency and intuitive controls

8.10 Risk assessment

8.11 Resource allocation

8.12 Project lifecycle

8.13 Resource allocation

Unit 9

9.1 User experience (UX) principles

9.2 Journey mapping

9.3 Accessibility

9.4 Emotional design and satisfaction

9.5 Inclusivity

9.6 User needs

9.7 User Interface (UI) Design principles

9.8 Visual hierarchy

9.9 Consistency and intuitive controls

9.10 Risk assessment

9.11 Resource allocation

9.12 Project lifecycle

9.13 Resource allocation

Unit 10

10.1 User experience (UX) principles

10.2 Journey mapping

10.3 Accessibility

10.4 Emotional design and satisfaction

10.5 Inclusivity

10.6 User needs

10.7 User Interface (UI) Design principles

10.8 Visual hierarchy

10.9 Consistency and intuitive controls

10.10 Risk assessment

10.11 Resource allocation

10.12 Project lifecycle

10.13 Resource allocation

Unit 11

11.1 User experience (UX) principles

11.2 Journey mapping

11.3 Accessibility

11.4 Emotional design and satisfaction

11.5 Inclusivity

11.6 User needs

11.7 User Interface (UI) Design principles

11.8 Visual hierarchy

11.9 Consistency and intuitive controls

11.10 Risk assessment

11.11 Resource allocation

11.12 Project lifecycle

11.13 Resource allocation

Unit 12

12.1 User experience (UX) principles

12.2 Journey mapping

12.3 Accessibility

12.4 Emotional design and satisfaction

12.5 Inclusivity

12.6 User needs

12.7 User Interface (UI) Design principles

12.8 Visual hierarchy

12.9 Consistency and intuitive controls

12.10 Risk assessment

12.11 Resource allocation

12.12 Project lifecycle

12.13 Resource allocation

Unit 13

13.1 User experience (UX) principles

13.2 Journey mapping

13.3 Accessibility

13.4 Emotional design and satisfaction

13.5 Inclusivity

13.6 User needs

13.7 User Interface (UI) Design principles

13.8 Visual hierarchy

13.9 Consistency and intuitive controls

13.10 Risk assessment

13.11 Resource allocation

13.12 Project lifecycle

13.13 Resource allocation

Unit 14

14.1 User experience (UX) principles

14.2 Journey mapping

14.3 Accessibility

14.4 Emotional design and satisfaction

14.5 Inclusivity

14.6 User needs

14.7 User Interface (UI) Design principles

14.8 Visual hierarchy

14.9 Consistency and intuitive controls

14.10 Risk assessment

14.11 Resource allocation

14.12 Project lifecycle

14.13 Resource allocation

Unit 15

15.1 User experience (UX) principles

15.2 Journey mapping

15.3 Accessibility

15.4 Emotional design and satisfaction

15.5 Inclusivity

15.6 User needs

15.7 User Interface (UI) Design principles

15.8 Visual hierarchy

15.9 Consistency and intuitive controls

15.10 Risk assessment

15.11 Resource allocation

15.12 Project lifecycle

15.13 Resource allocation

Unit 16

16.1 User experience (UX) principles

16.2 Journey mapping

16.3 Accessibility

16.4 Emotional design and satisfaction

16.5 Inclusivity

16.6 User needs

16.7 User Interface (UI) Design principles

16.8 Visual hierarchy

16.9 Consistency and intuitive controls

16.10 Risk assessment

16.11 Resource allocation

16.12 Project lifecycle

16.13 Resource allocation

Unit 17

17.1 User experience (UX) principles

17.2 Journey mapping

17.3 Accessibility

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20.1 User experience (UX) principles

20.2 Journey mapping

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21.2 Journey mapping

21.3 Accessibility

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21.8 Visual hierarchy

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Unit 22

22.1 User experience (UX) principles

22.2 Journey mapping

22.3 Accessibility

22.4 Emotional design and satisfaction

22.5 Inclusivity

22.6 User needs

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22.8 Visual hierarchy

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23.2 Journey mapping

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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.’

