



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 25 lessons, each of which is 60 minutes long. There is also a morning registration period which takes place for twenty-five minutes at the start of each school day.

PHSE/RSE: Students in all year groups follow an age-appropriate PHSRE curriculum delivered during registration periods. This can and does change in response to need and current events. However, outline plans can be viewed at the end of this booklet.

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 (2 classes 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	4	4	3
Maths	4	4	4	3
Science	4	6	4	6
Religious Education	3	3	3	3
Physical Education	1	1	1	1
Citizenship	3	1	3	0
Option choice A	3	3	3	3
Option choice B	3	3	3	3
Compulsory French or Latin	0	0	0	3

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	Eduqas	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	
Level 1 Personal Effectiveness Qualification	Option	D*-P1	610/5905/5	ASDAN	
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-five 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+)	3	3
GCSE Retake Maths (compulsory for all students who have not passed at grade 4+)	3	3
Core PE	1	1
Core Citizenship	0	1
<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 AAQ	5	5
History A Level (courses vary for Y12 and 13 – see next page)	5	5
Health and Social Care AAQ	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 Personal Effectiveness Qualification	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 Paper 1: Option 1A - The Crusades, c1095-1204 Paper 2: Option 2A.1 - Anglo-Saxon England and the Anglo-Norman Kingdom, c1053-1106 Paper 3: Option 34.2 - Poverty, Public Health, and the State in Britain, c1780-1930	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
Health and Social Care: Level 3 Alternative Academic Qualification BTEC National in Health and Social Care (Extended Certificate)	D*-P	61039640	EdexcelPearson	
Applied Science: Pearson Level 3 Alternative Academic Qualification BTEC National in Applied Science (Extended Certificate)	D*-P	61039652	EdexcelPearson	

Curriculum Outline Contents

English and Media	Page
Key Stage 3-4 English (Years 7-11)	10
A Level English (Years 12- 13)	11
GCSE English resit (Years 12- 13)	12
A Level Media (Years 12- 13)	13
Maths	
2026/27 Maths Learning Journey Key	14
Key Stage 3-4 Maths (Years 7-11)	15-21
A Level Maths (Years 12- 13)	22
GCSE Maths resit (Years 12-13)	23
Science	
Key Stage 3-4 Science (Years 7, 8 and 9)	24
Key Stage 3-4 Science (Year 10)	25
Key Stage 3-4 Science (Year 11)	26
AAQ Applied Science	27
A Level Biology (Years 12- 13)	28
A Level Chemistry (Years 12- 13)	29
A Level Physics (Years 12- 13)	30
Religious Education	
Key Stage 3 Religious Education (Years 7-13)	31
Key Stage 4 Religious Education (Years 7-13)	32
Key Stage 5 Religious Education (Years 12-13)	33
Citizenship, Politics & Sociology	
Citizenship (Years 7 – 11)	34
A Level Politics (Years 12- 13)	35
Sociology GCSE (Years 9-11)	36
A Level Sociology (Years 12- 13)	37
A Level Psychology (Years 12-13)	38
History	
Key Stage 3-4 History (Years 7-11)	39
A Level History (Year 12)	40
A Level History (Year 13)	41
Geography	
Key Stage 3-4 Geography (Years 7-11)	42
French	
Key Stage 3-4 French (Years 7-11)	43
Latin	
Key Stage 3-4 Latin (Years 7-11)	44
Business Studies	
Key Stage 4 Business Studies	45

Level 3 Business (Years 12-13)	46
Health & Social Care	
Key Stages 4-5 Health & Social Care	47
Key Stage 5 Year 12 AAQ Health and Social Care	48
Hospitality	
Key Stage 4 Hospitality	49
Key Stage 5 Hospitality (Year 12)	50
COPE	
Key Stage 4 COPE (Year 11)	51
Personal Effectiveness	
Key Stage 4 Personal Effectiveness (Year 10)	52
Key Stage 5 Personal Effectiveness (Year 12)	53
Art	
Key Stage 3-4 Art (Years 7 – 11)	54
Key Stage 3-4 3D Design (Years 7-11)	55
Key Stage 5 Art and Design	56
Music	
Key Stage 3-4 Music (Years 7-11)	57
Drama	
Key Stage 3-4 Drama (Years 7-11)	58
Physical Education	
Key Stage 3-4 Core and GCSE PE (Years 7-11)	59
Key Stage 5 BTEC Sport (Years 12-13)	60
Computing	
Key Stage 3-4 Computing (Years 7-11)	61
Key Stage 5 ICT (Years 12-13)	62
PHSE/RSE	
Year 7 PHSE/RSE Learning Journey	63
Year 8 PHSE/RSE Learning Journey	64
Year 9 PHSE/RSE Learning Journey	65
Year 10 PHSE/RSE Learning Journey	66
Year 11 PHSE/RSE Learning Journey	67
Year 12 PHSE/RSE Learning Journey	68
Year 13 PHSE/RSE Learning Journey	69

Curriculum

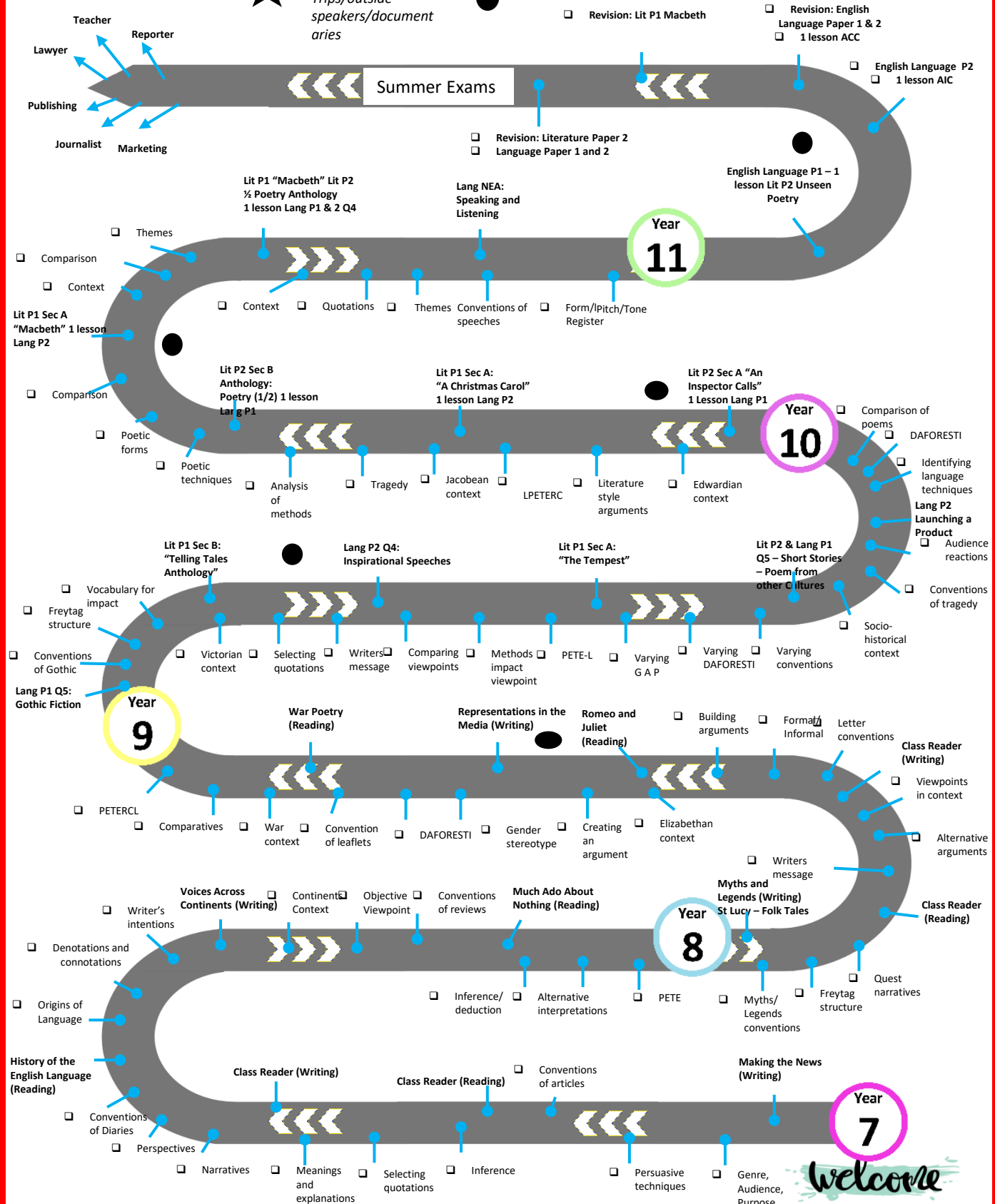
My English Learning Journey

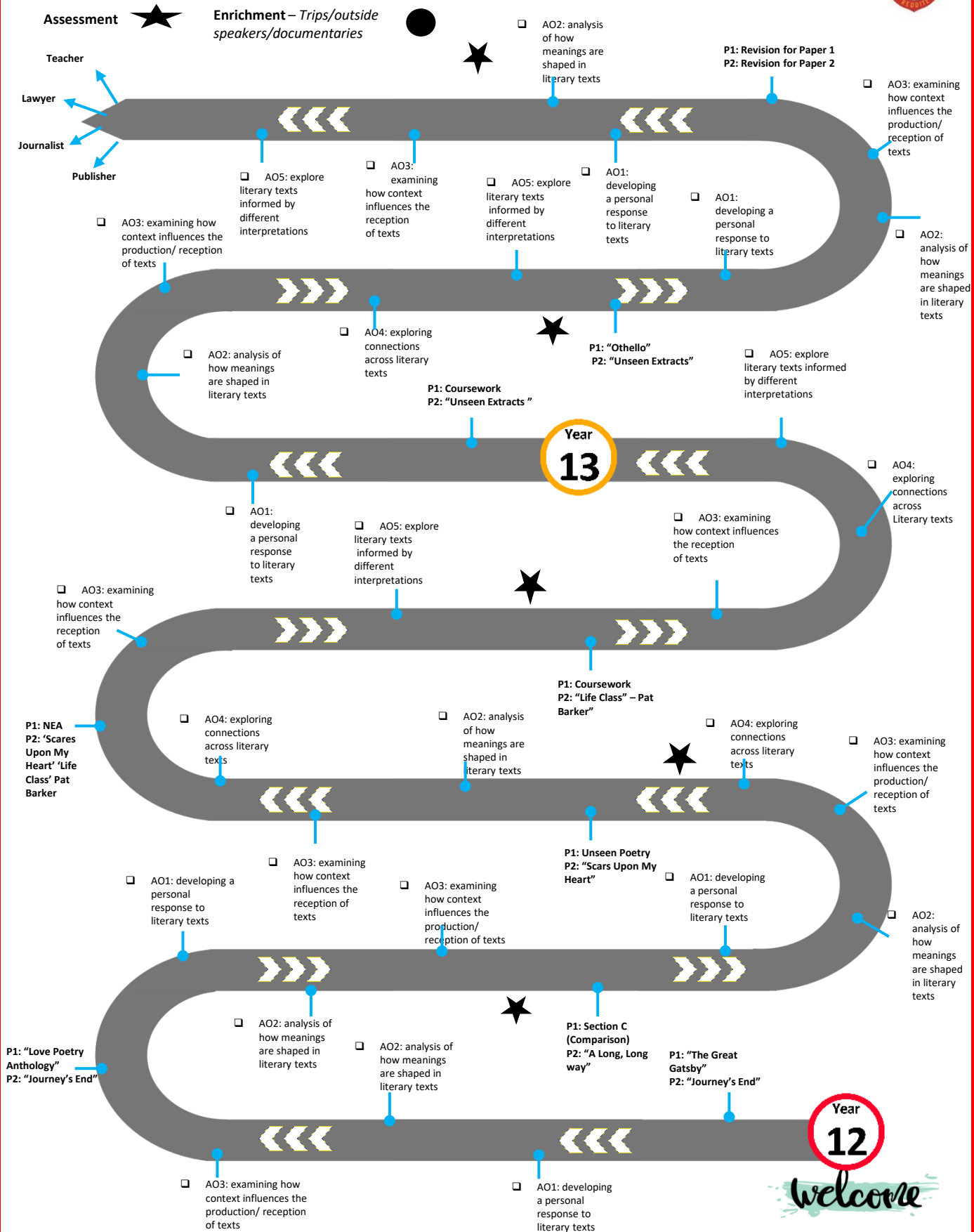
Curriculum Intent: I study English to appreciate what forms the basis for our development, relationships and our understanding of the world around us. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for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



Assessment

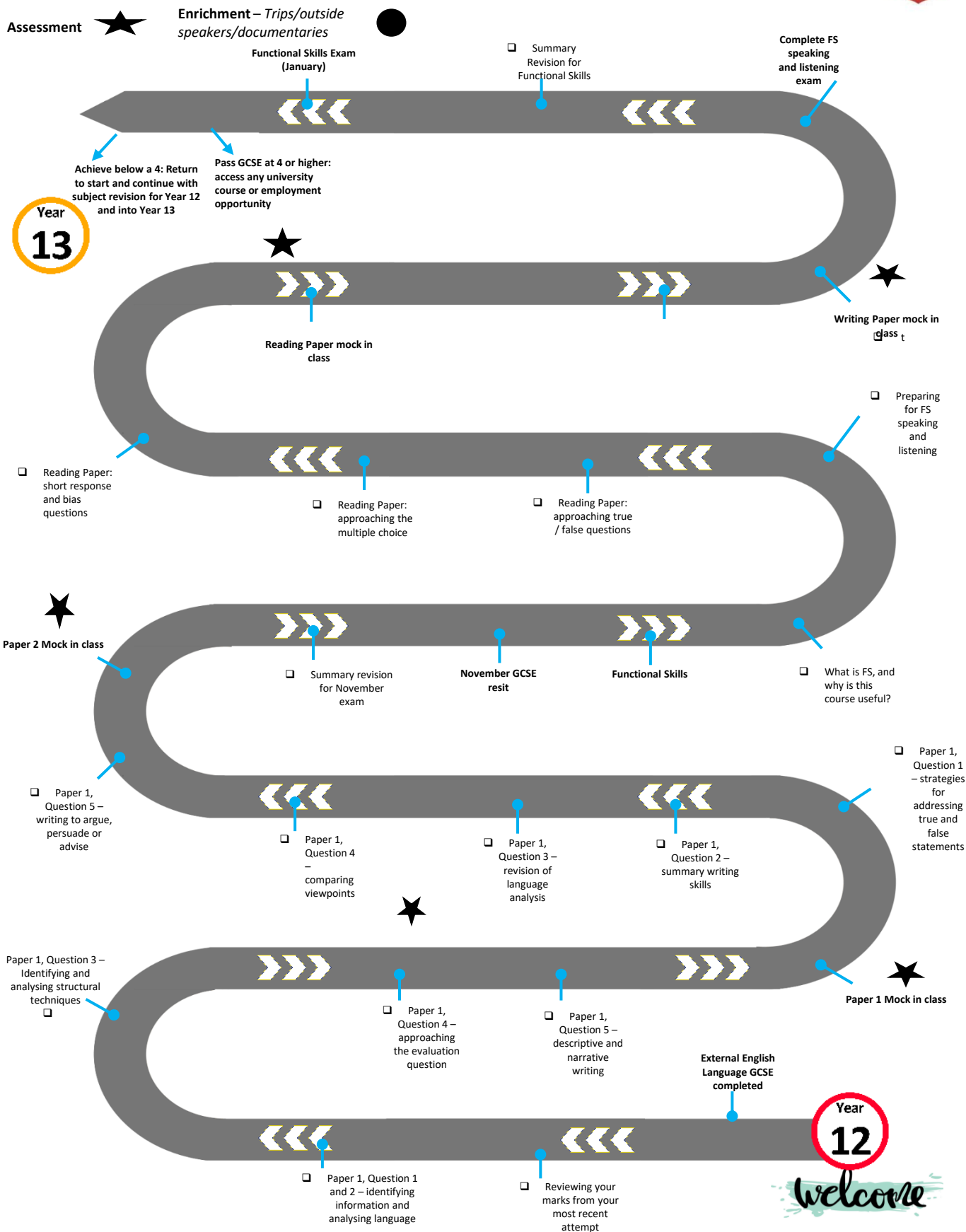
Enrichment – Trips/outside speakers/document aries





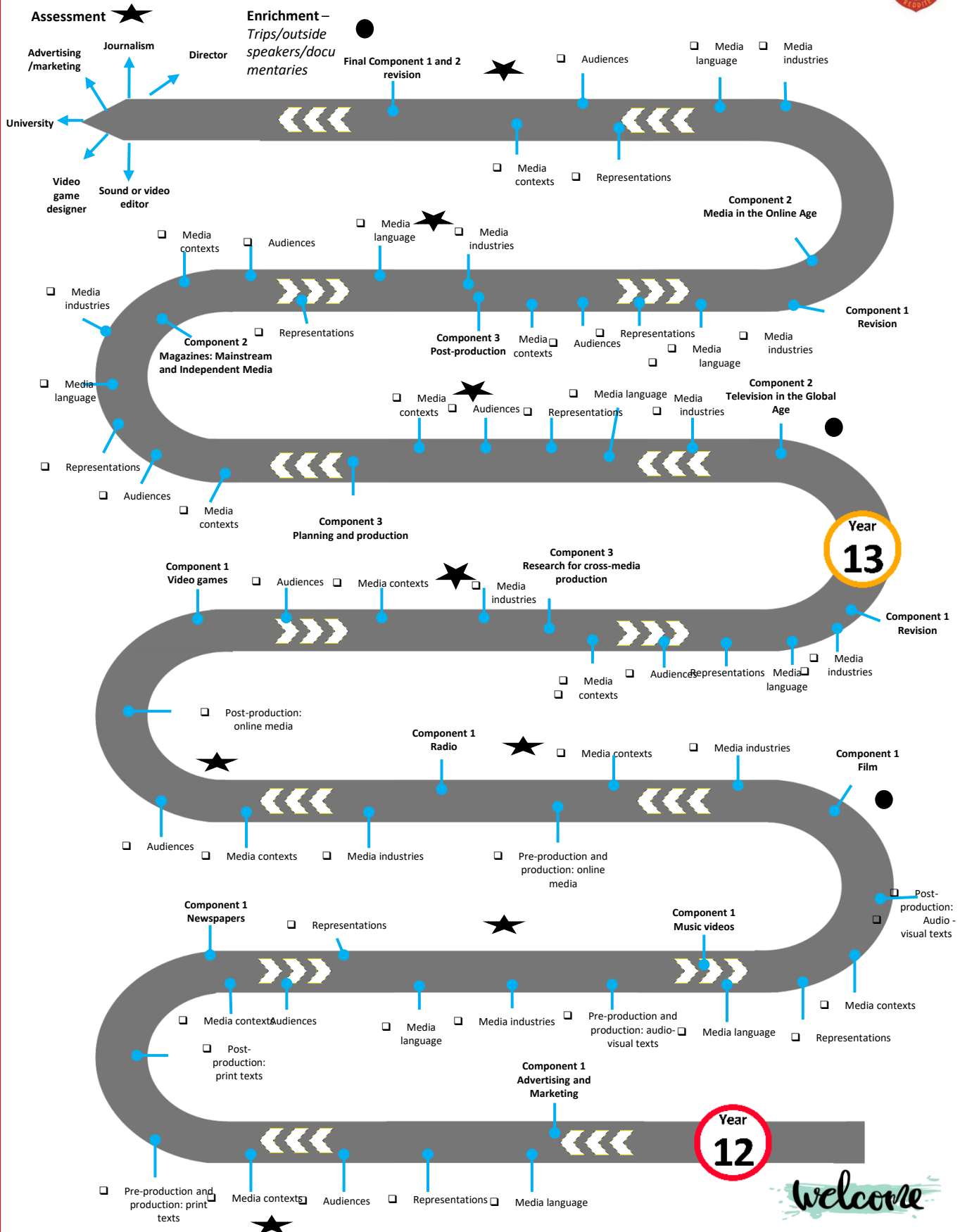
My GCSE Resit Learning Journey

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.



My 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.



2026/2027 Maths Learning Journey

Year 7 GS – **Blue star**



Year 7XMA2, 7YMA1, 7YMA2- **Blue Circle**



Year 7XMA3, 7YMA3- **Blue Triangle**



Year 8 GS- **Blue Star**



Year 8XMA2, 8YMA1, 8YMA2- **Blue circle**



Year 8XMA3, 8YMA3- **Blue Triangle**



Year 9 GS- **Blue Star**



Year 9XMA2, 9YMA1, 9YMA2- **Blue circle**



Year 9XMA3, 9YMA3- **Blue Triangle**



Year 10 GS- **Blue Star**



Year 10MA2, 10MA3- **Blue Circle**



Year 10MA4, 10MA5, 10MA6, 10MA7- **Blue Triangle**



Year 11MA1- **Orange Star**



Year 11MA2- **Orange Circle**



Year 11MA3- **Orange Pentagon**



Year 11MA4, 11MA5, 11MA6, 11MA7- **Orange Triangle**



My Maths Learning Journey

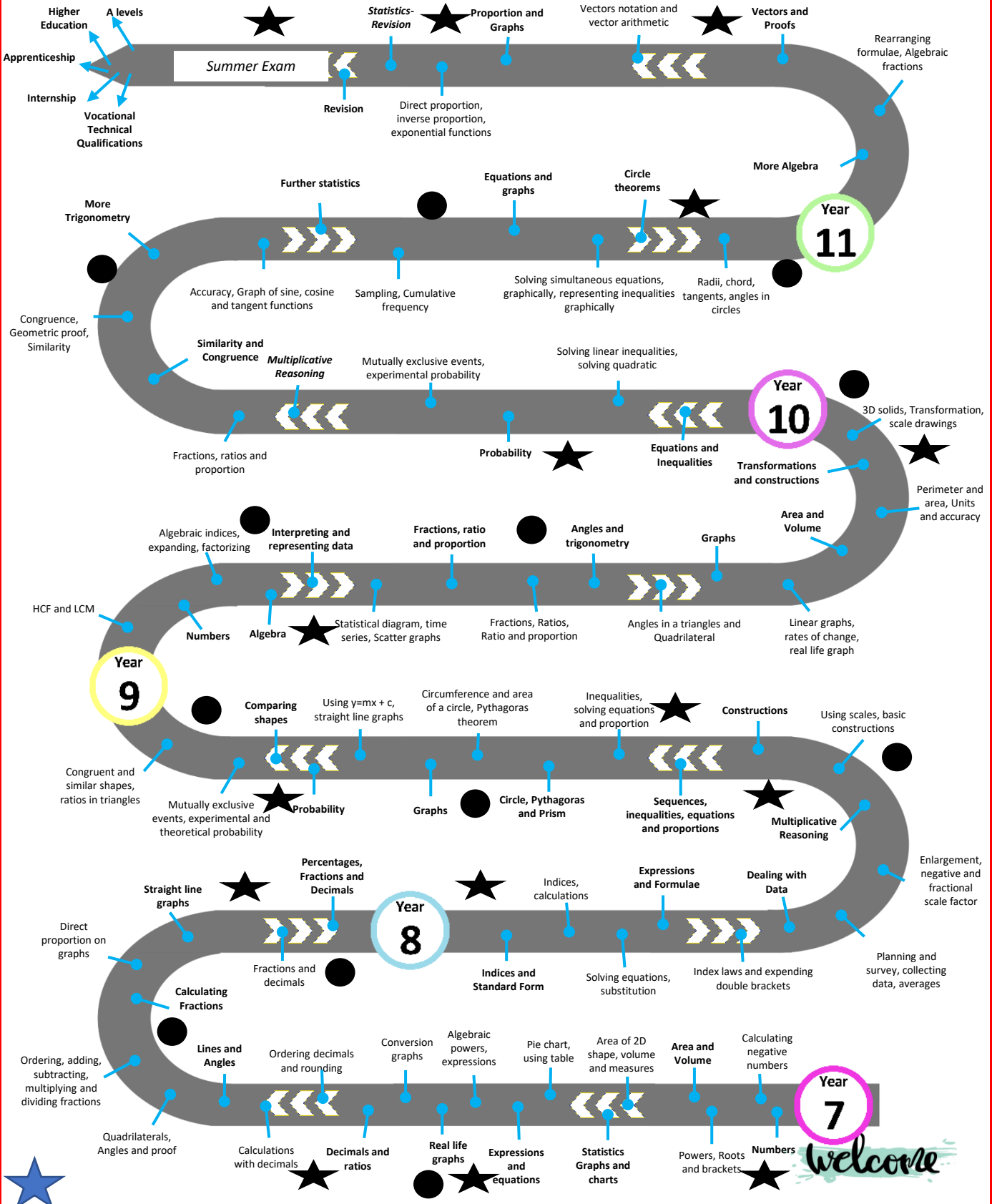
Curriculum Intent: I study Maths because it equips me with problem-solving skills, logical thinking, and the ability to analyse data. Maths is crucial for various subjects and real-life situations, from science and engineering to finance and everyday tasks. It helps us make informed decisions and opens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



Assessment



Enrichment – Trips/outside speakers/documentaries



My Maths Learning Journey

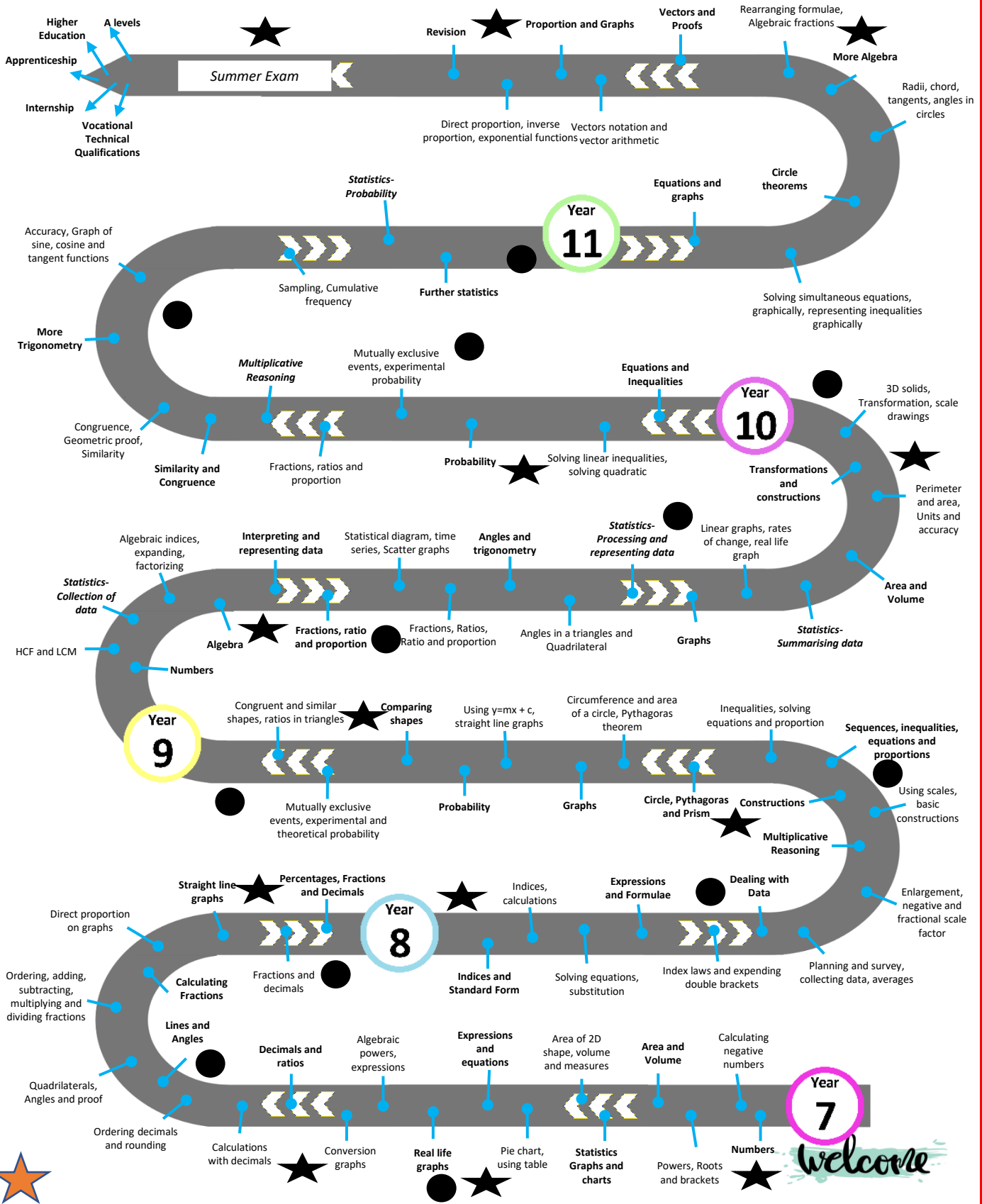
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Assessment



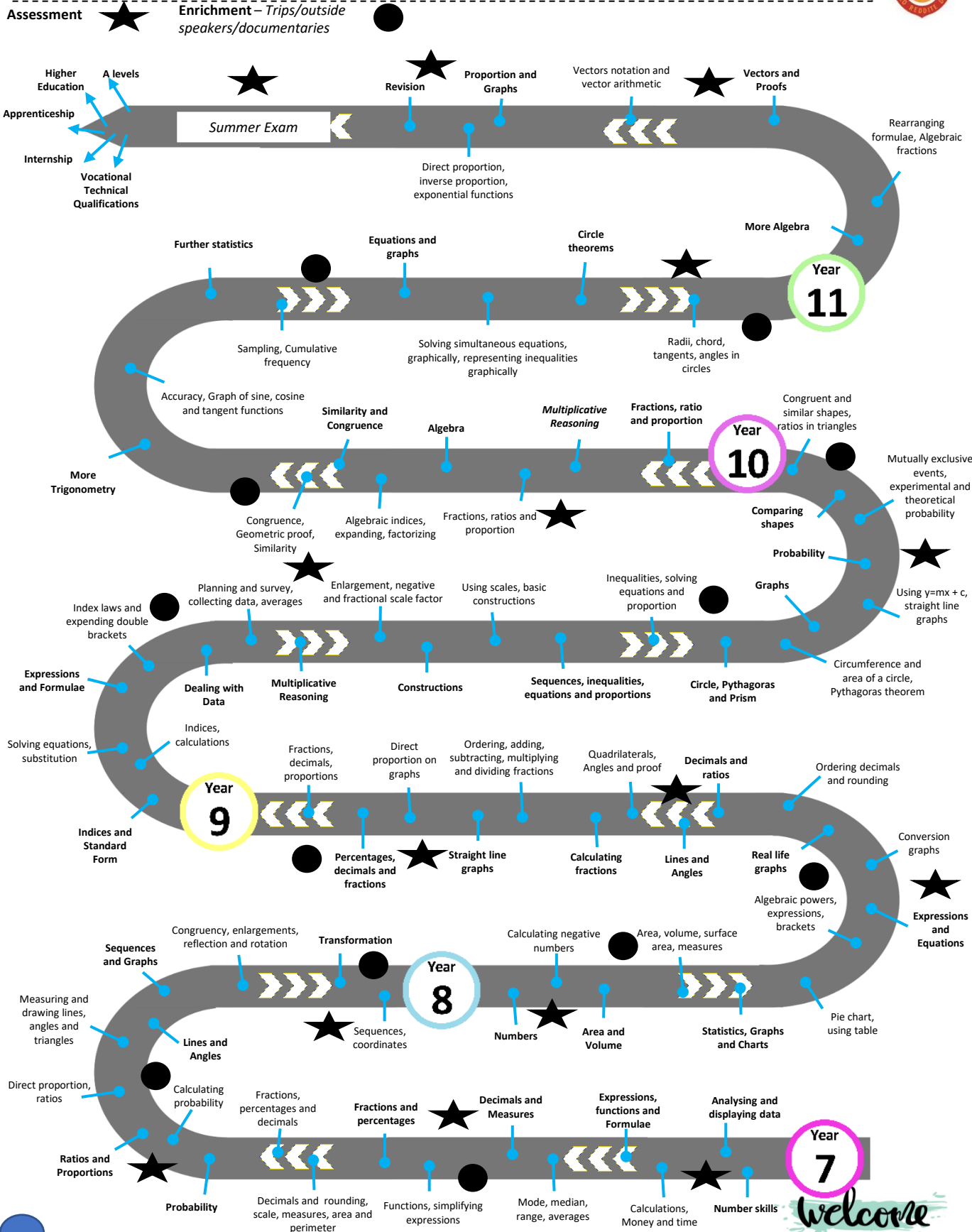
Enrichment – Trips/outside speakers/documentaries



Welcome

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.



My Maths Learning Journey

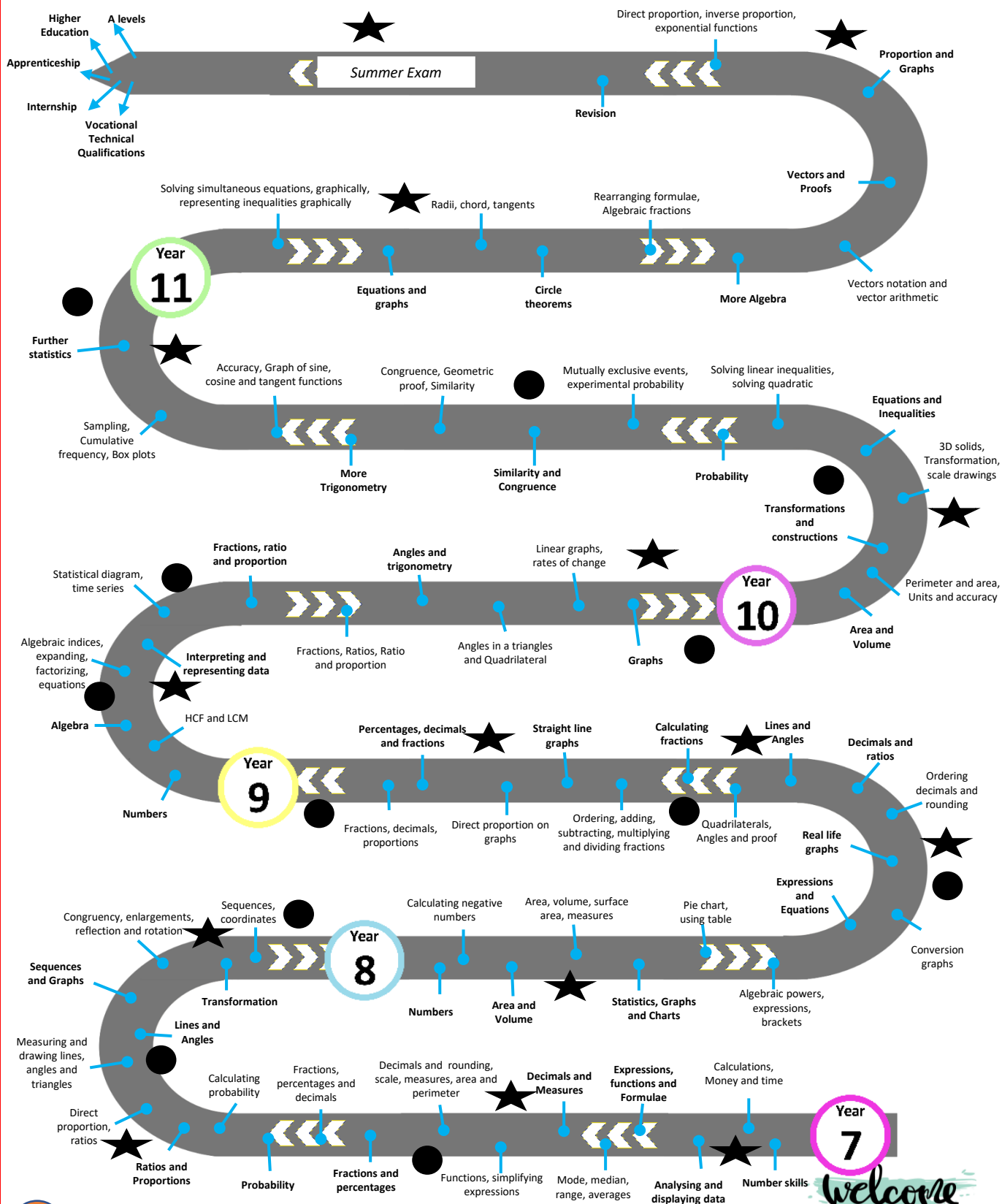
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Assessment



Enrichment – Trips/outside speakers/documentaries



Year 7
Welcome

My Maths Learning Journey

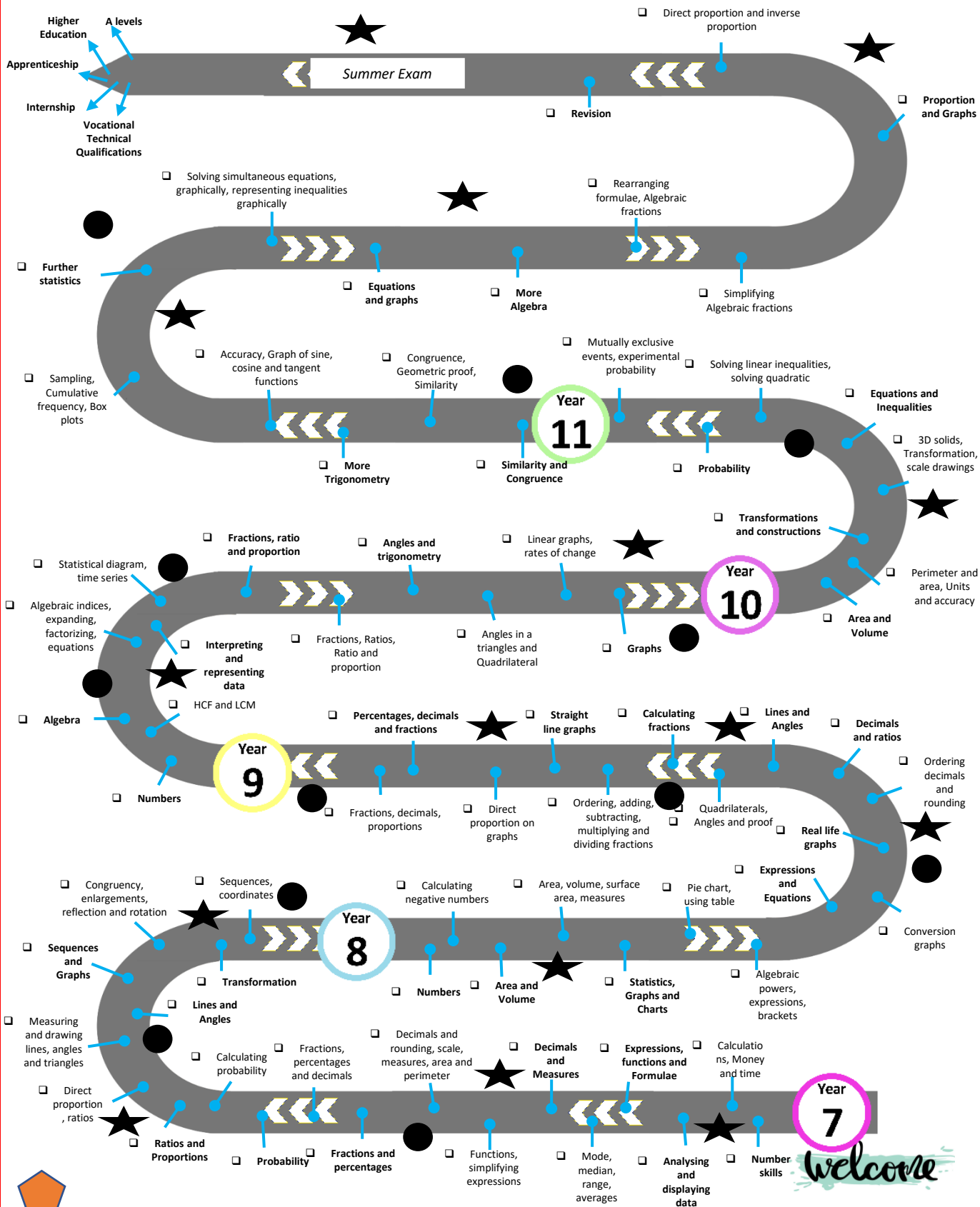
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Assessment



Enrichment – Trips/outside speakers/documentaries



Welcome

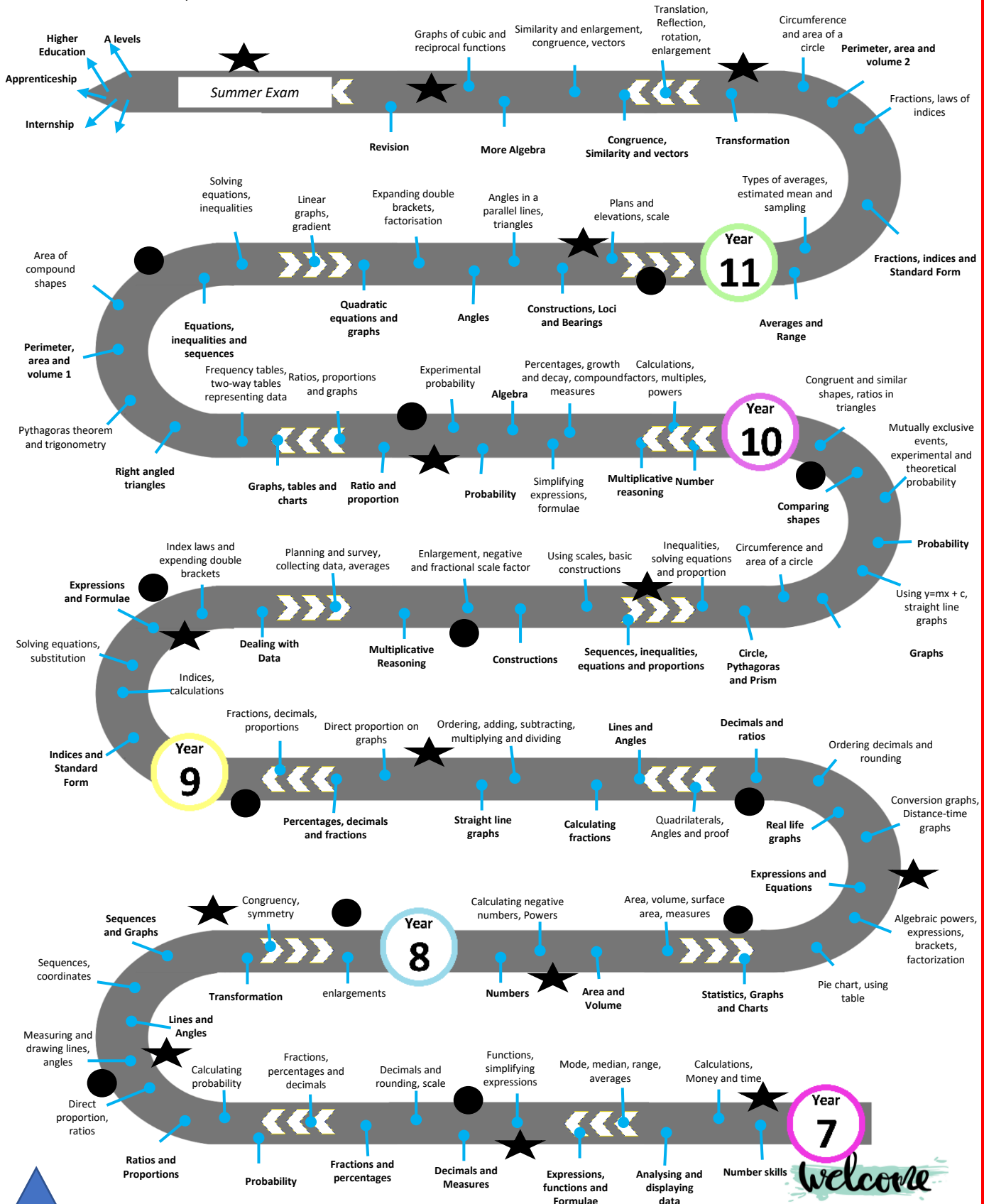
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Assessment ★

Enrichment – Trips/outside speakers/documentaries ●



My Maths Learning Journey

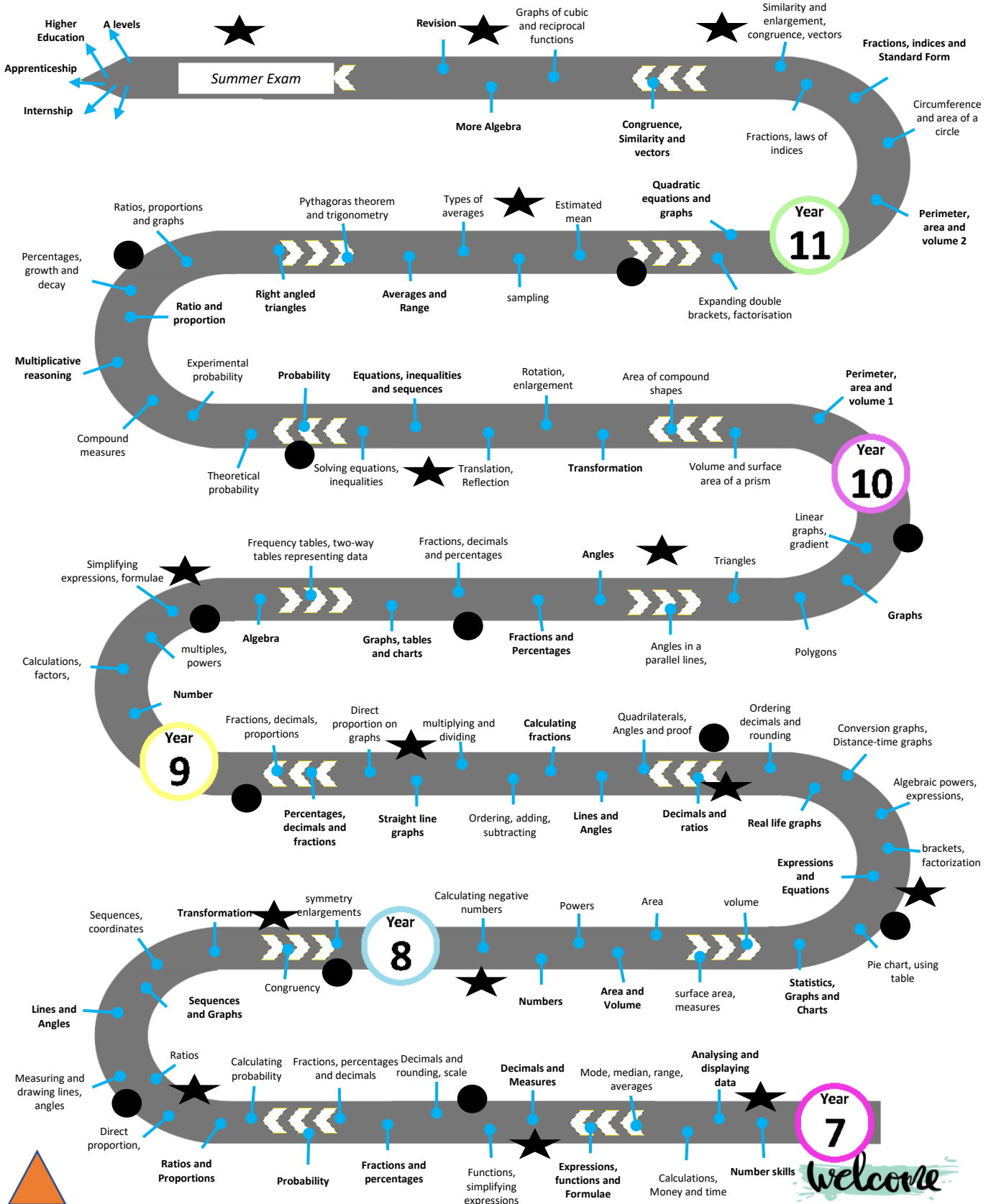
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Assessment

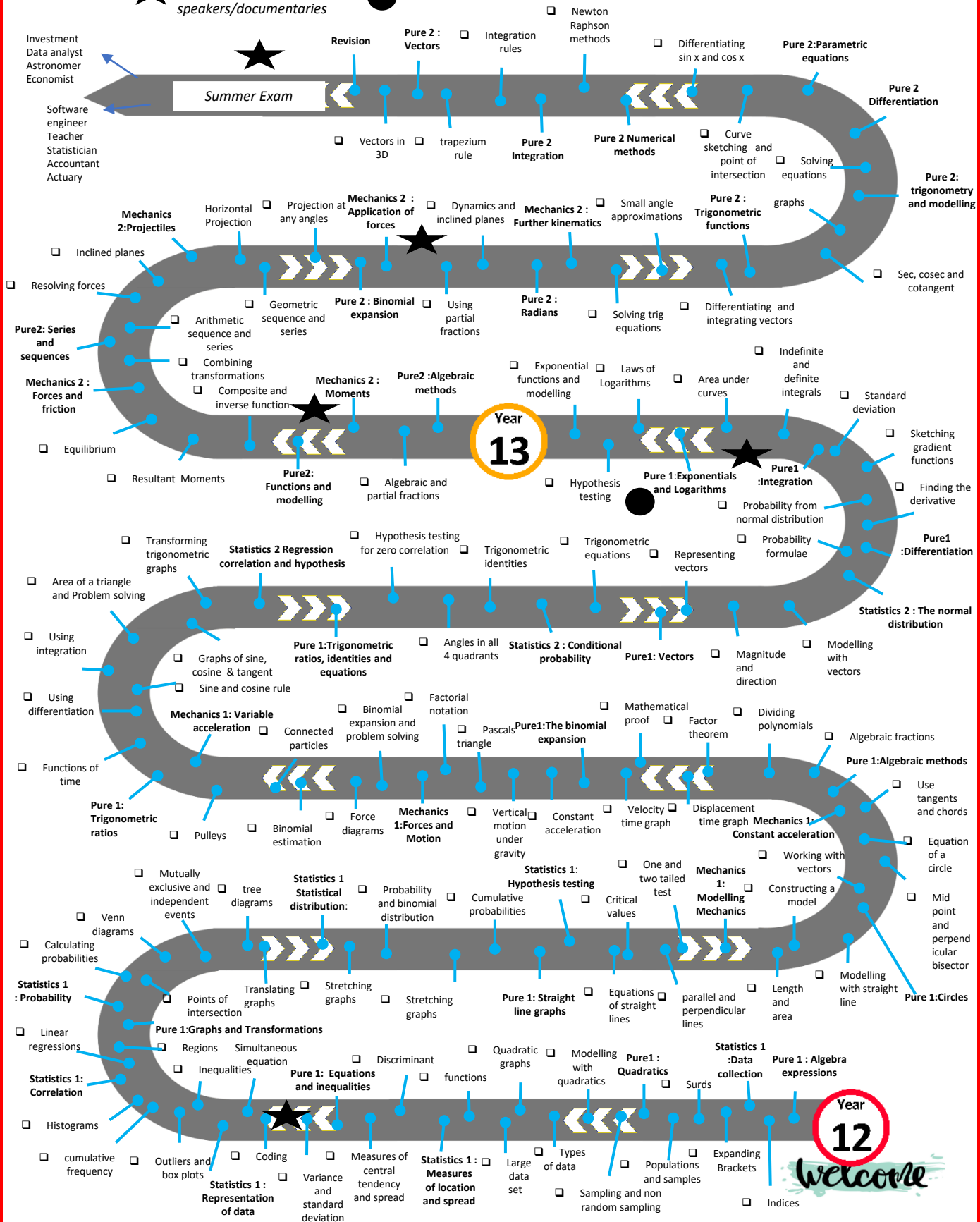


Enrichment – Trips/outside speakers/documentaries



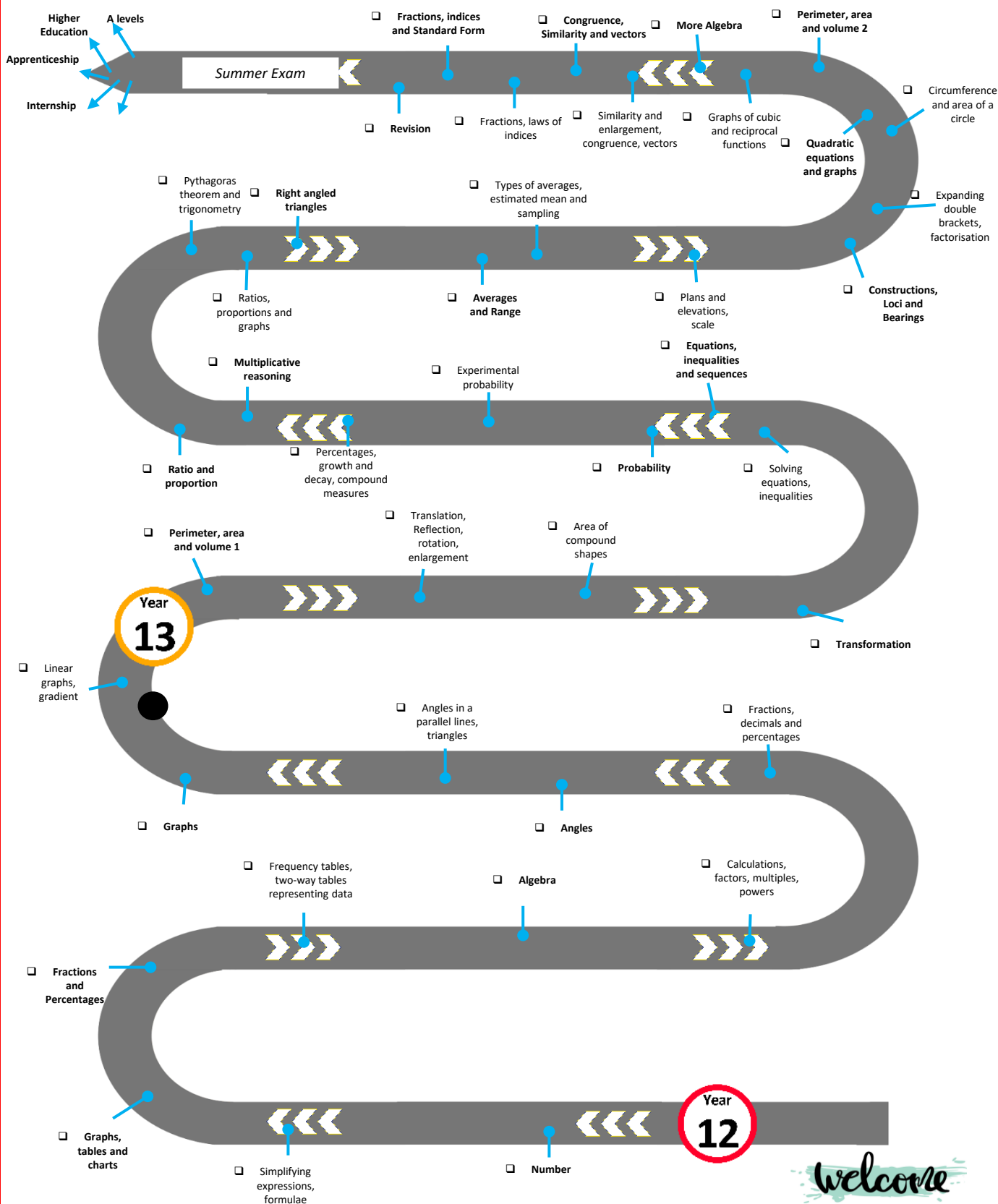
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✓ **Enrichment** – *Trips/outside speakers/documentaries*

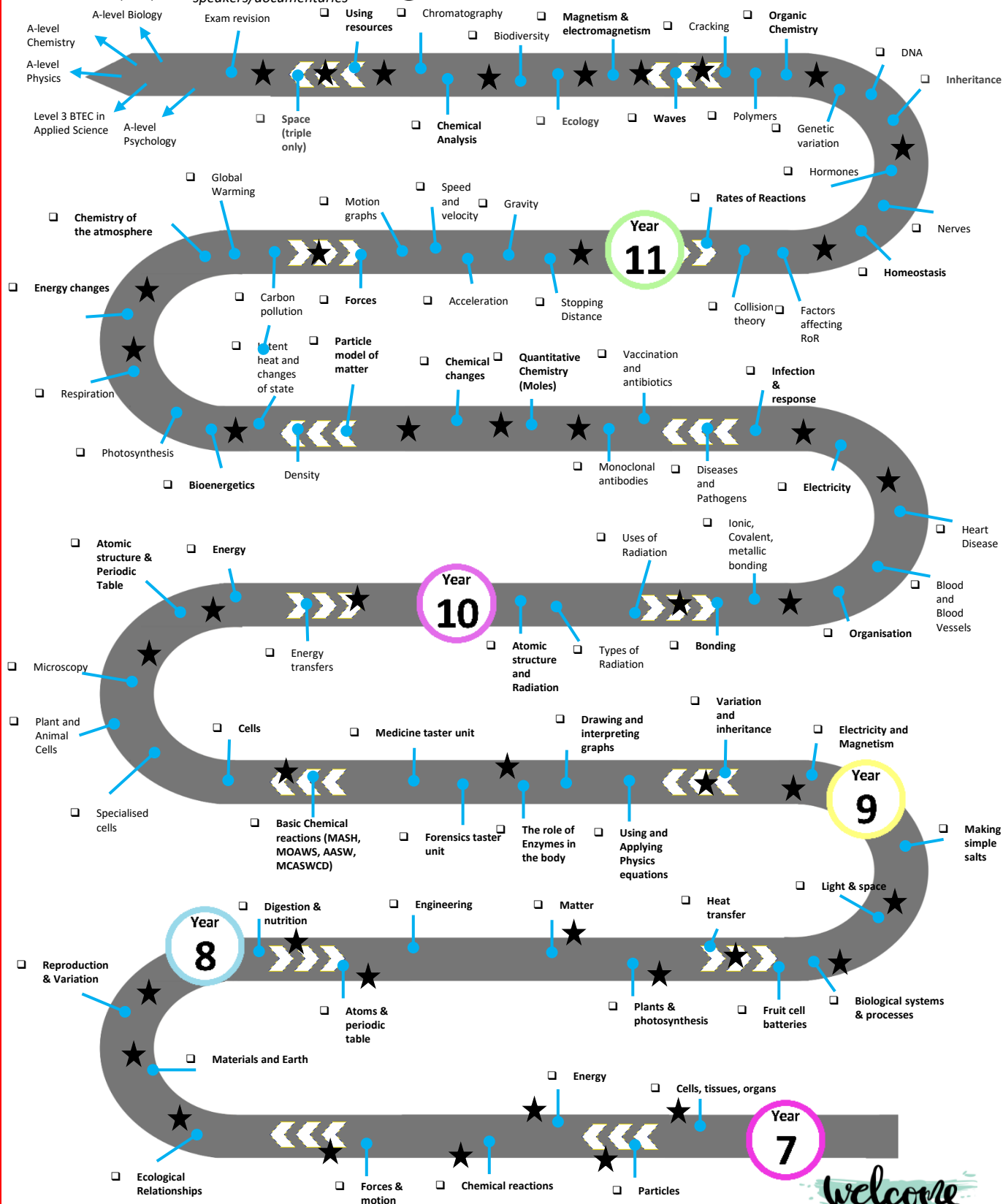


My GCSE Resit Maths Learning Journey

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.



Assessment



welcome

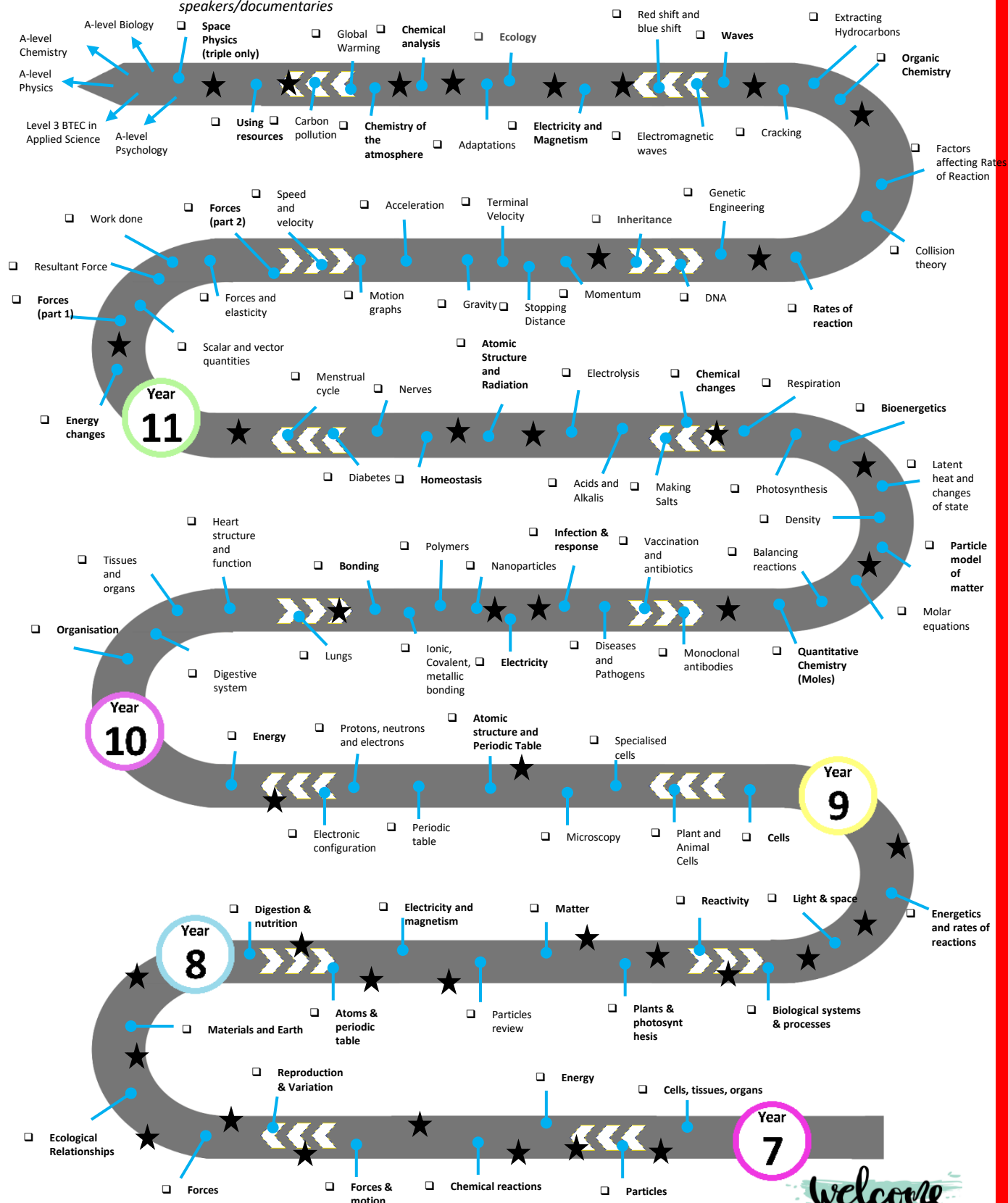
My Science Learning Journey Y10

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.



Assessment

Enrichment – Trips/outside speakers/documentaries



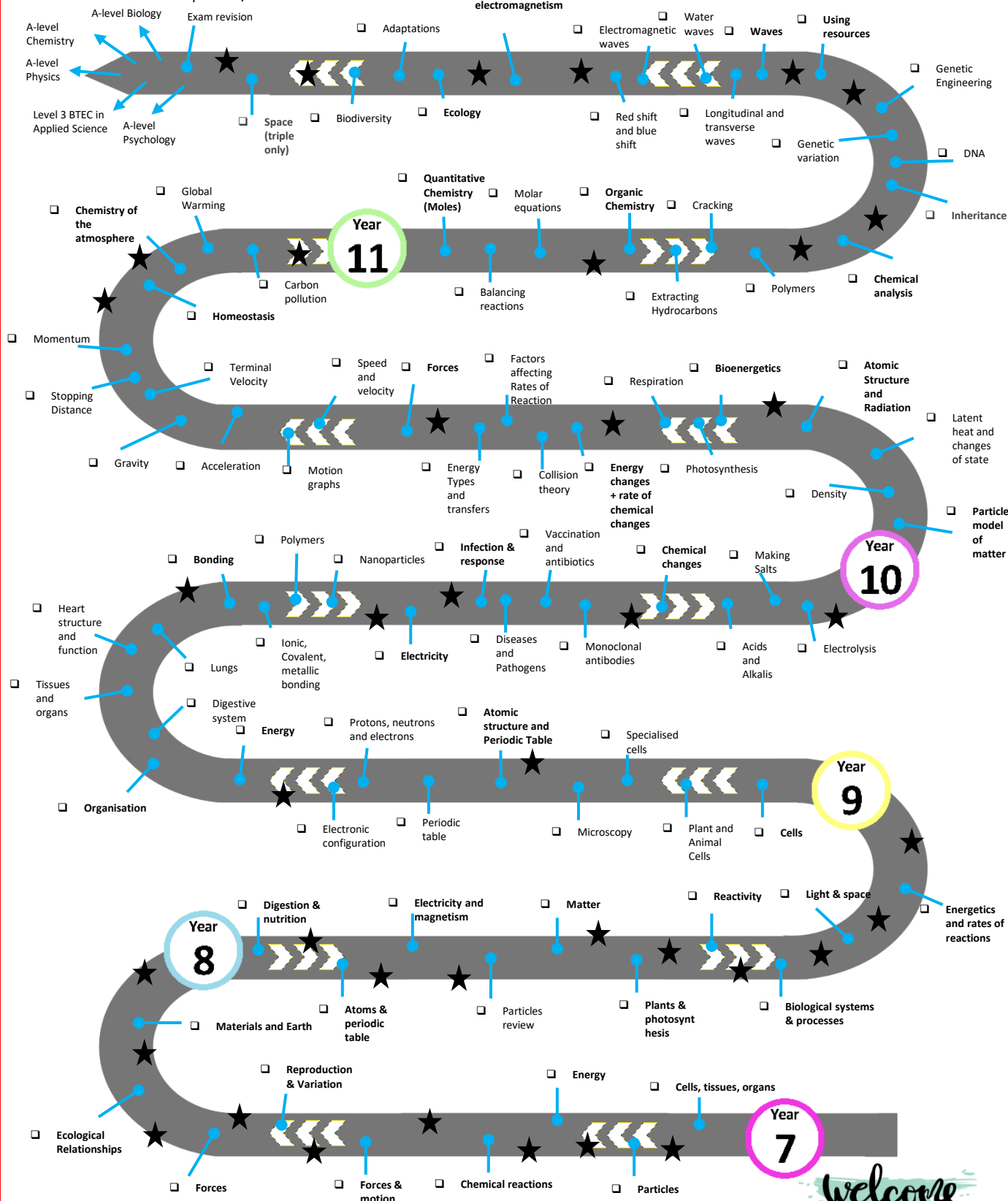
My Science Learning Journey Y11

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.



Assessment

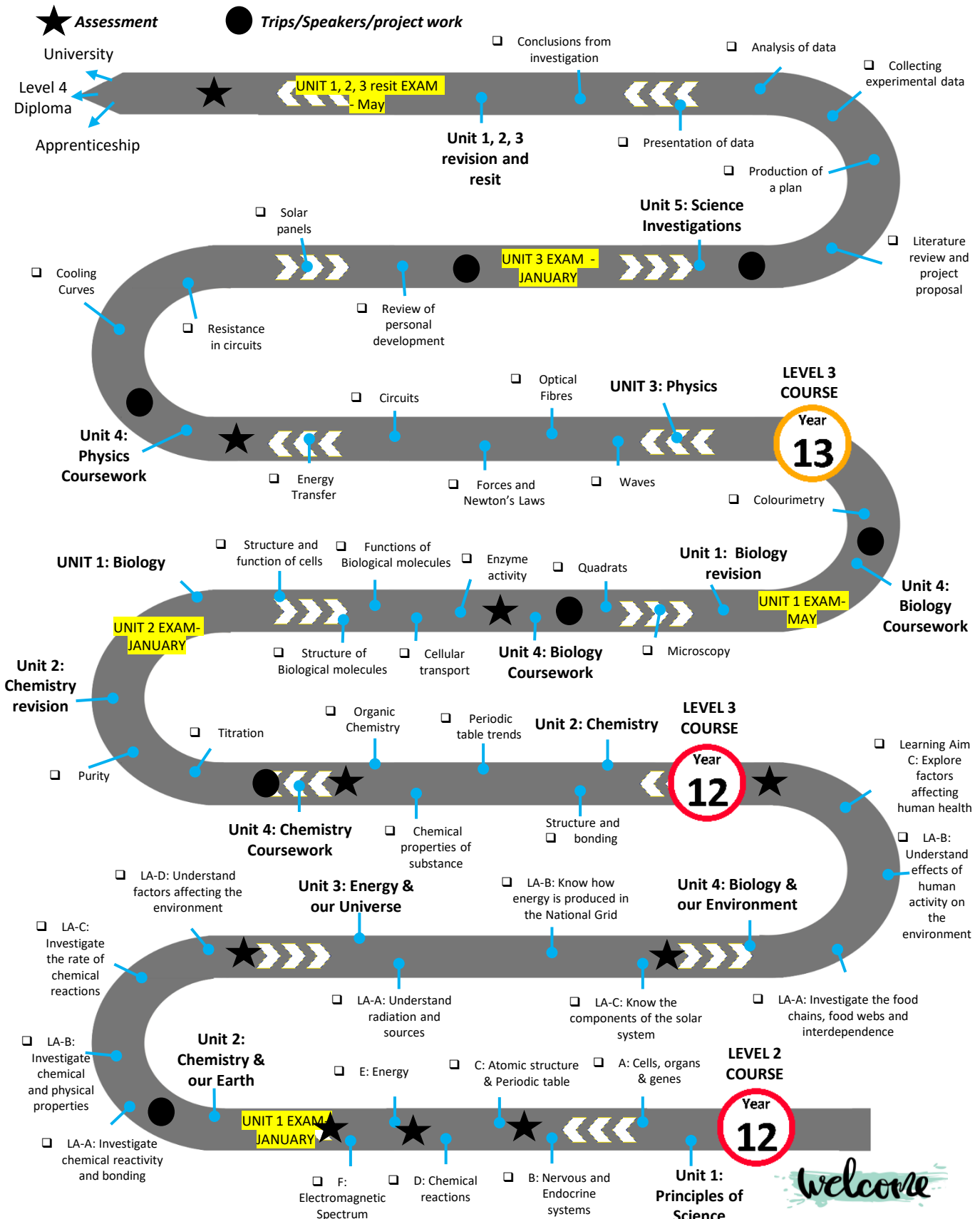
Enrichment – Trips/outside speakers/documentaries



welcome

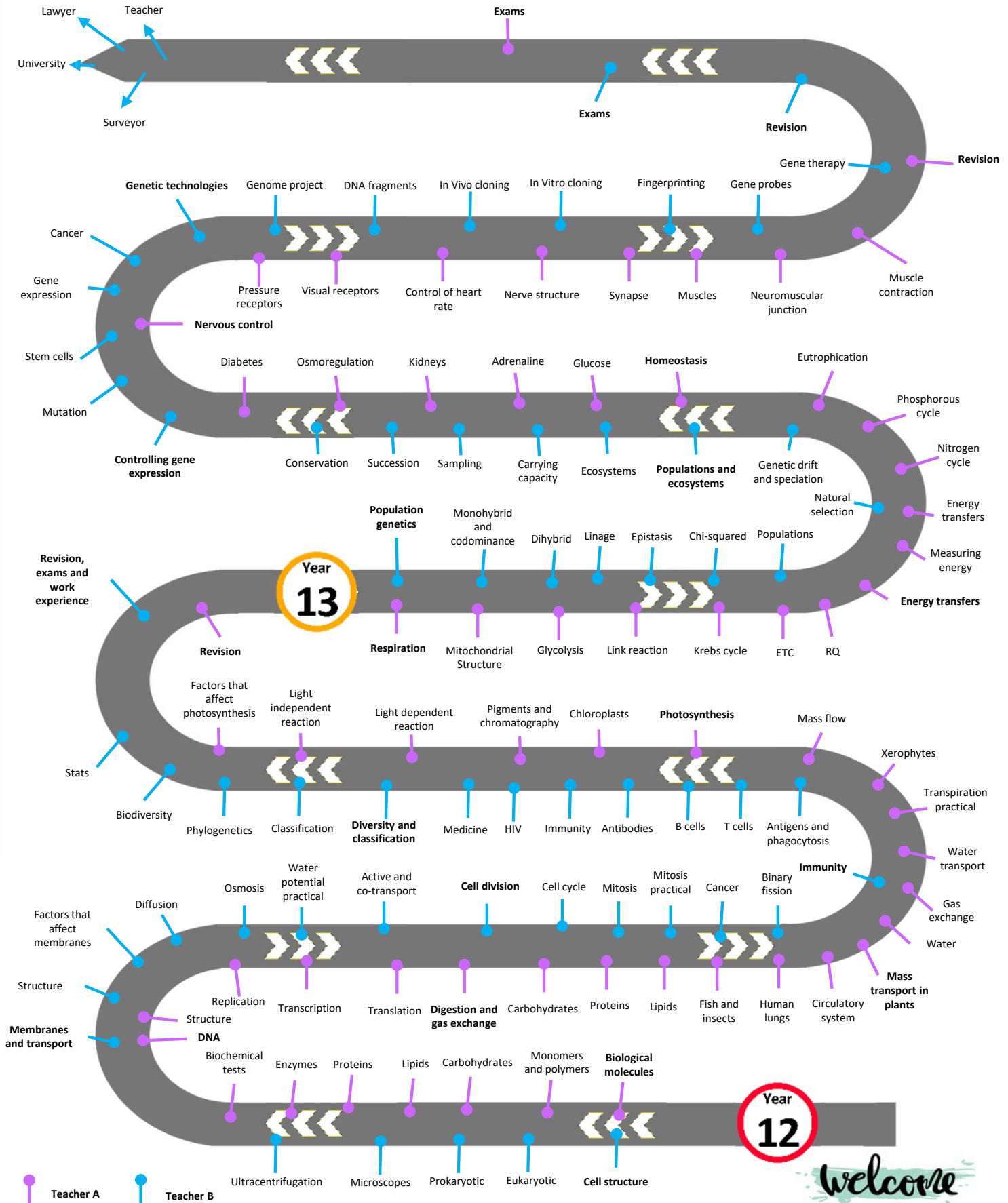
My Applied Science Learning Journey

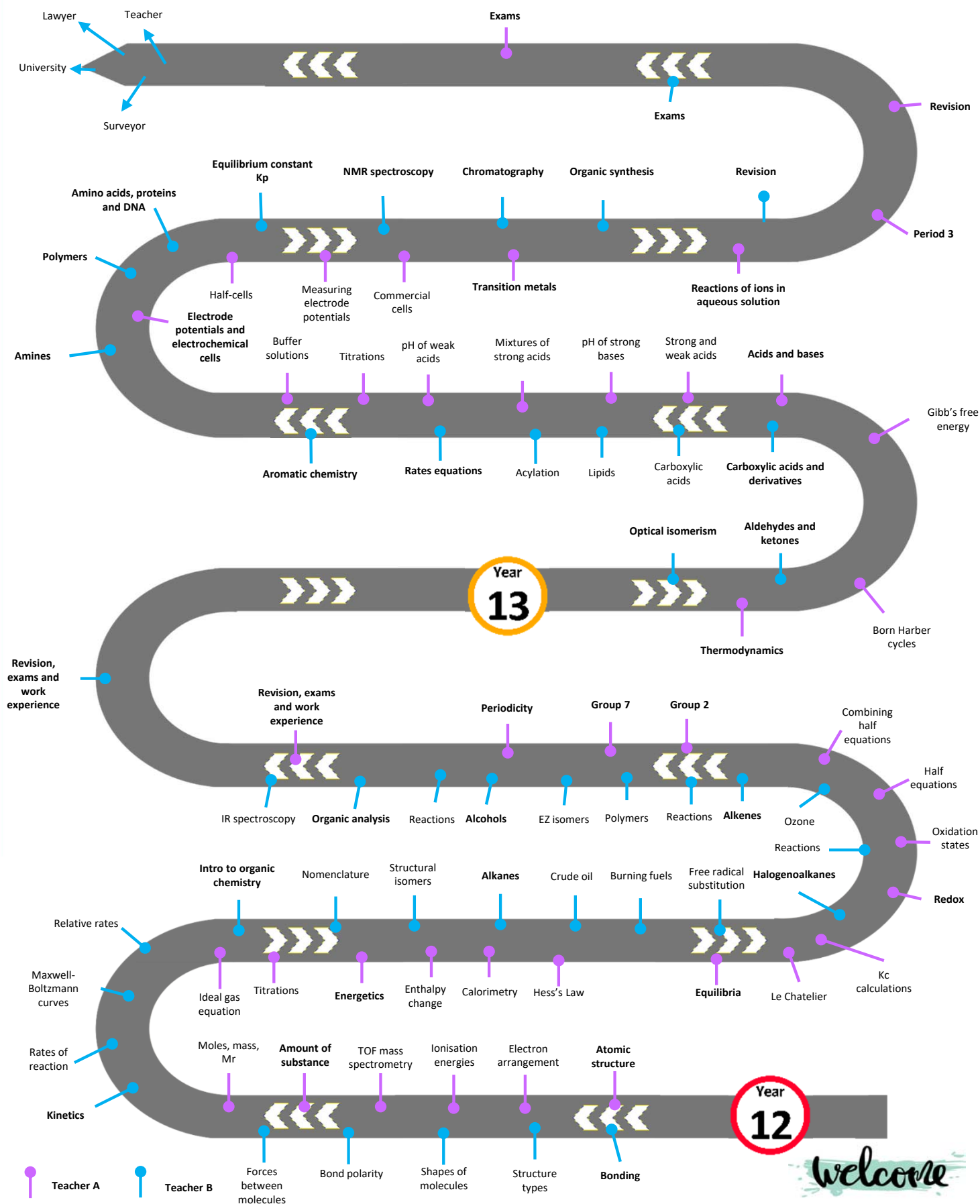
Curriculum intent: A deep understanding of science will allow me to make a meaningful contribution to my community and work towards the common good in line with Catholic social teaching. This, in turn, will help me to develop my natural curiosity to think critically, achieve my aspirations and learn 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.



Your A Level Biology Learning Journey

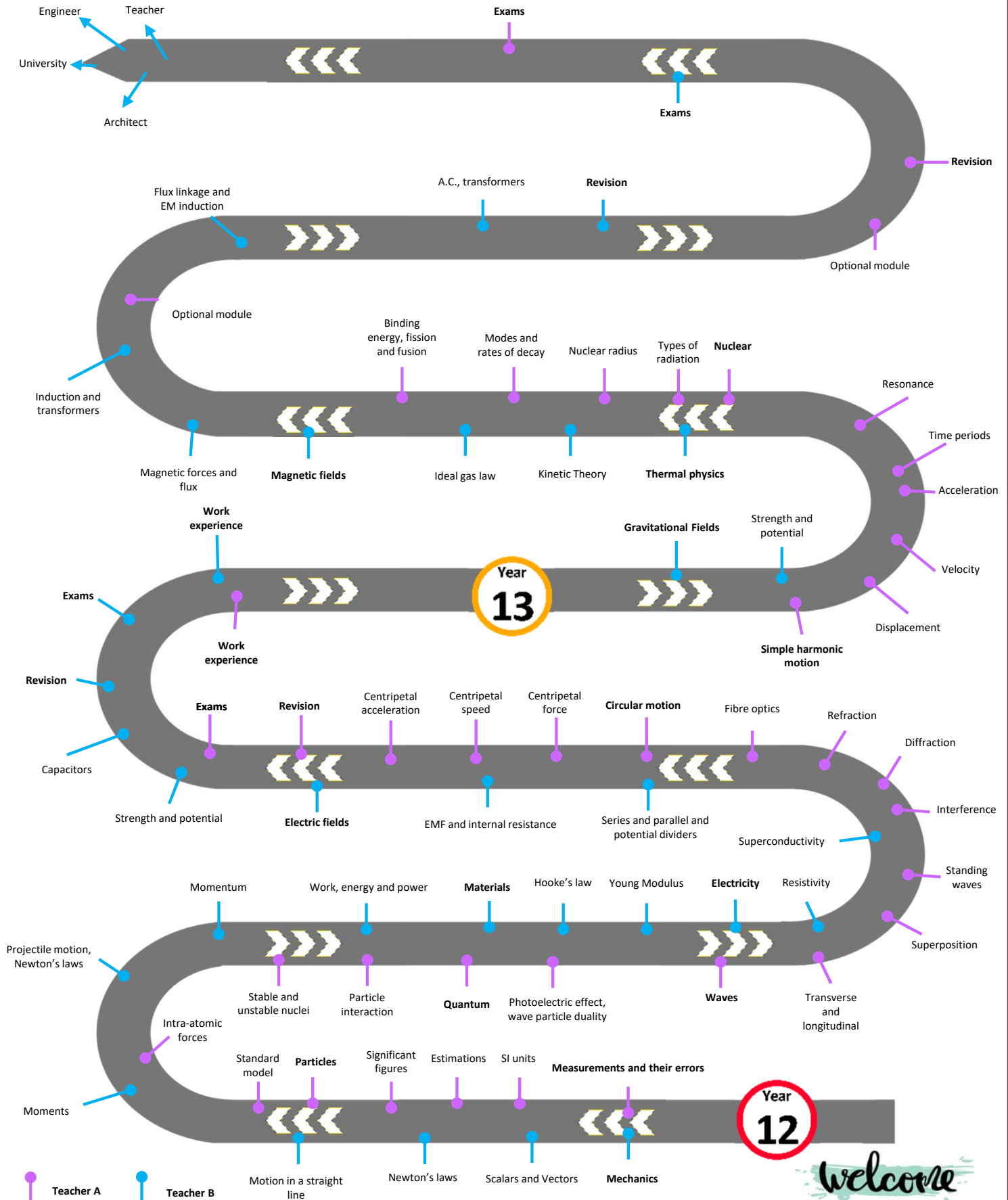
Curriculum Intent: I study Science because a deep understanding of science allows me to make a meaningful contribution to enhance my community and work towards the common good. In Biology I learn about life in all its forms, in Chemistry, about materials and resources and in Physics, about forces and 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.



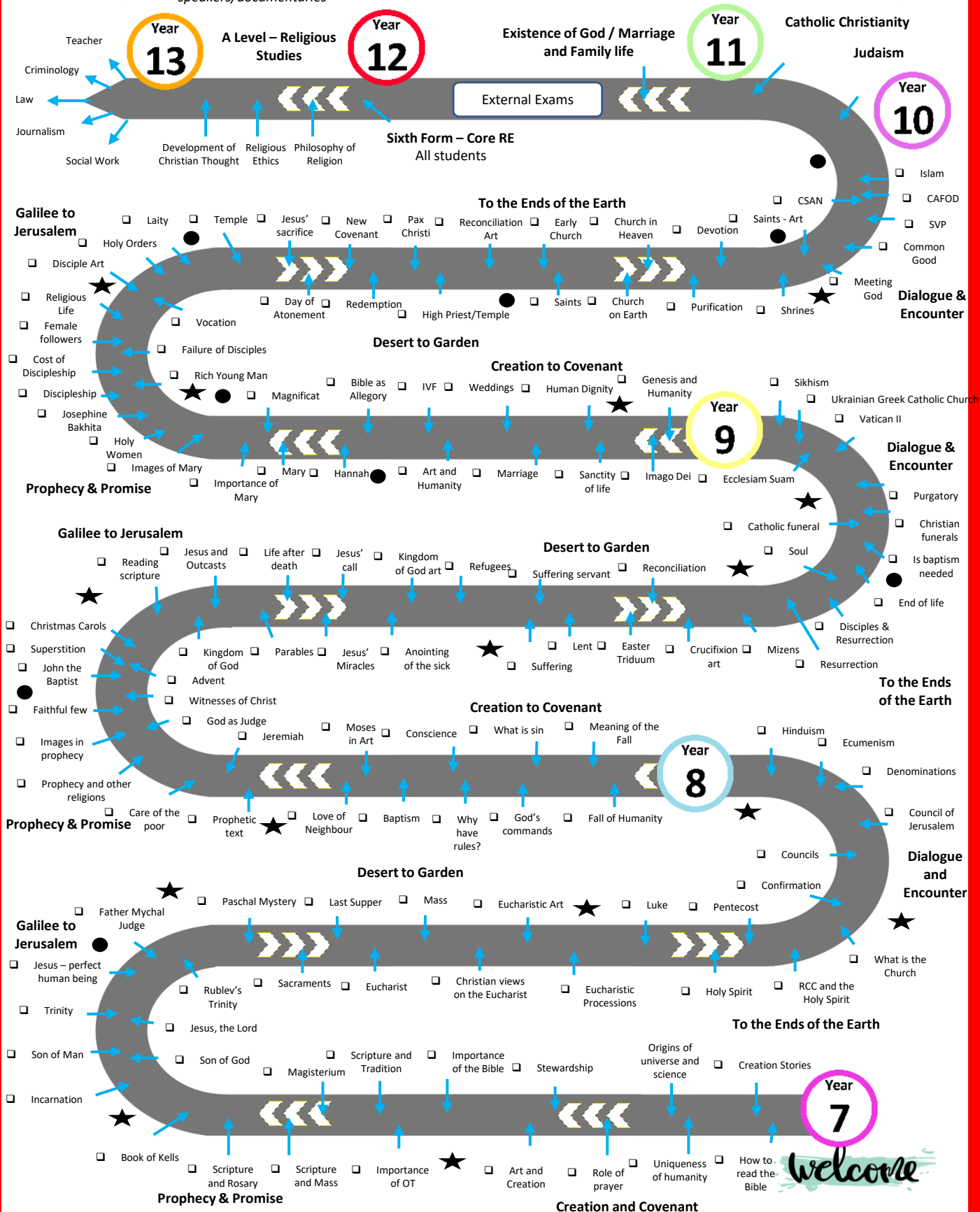


Your A Level Physics Learning Journey

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.



Assessment ★ **Enrichment** – *Trips/outside speakers/documentaries* ● **Assessment** – Unit/PPE



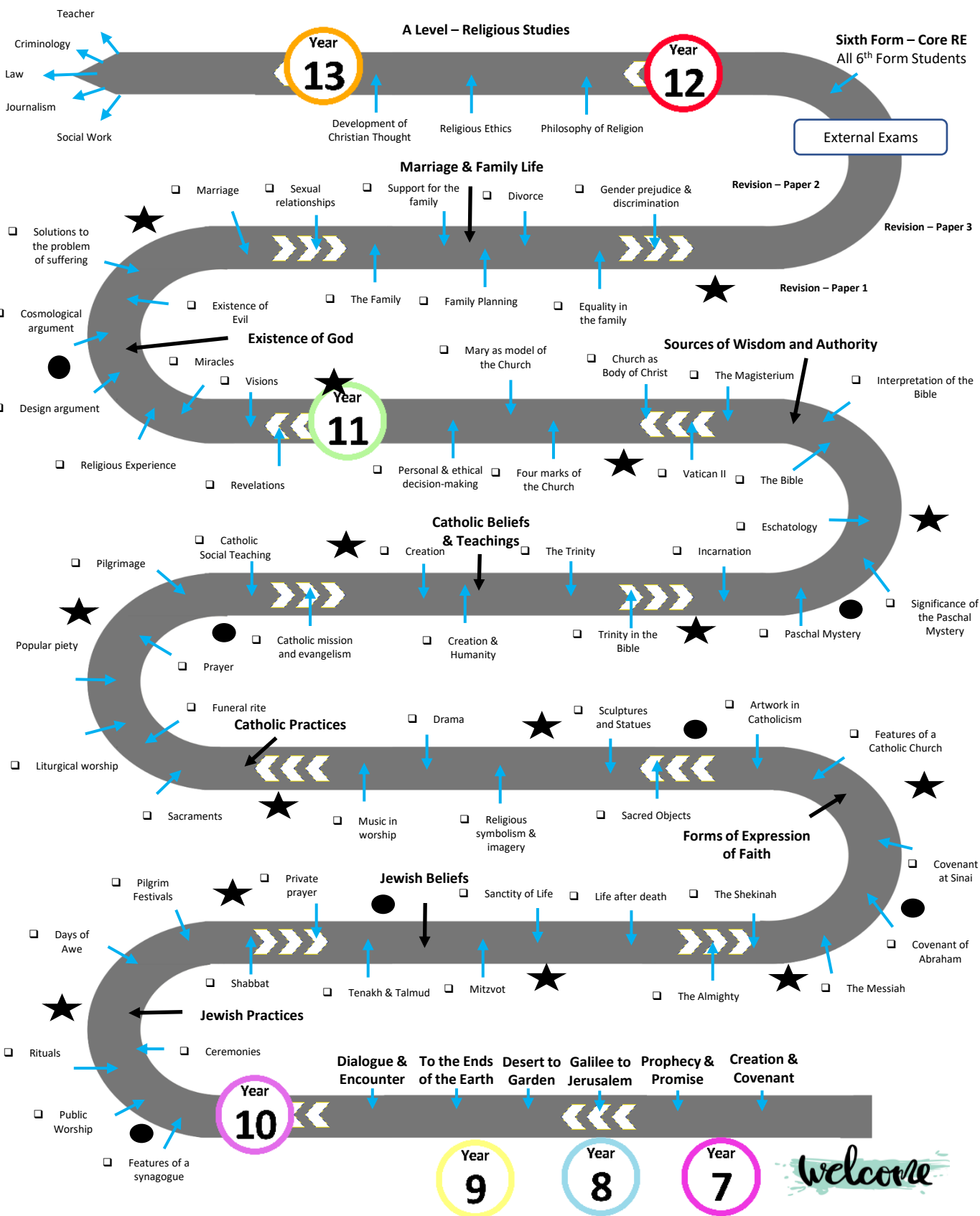
My GCSE RE Learning Journey

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/documentaries ●



My A Level RE Learning Journey

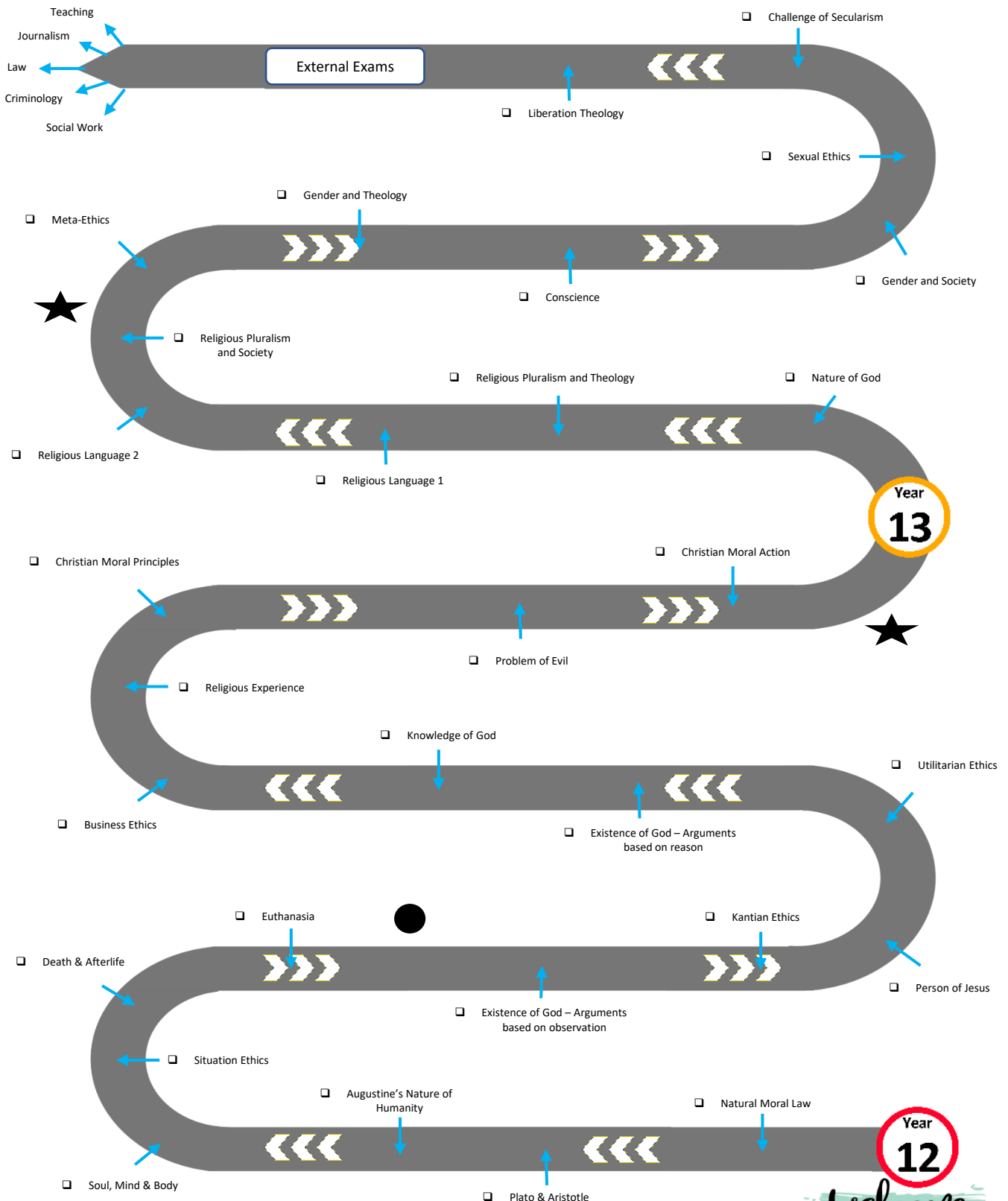
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Assessment

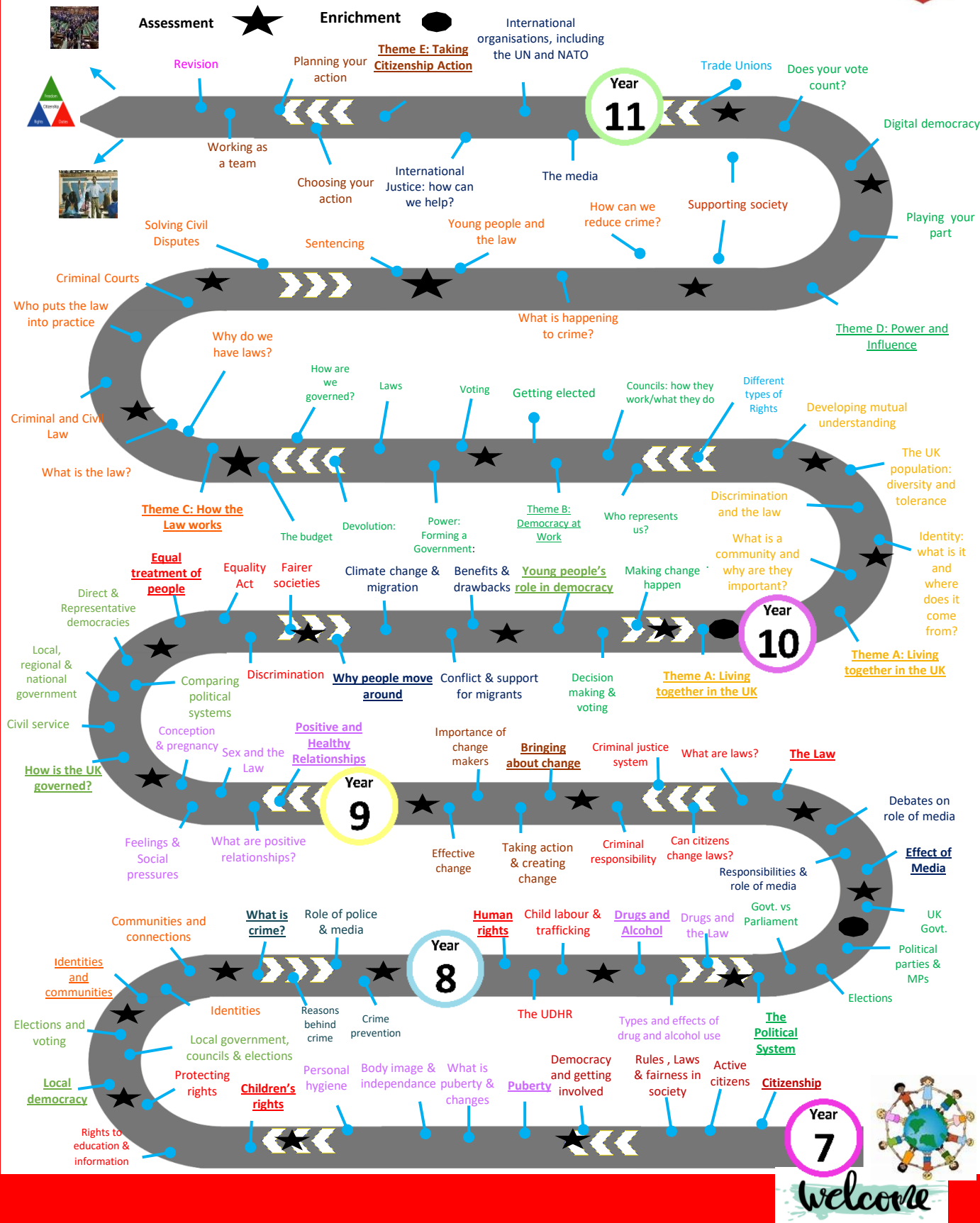


Enrichment – Trips/outside speakers/documentaries



My Citizenship Learning Journey

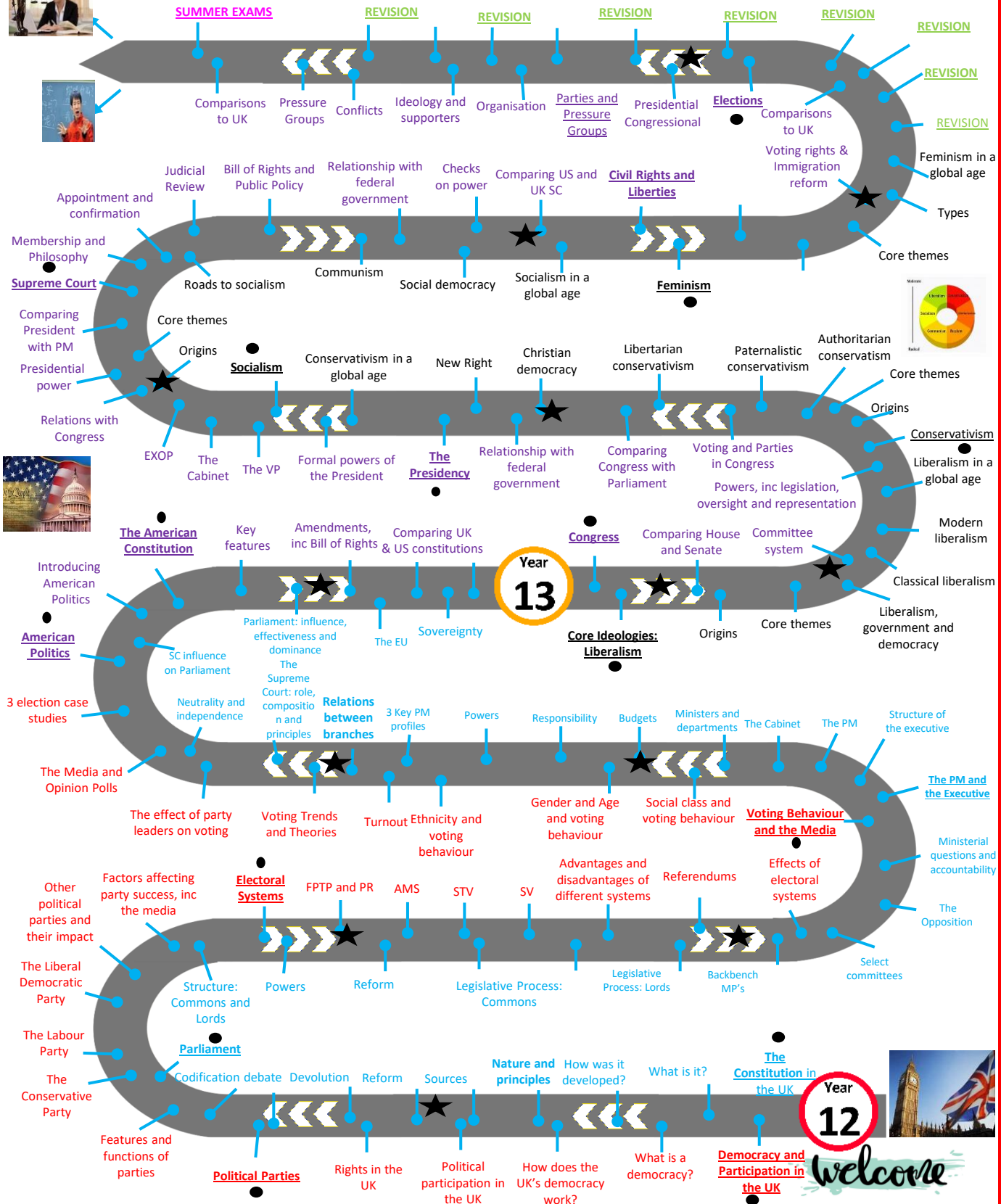
Curriculum Intent: Citizenship enables me to understand the society I live in. It gives me an insight into how Britain and the wider world work so that I am equipped to become an empathetic, active individual that can help to shape a better future.



Assessment

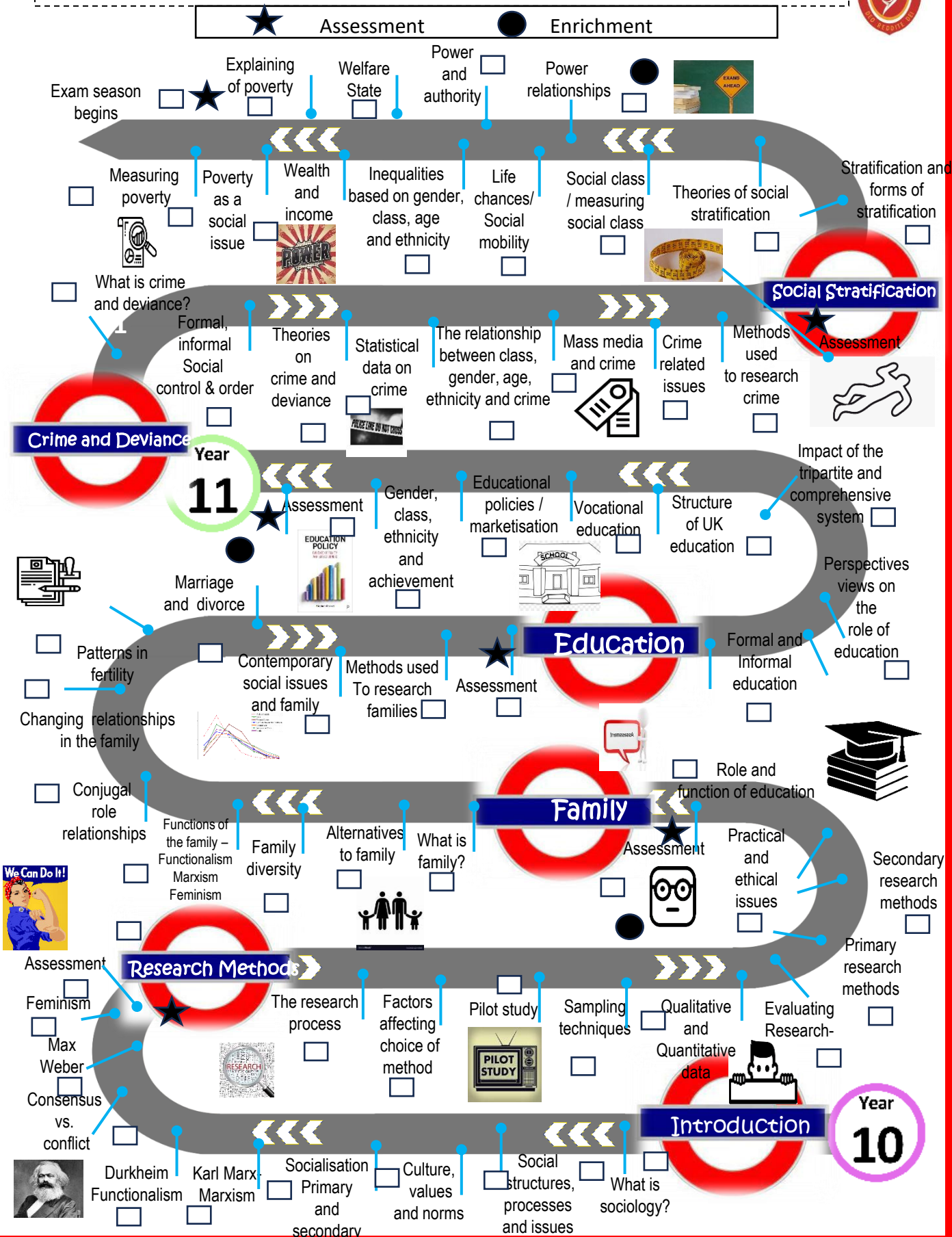


Enrichment – Trips/outside speakers/documentaries



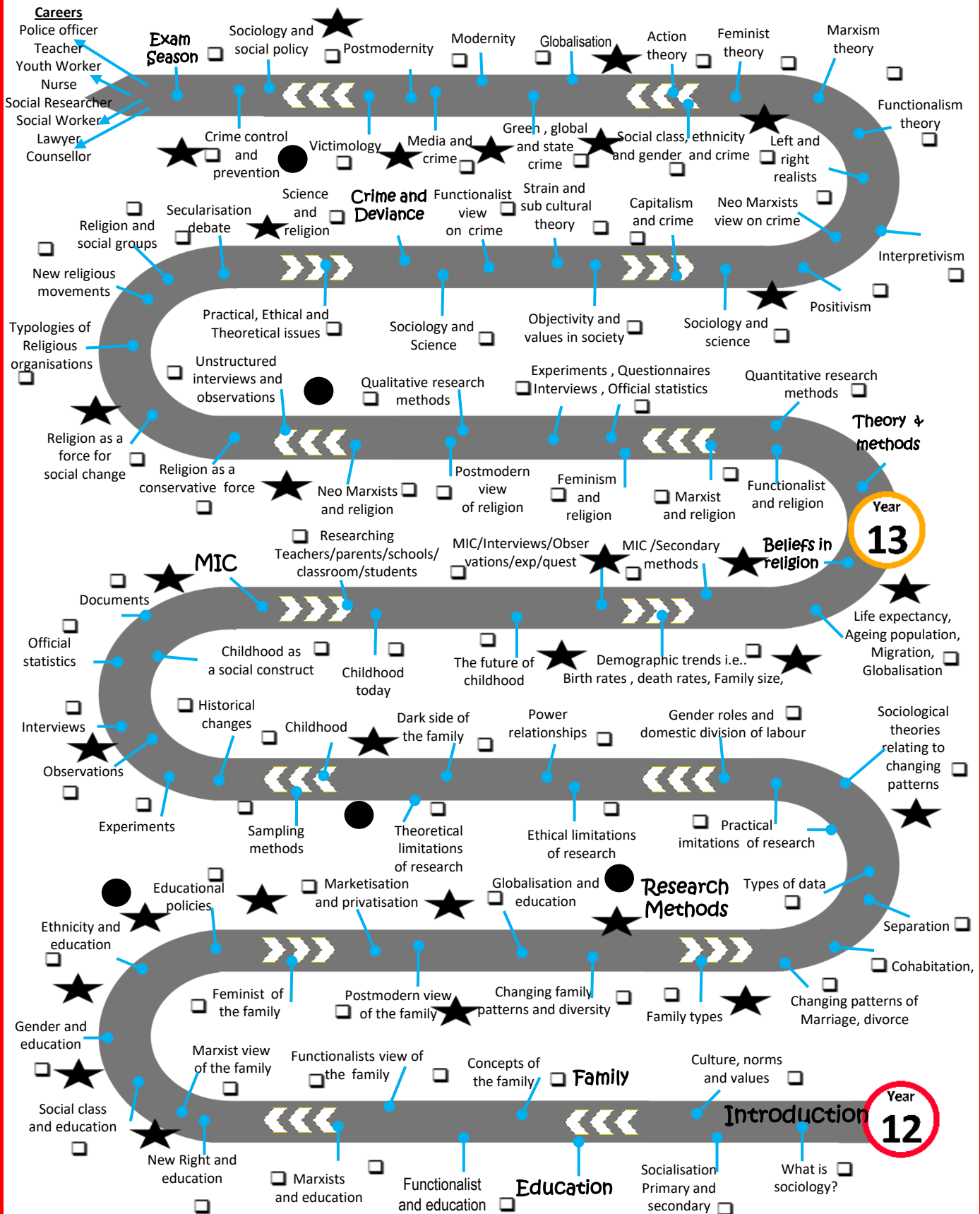
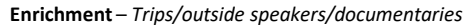
My GCSE Sociology Learning Journey

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



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



Your Psychology Learning Journey

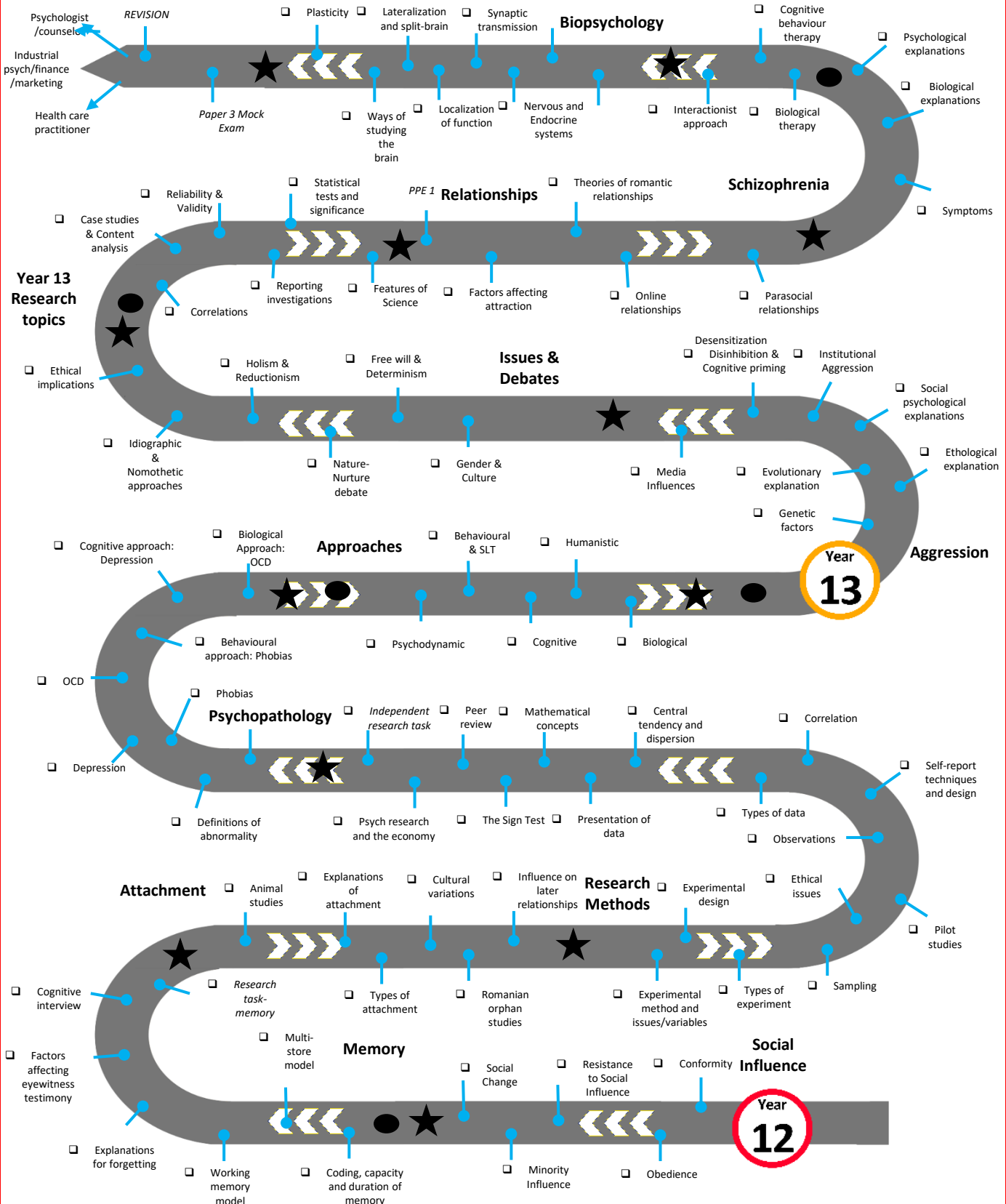
Curriculum Intent: I study Psychology so I can develop my understanding of the mind and behaviour and achieve high academic outcomes alongside learning new and thought-provoking topics, like the development of key psychological approaches and the applications of psychology to society. I will also gain 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

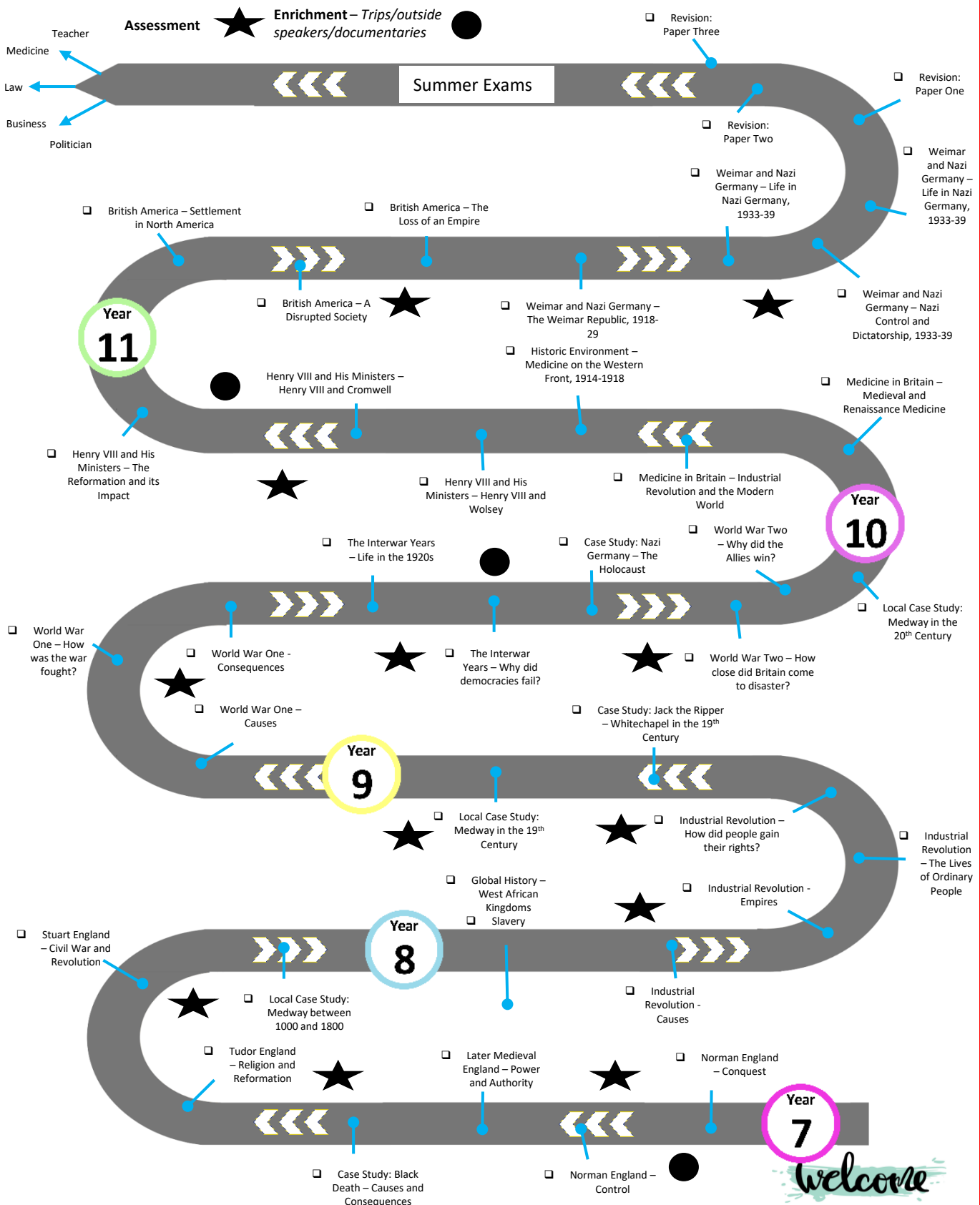


Trips/External speakers/Workshops



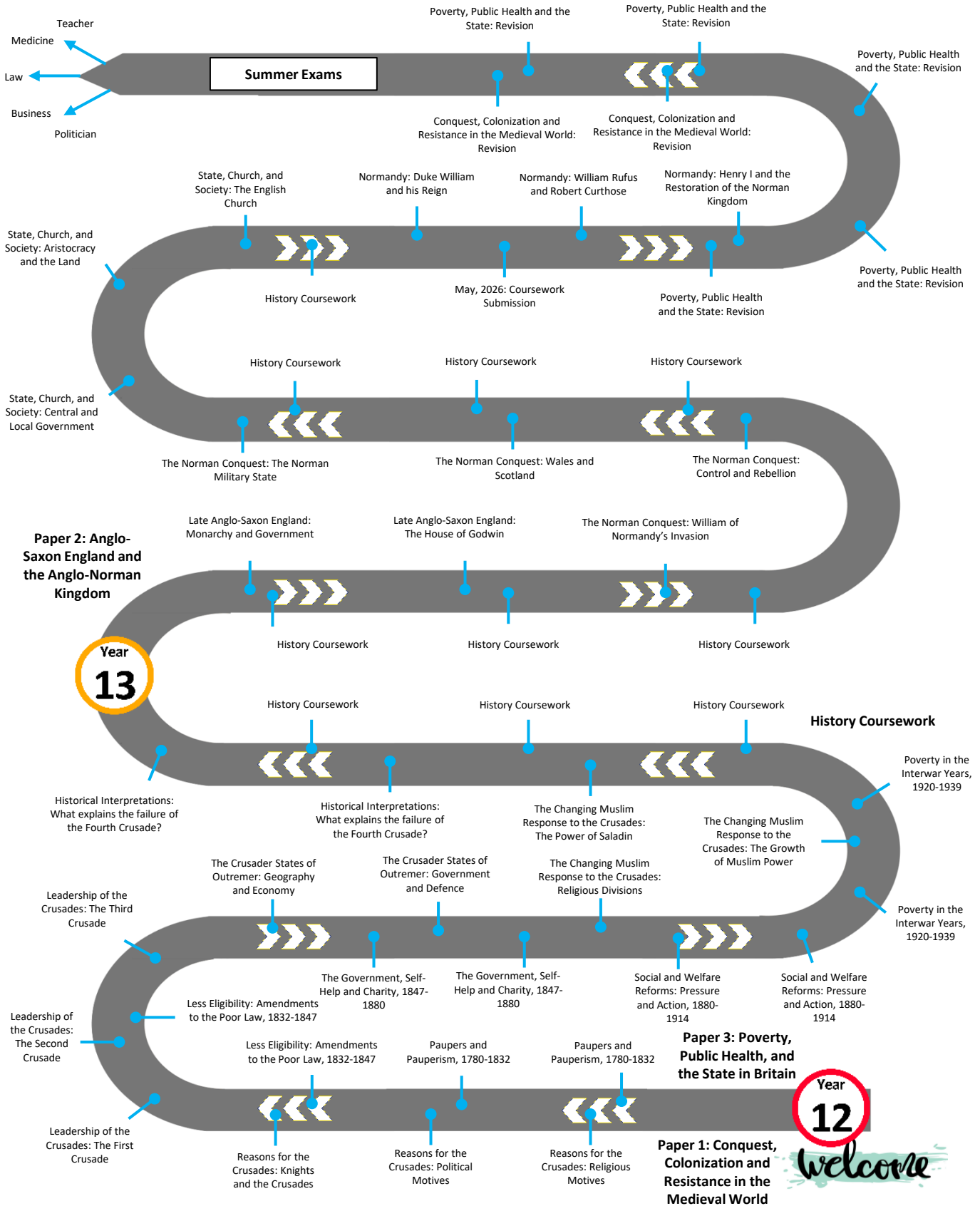
My History Learning Journey

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.

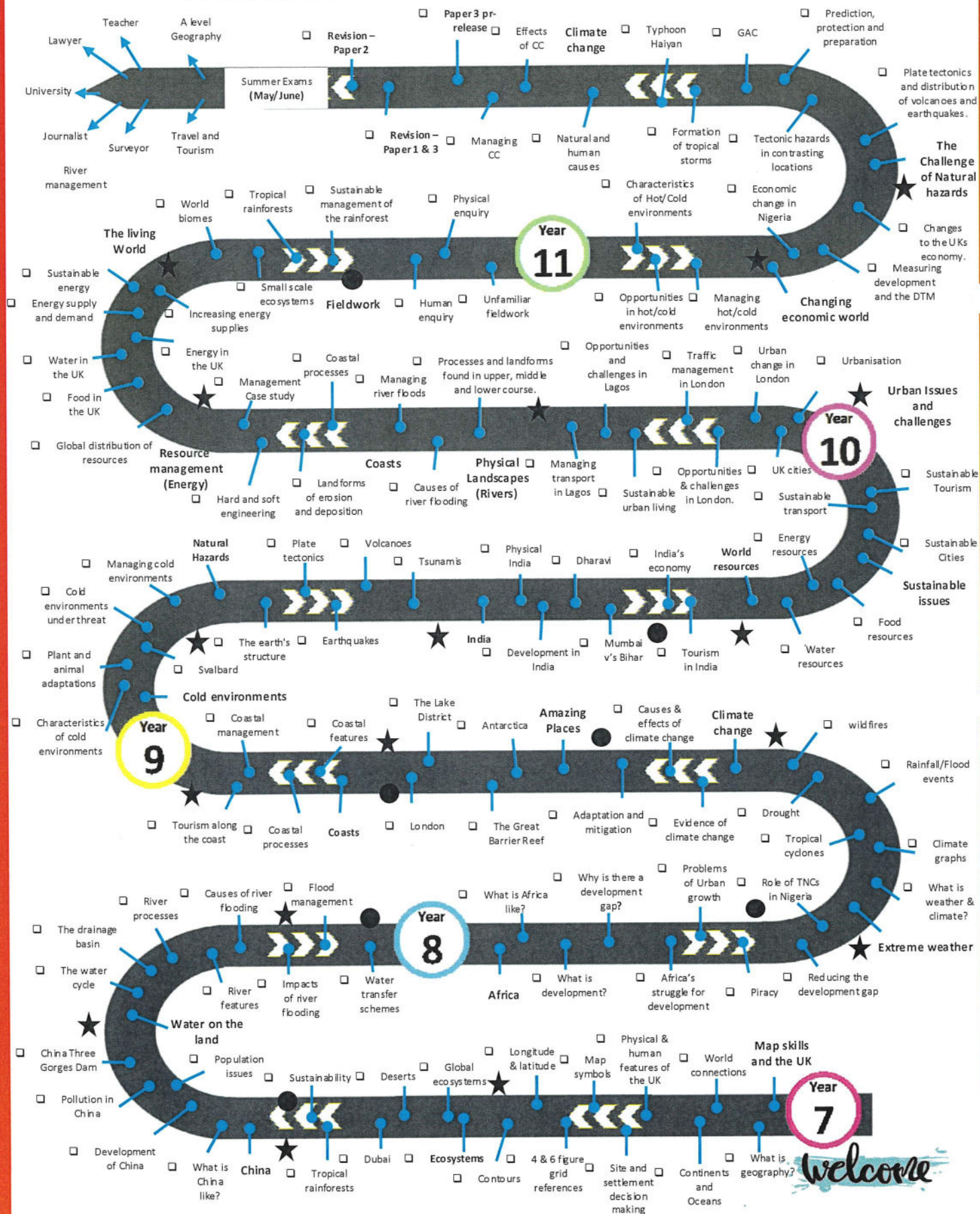


Your History Learning Journey

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.



Assessment ★



Assessment



Enrichment – Trips/outside speakers/documentaries



A Level French

Summer GCSE Exams

GCSE Speaking

★

exam and
revision

☐ **Module 8 – Studying & my future**
Future Education and work

☐ **Thème 3 + 4**
My neighbourhood (M6&7)
Travel & Tourism (M5)

Year
11

- ★ ☐ **Thèmes 1 & 2:**
 - Media & Technology (M1)
 - My personal world (M1, 2, 7)



Thème 5 + 6
 - Lifestyle & Wellbeing (M4)
 - Studying & My Future (M3&8)

☐ **Module 7 – My neighbourhood
& My personal world**
In town – local area and shopping

★ ☐ **Module 6 – My neighbourhood**
Protecting the environment

★ ☐ **Module 5 –
Travel & tourism
Holidays**

☐ **Module 2 – My personal world**
Education and Weekend activities,
friends and family

★ ☐ **Module 4 – Lifestyle & wellbeing**
Healthy living

Year
10

KS3 Revision
3 time – frames, and Modules
1,2,3 vocabulary

☐ **Module 3 – Studying & my Future**
School: subjects and routines

★ □ Unit 9 – Aux quatre coins du monde
Daily Life in the French Speaking countries

Year
9

Module 1 –Media & technology / My personal world

★ ☐ **Cultural project**
La Francophonie, le cinema, les festivals

★ ☐ Unit 8 – Bouger, c'est important
Sports & Leisure

Year
8

★ ☐ Cultural project
La Francophonie, le cinema, les festivals

Year 7 Revision
Grammar & vocabulary

★ □ Unit 6 – Ça c'est mon truc
Lifestyle, clothes, weather

★ □ Unit 7 – Destination
vacances
Holidays

★ ☐ Unit 3 – Autour de moi
School, home, animals

★ ☐ Unit 4 - à table
Food and drinks

★ Unit 2- Mon monde perso
Family, friends, school

★ ☐ **Unit 1- Tout sur moi!**
Introducing yourself

Year
7

welcome

Medical careers (doctor, nurse, dentist, etc)

Museum/Gallery curator

Lawyer

Teacher of Latin

University (Classic and Ancient languages)

Academic researcher

A Level Latin

Summer Exams

GCSE Revision and Preparation
Literature and Civilisation
(Components 2 & 3)

Poetry – Component 2
Come, dine with me

Chapters 30 - 32
BELLUM & FINIS

Chapters 27 – 29
EPHESUS, ITINERA & LEX

Year 11

Civilisation – Component 3B
Come, dine with me
SUBURANI book 2

GCSE Revision and Preparation
Language & Grammar
(Component 1)

Intro to Literature – Component 2
SUBURANI book 2
Chapters 18 – 20
LIBERTAS, LACRIMAE & MUNERA

Chapters 24 - 26
ACHAEA, OLYMPIA & DELPHI

Chapters 21 - 23
VITA, LIBERI & HONOR

Chapters 9 + 10
REBELLIO & AQUA SULLIS

Chapters 7 + 8
LONDINIUM & BRITANNIA

Year 10

Latin grammar and vocabulary
Revision from KS3
Chapters 11 + 12
MARE & INCENDIUM

Chapters 13 – 15
ARELATE, ARTIFEX & VILLA

Chapter 16
NUPTIAE
Intro SUBURANI book 2

Chapter 17
POMPEII

SUBURANI book 1
Chapters 1+2
SUBURA & ROMA

Chapters 5 + 6
AQUA & SERVITIUM

Chapters 3 + 4
LUDI & DEI

Year 9

Stages 7 + 8
cena + gladiatores

Stages 9 + 10
thermae & rhetor

Stages 11 + 12
candidati & Vesuvius

Latin grammar and vocabulary
Revision from Year 8

Stages 5 + 6
in theatro + Felix

Stages 3 + 4
Negotium + in foro

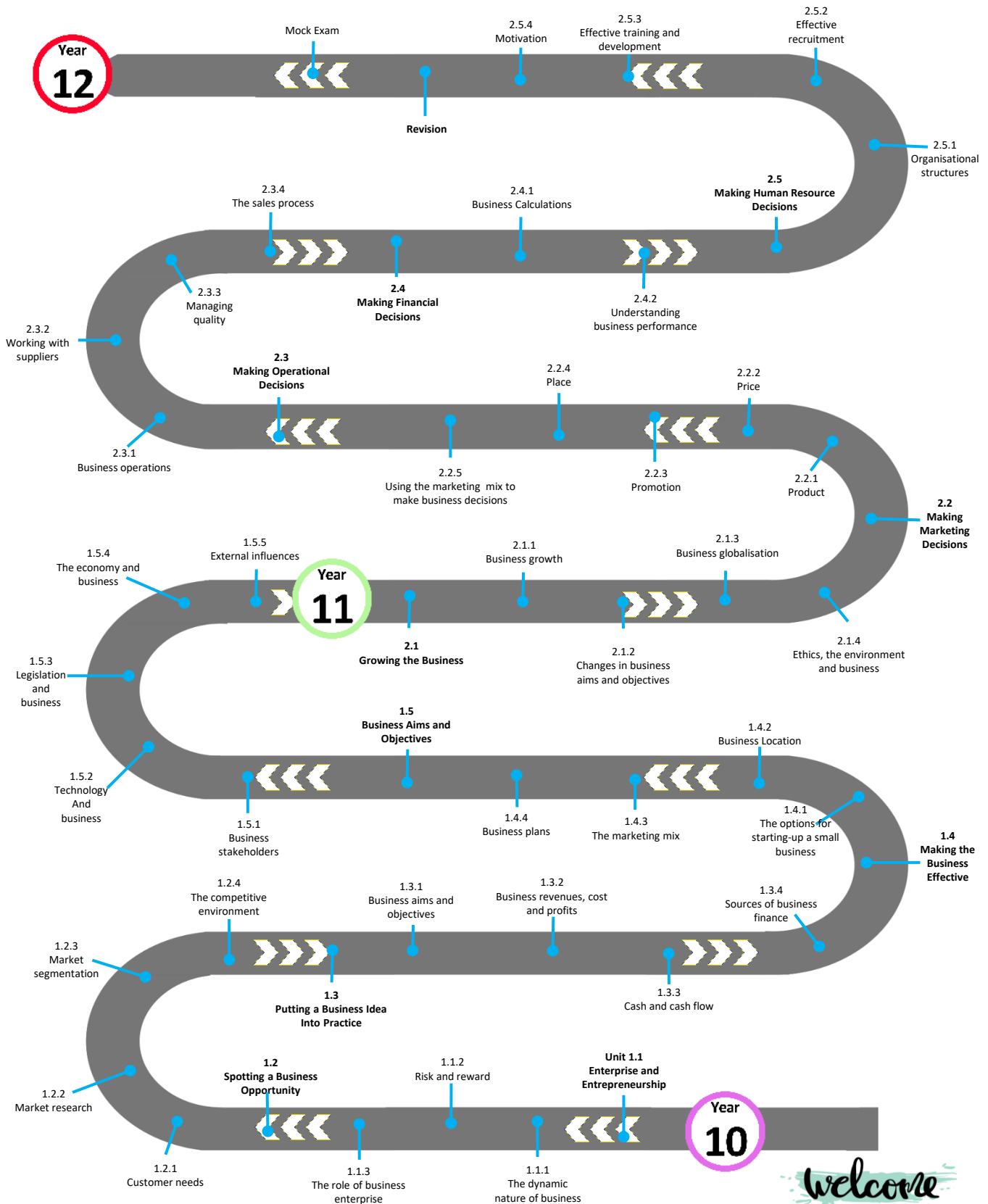
Stages 1 + 2
Caecilius + in villa

Year 8

welcome

Your GCSE Business Learning Journey

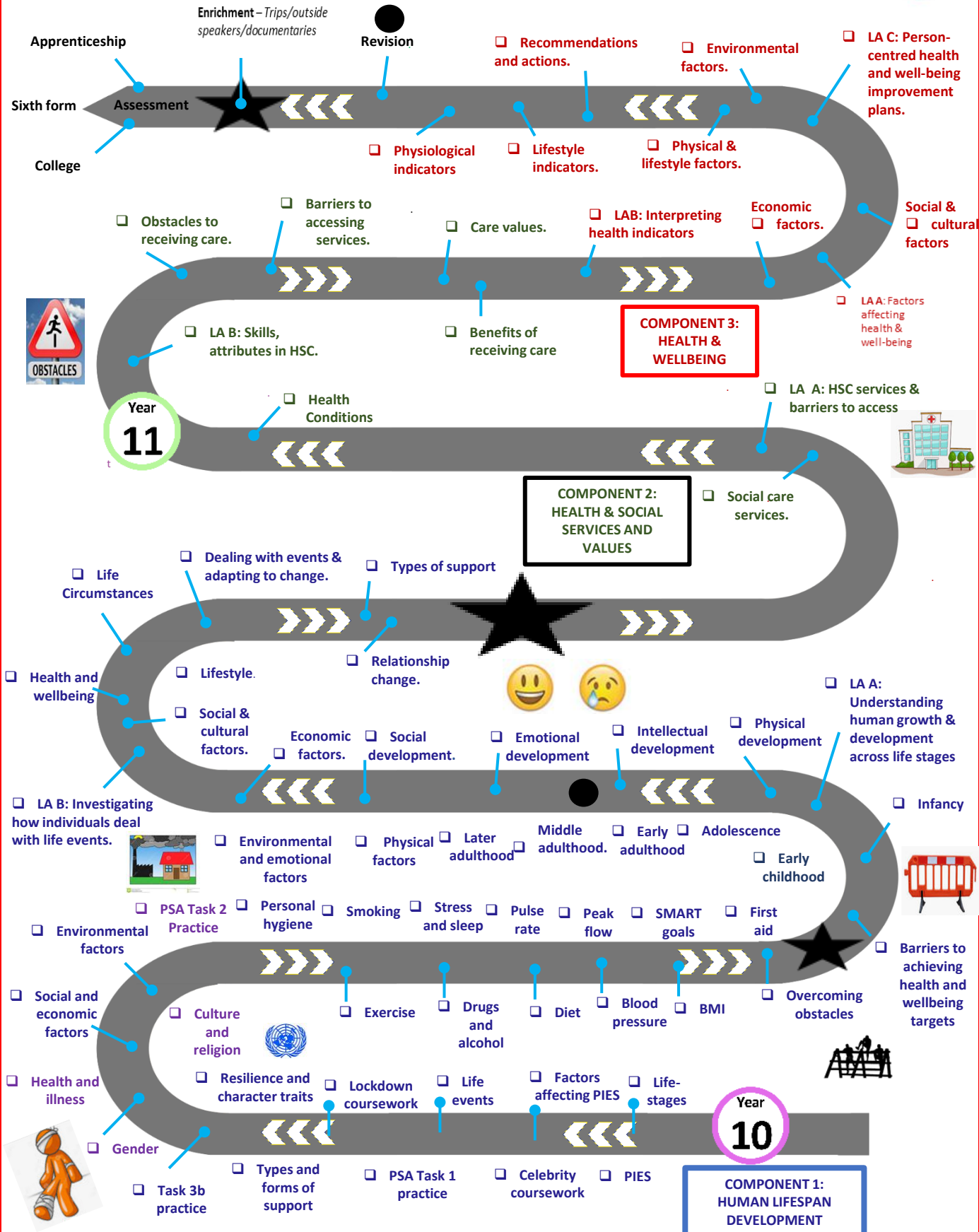
Curriculum Intent: I study business to understand the roles and functions of businesses in society as well as how organisations are structured to facilitate success Business helps me develop an enterprising attitude, which means I am willing to take calculated academic and personal growth risks. Studying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



welcome

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.



Your AAQ Health and Social Care Learning Journey

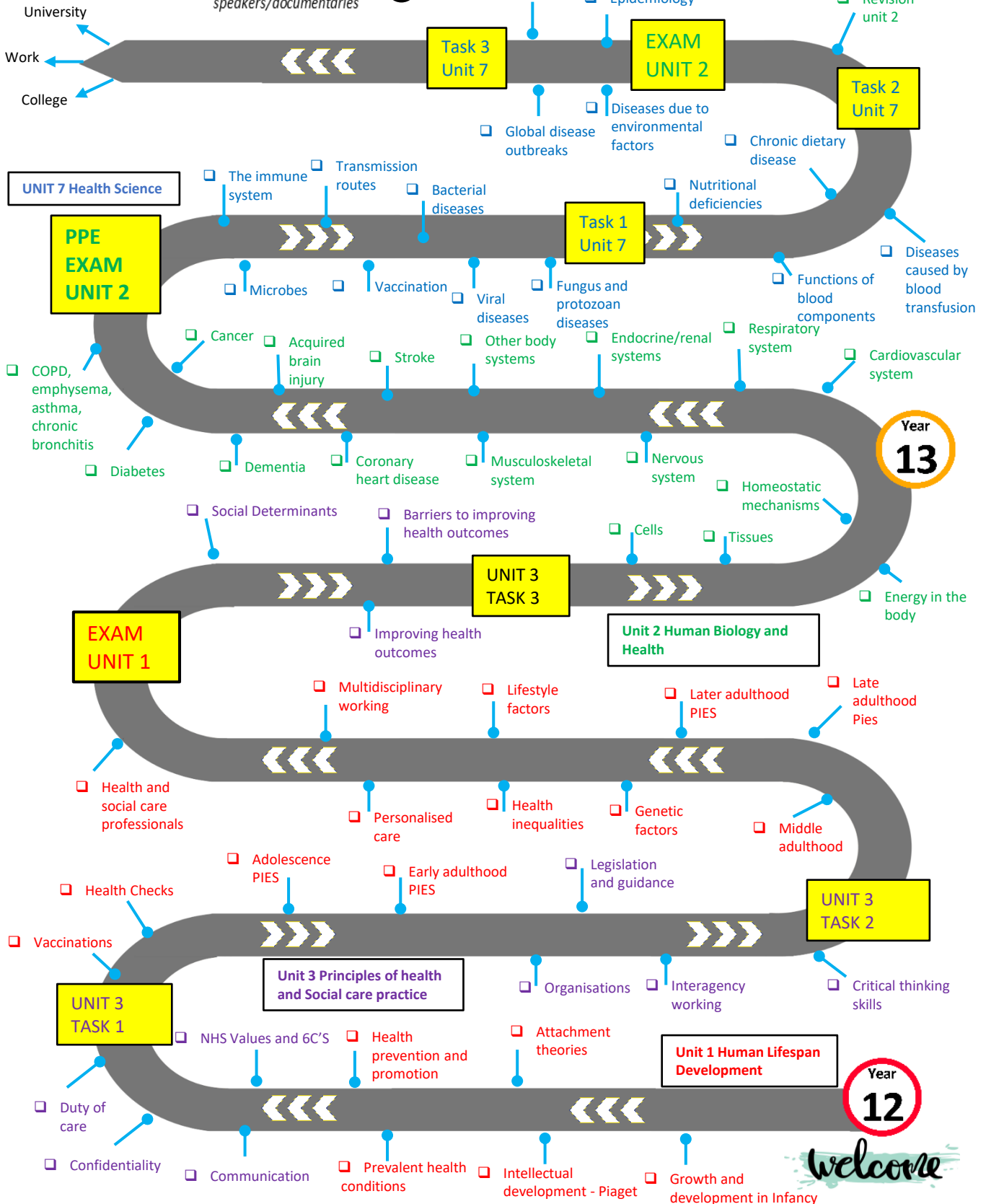
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Assessment

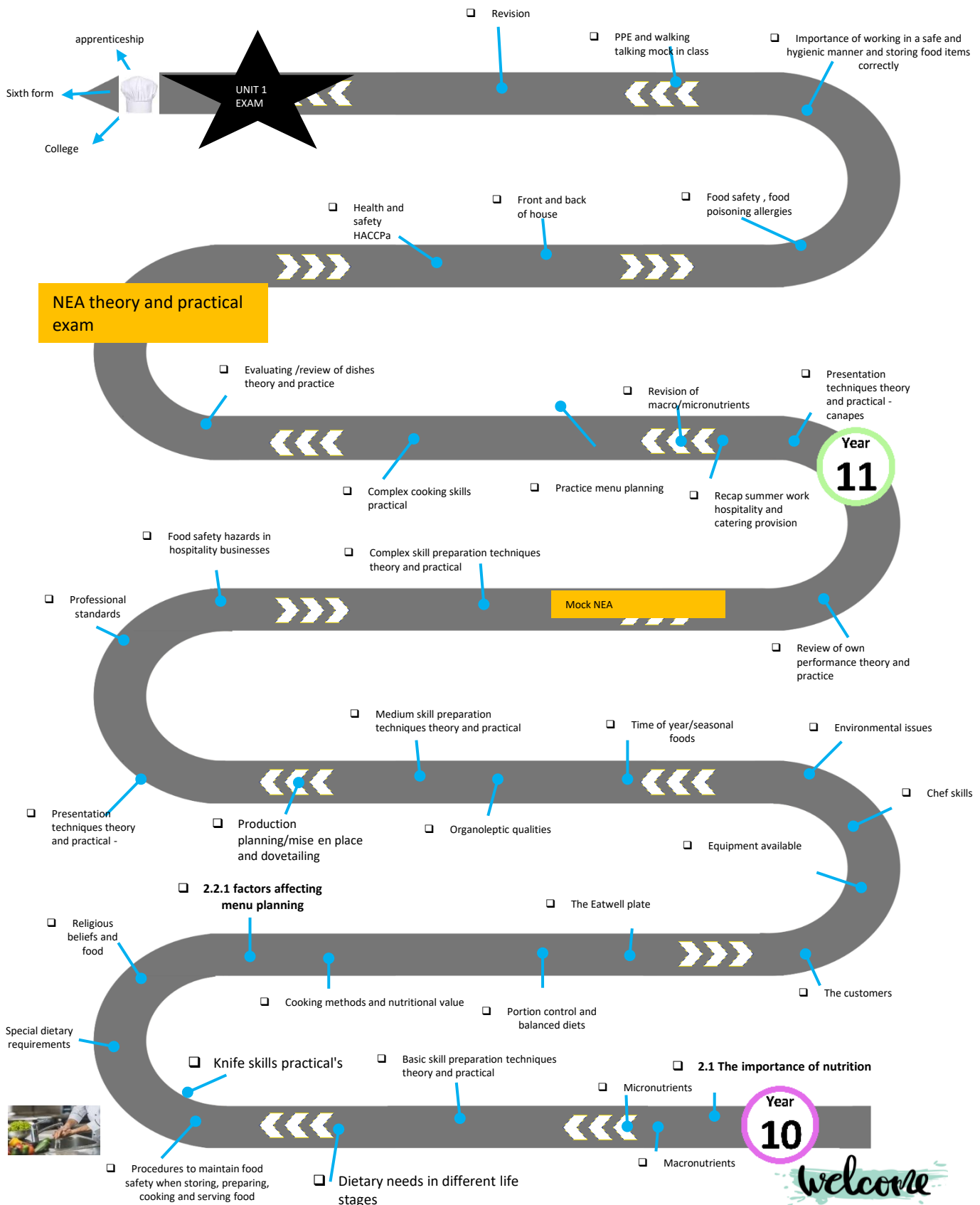


Enrichment – Trips/outside speakers/documentaries



Your Hospitality and Catering Learning Journey

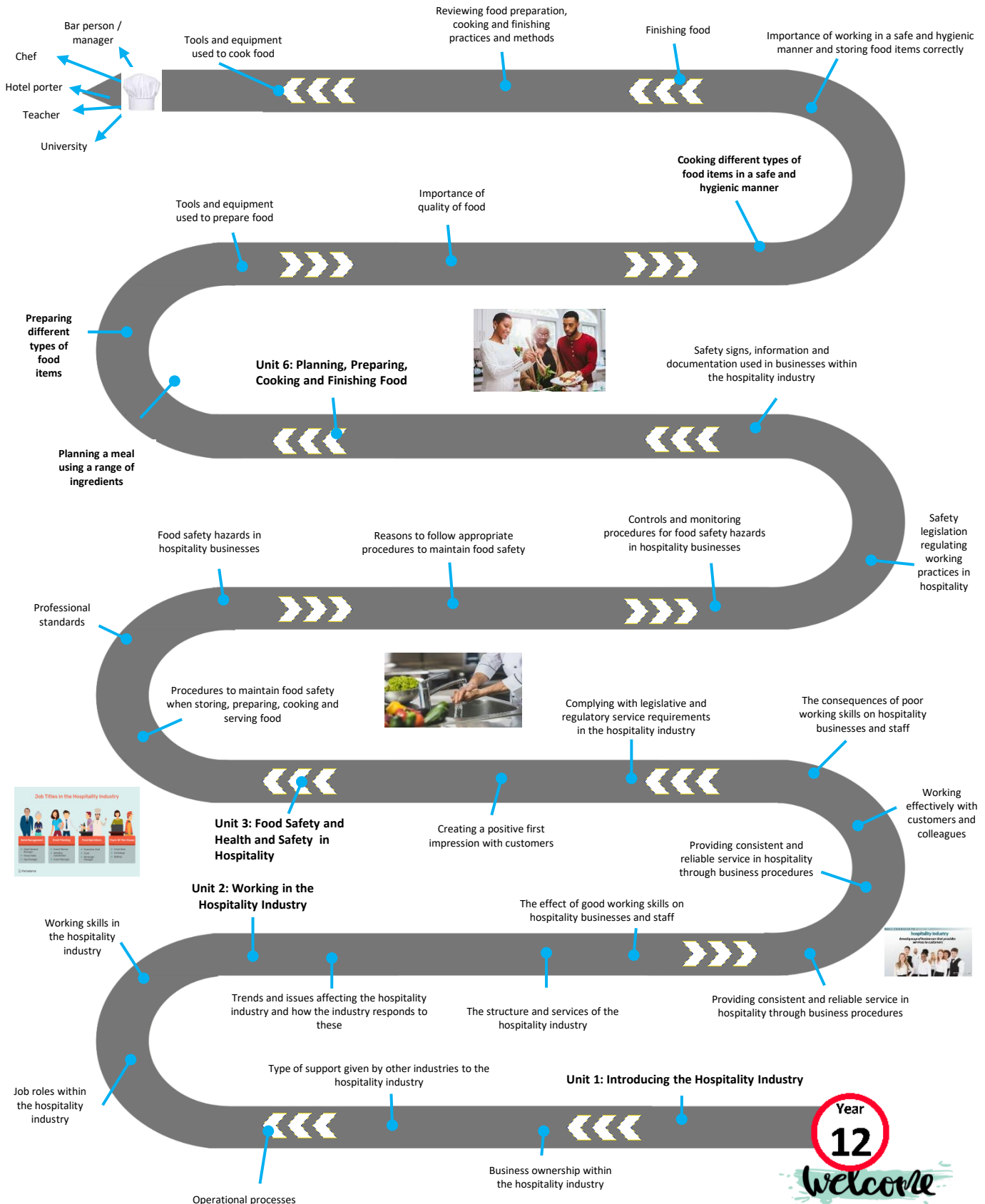
Curriculum Intent: I am studying Hospitality to understand the nature and scope of the industry. This course will help me become aware of areas of interest and opportunities in the hospitality industry. I will become equipped to commit to an entry level job in the hospitality industry or progress to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



welcome

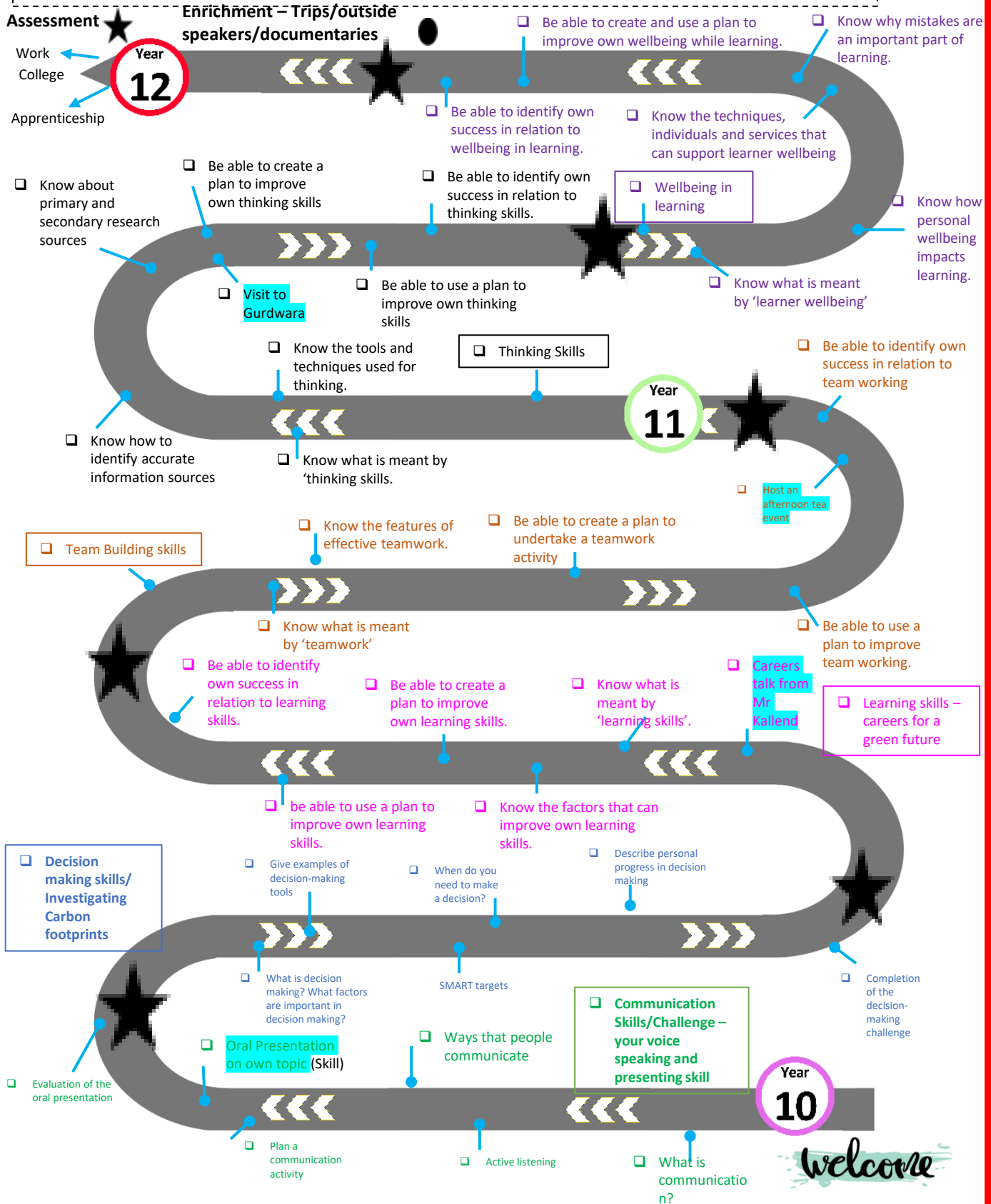
Your Hospitality Learning Journey

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.



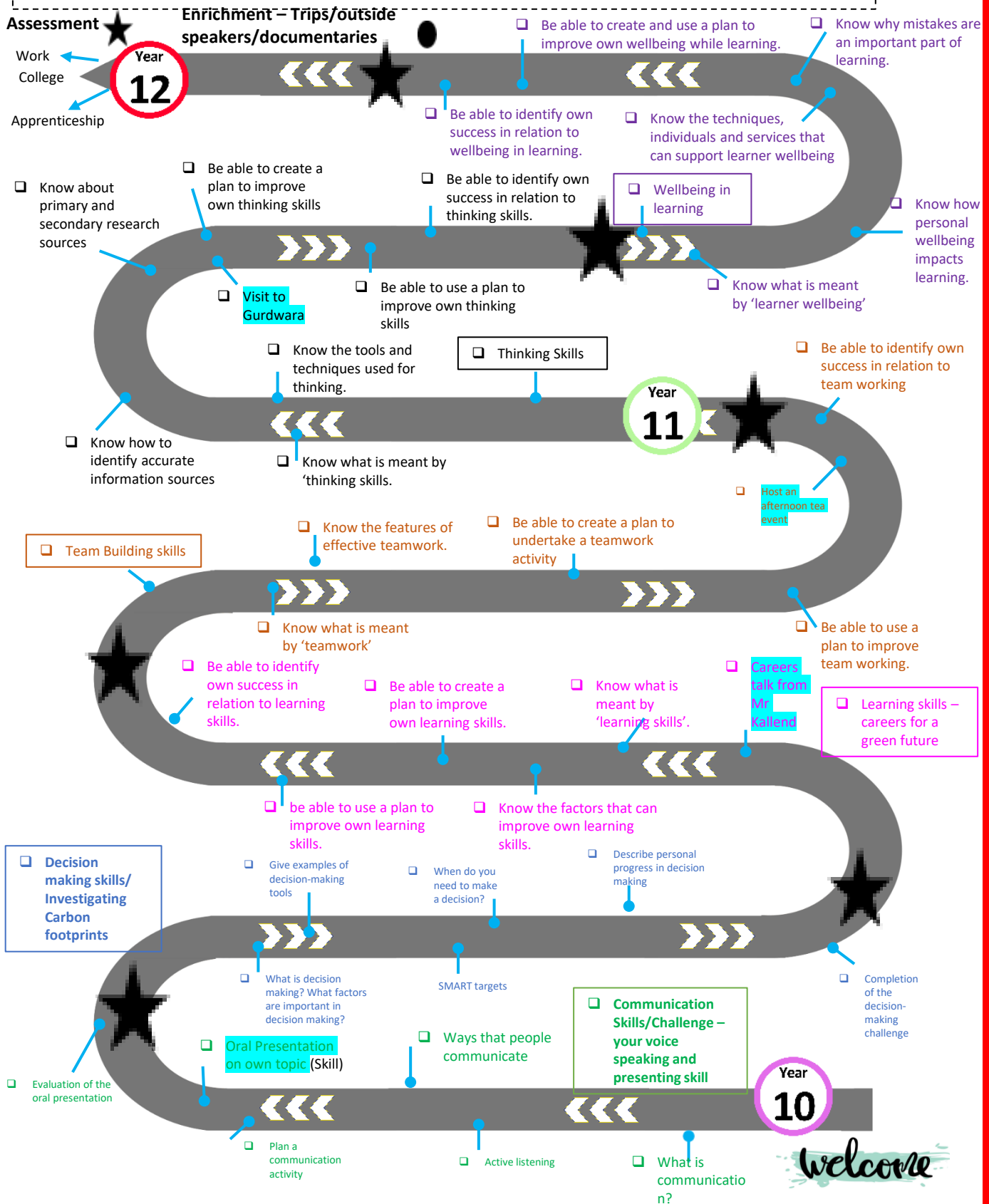
Your Year 12 CoPE Learning Journey

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.



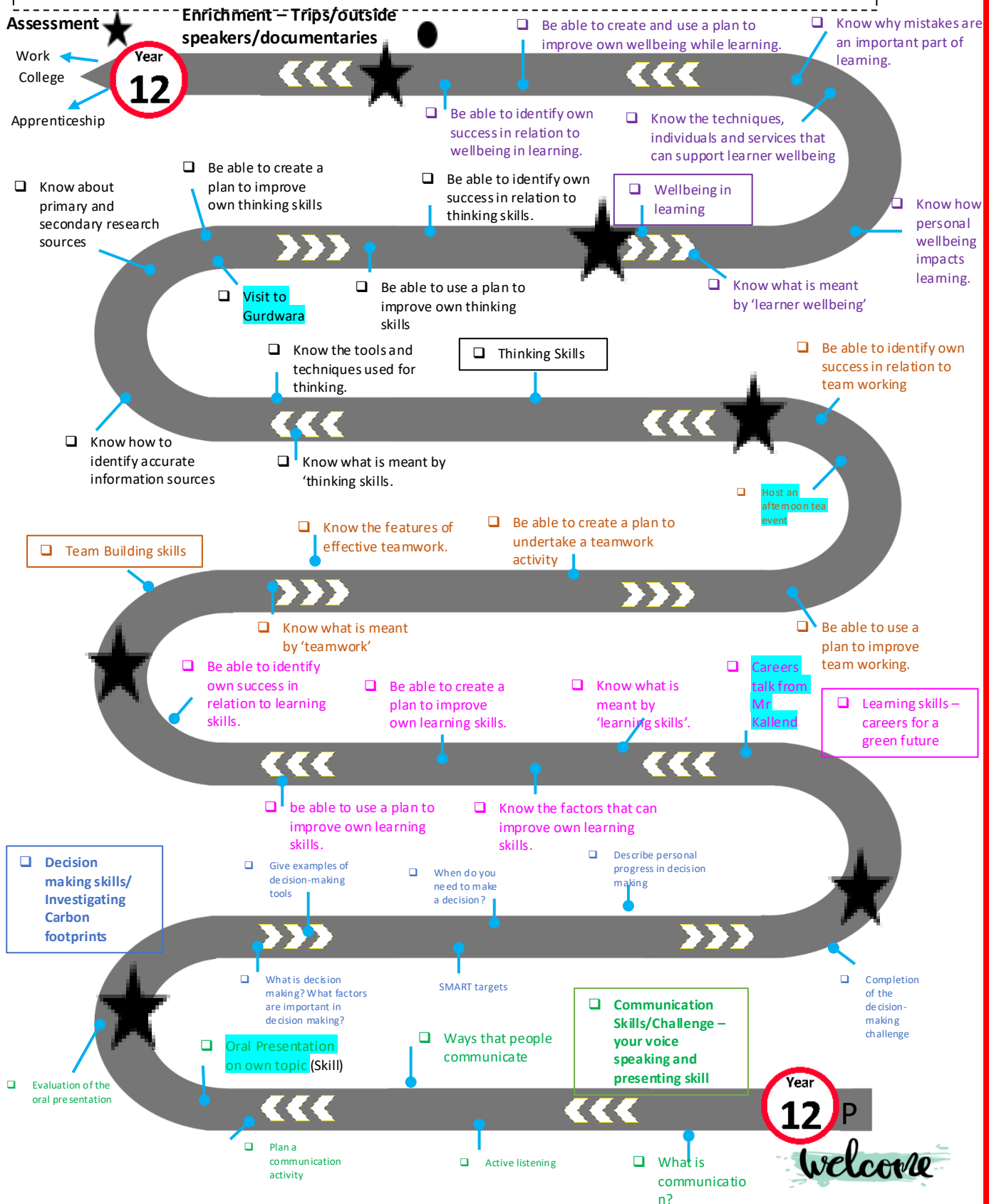
Your PEQ Learning Journey

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.



Your Year 12 PEQ 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.



Your Art and Design Learning Journey

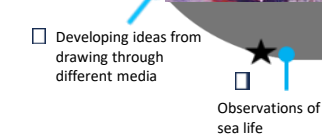
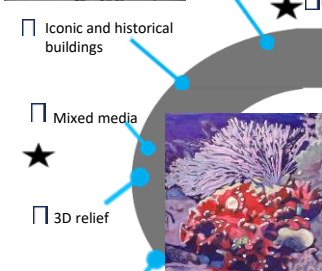
Curriculum Intent:

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



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

★ Personal project

★ Abstract

★ Natural and man-made forms

Reflections

Personal Research

Critical analysis

Developing independent ideas

Experimenting with materials and processes

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

Portraiture

Expressive painting

Year 9

Proportion

Observation drawing

Mixed media

Biro drawings

Shoes and shoe design

★ 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

Observation drawing

Card sculpture

★ 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

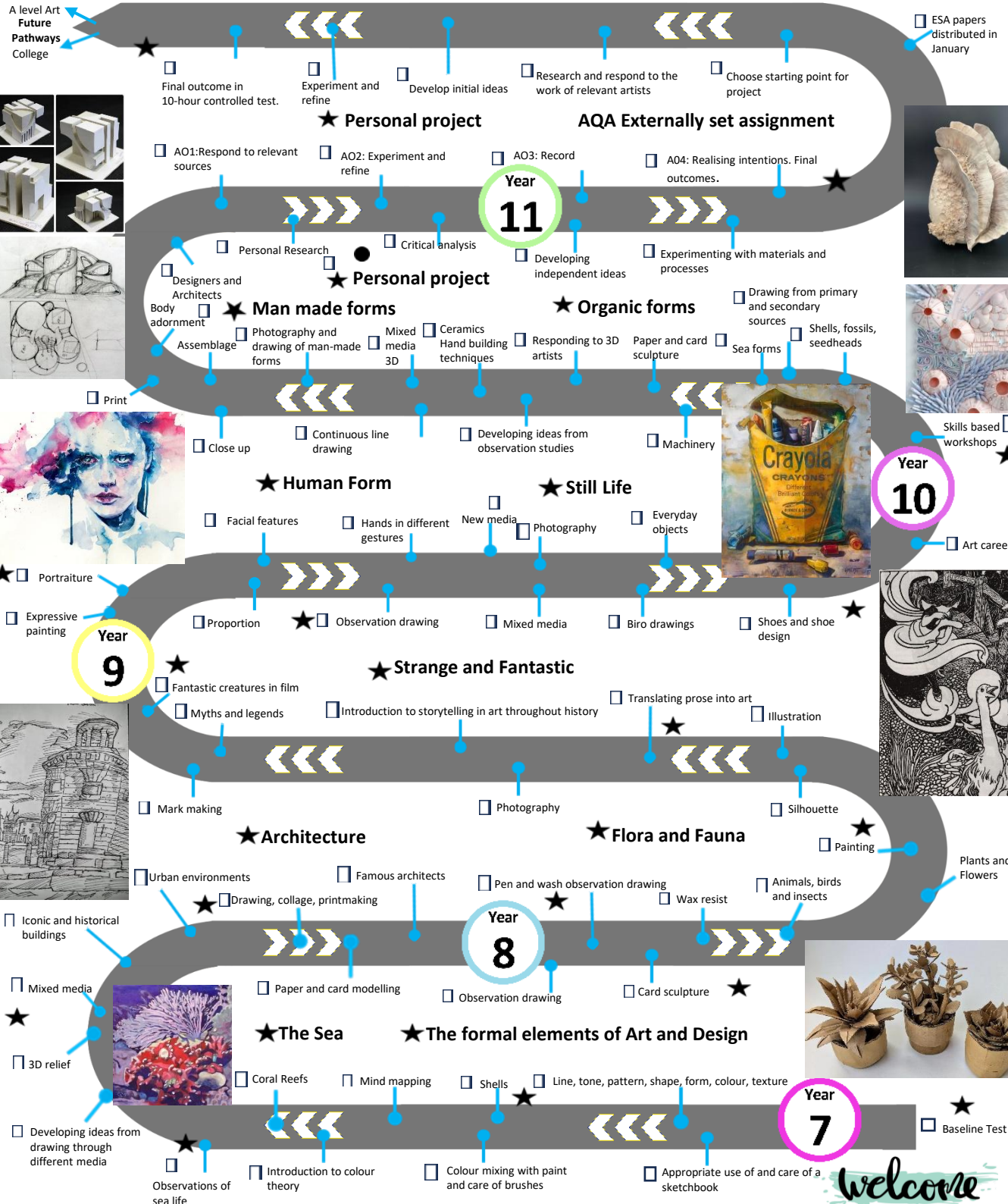
Your Art and Design Learning Journey

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 ●



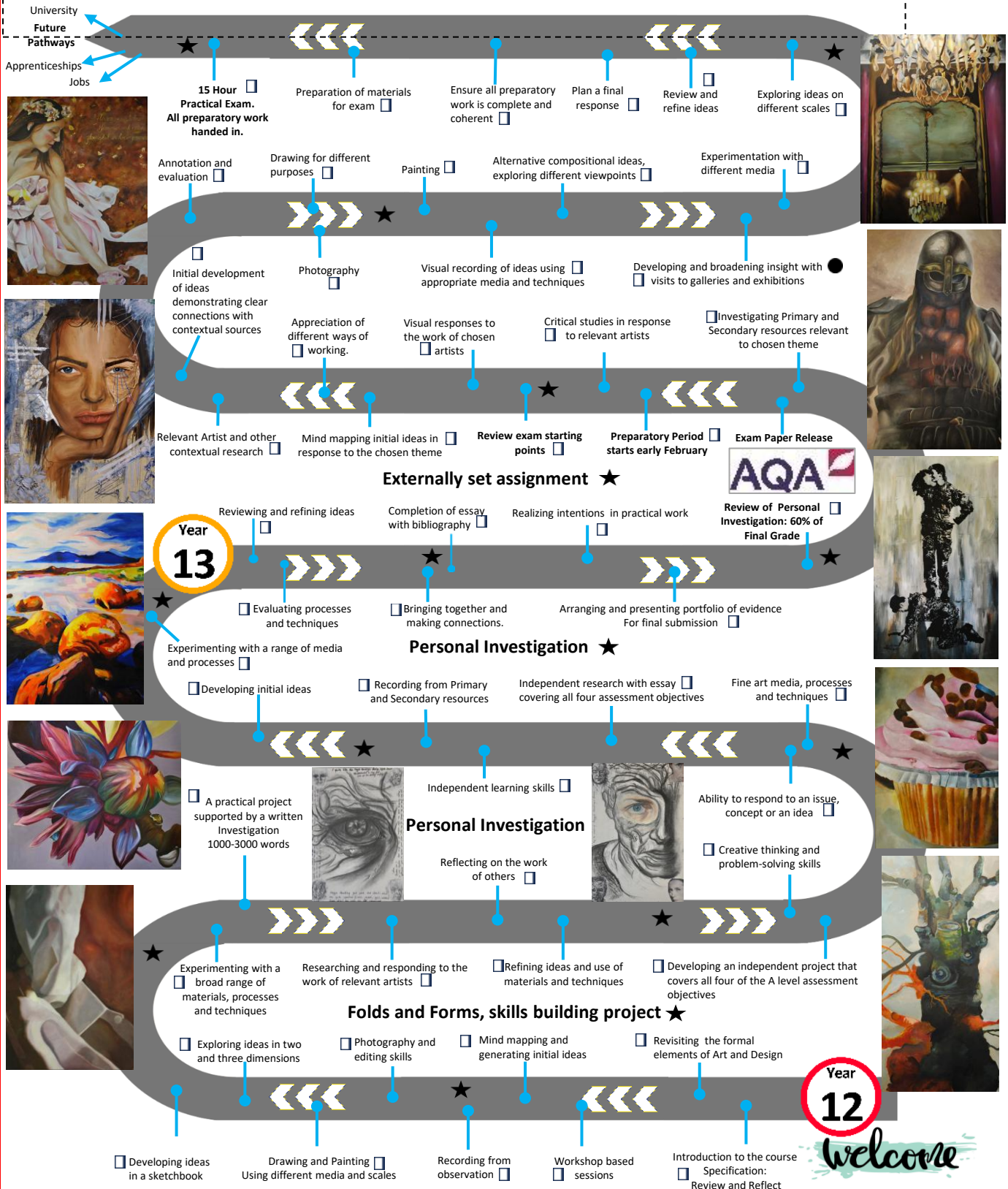
Your A-Level Art and Design Learning Journey

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.

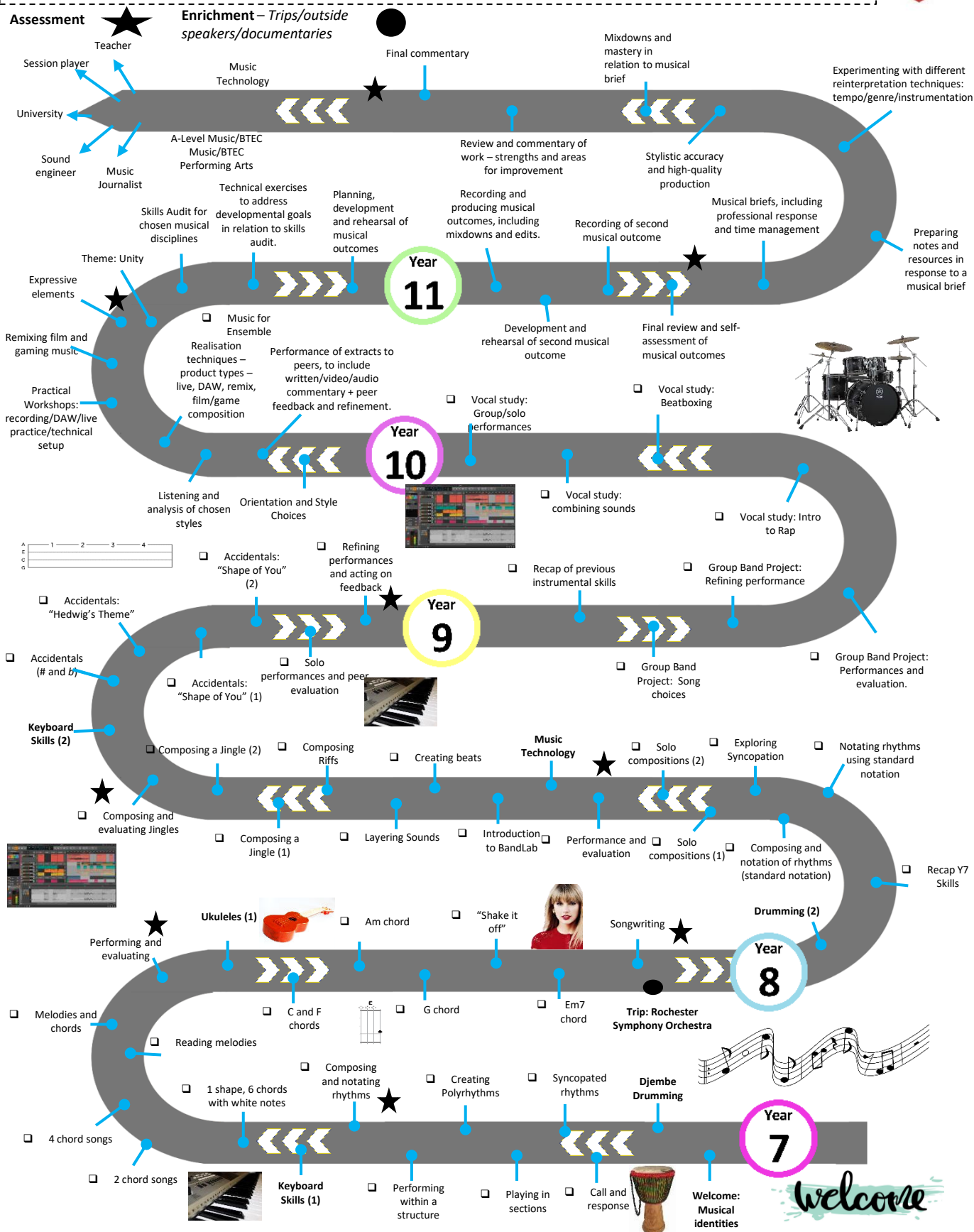


Assessment ★ Enrichment/trips ●

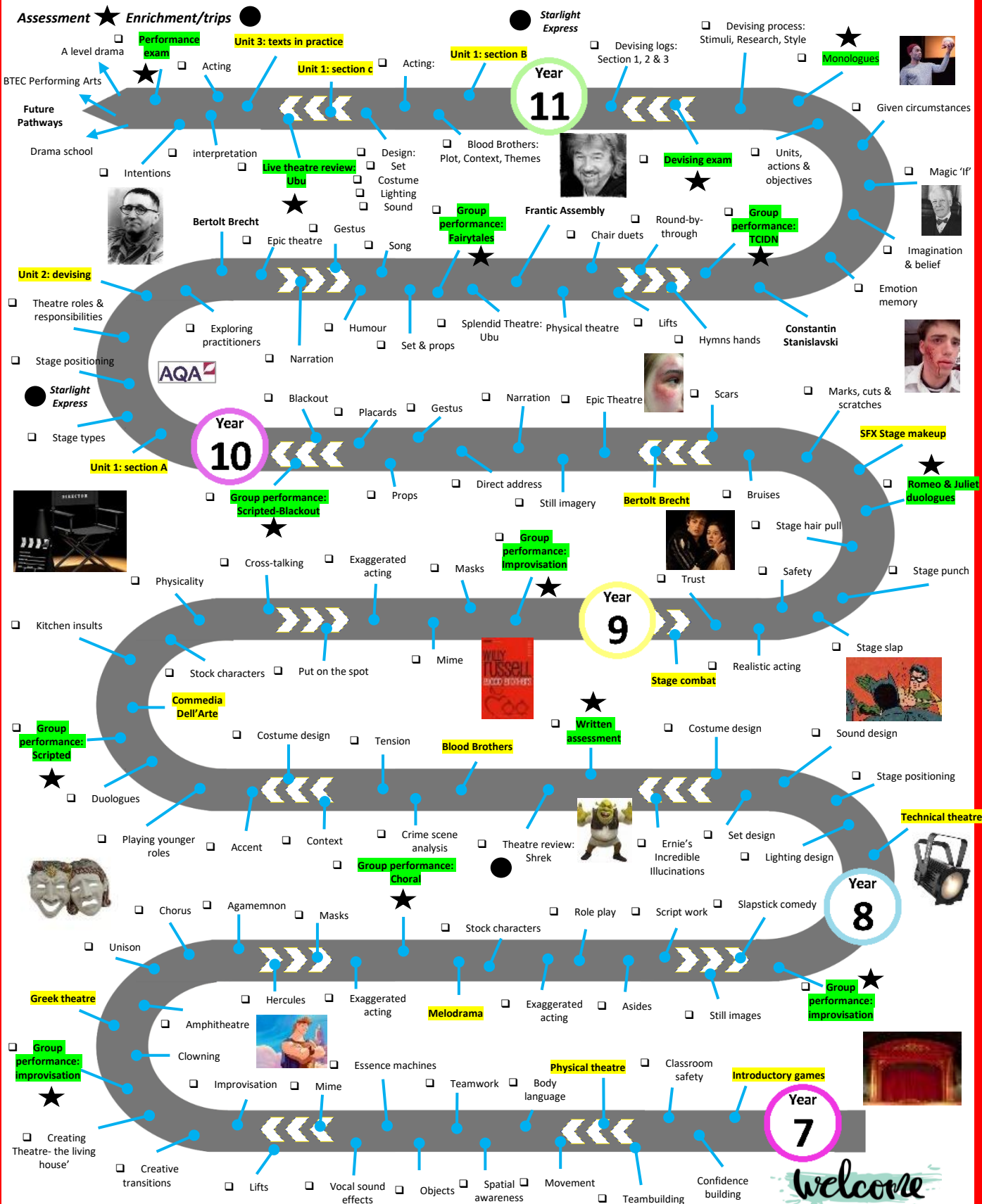


My Music Learning Journey

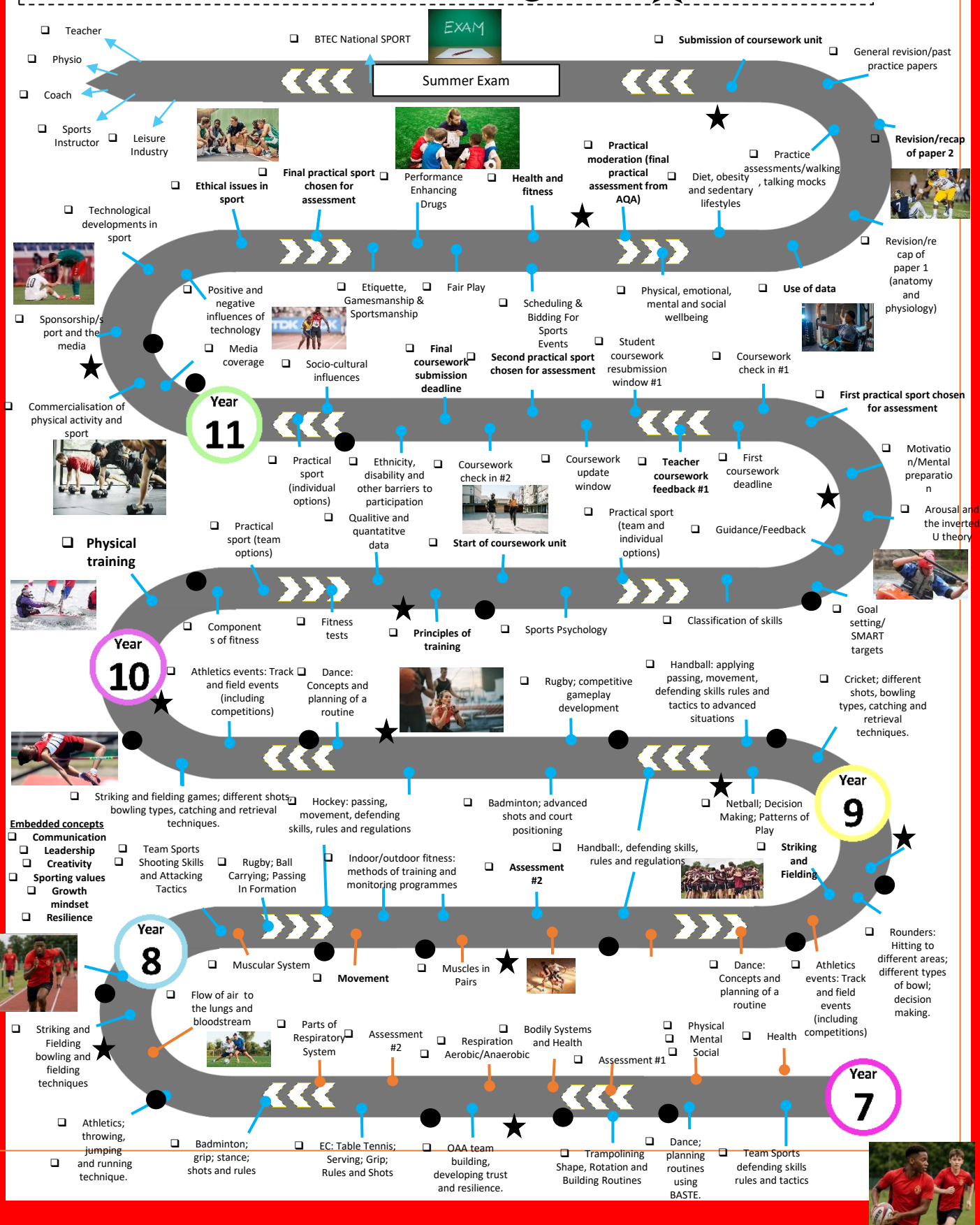
Curriculum Intent: I study music so I can develop a broad knowledge and love of the subject. The knowledge and skills I will gain will help me to become a creative and talented musician. I will explore music through performing on various instruments, composing my own music and listening to and appraising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



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.



● Enrichment ★ Assessment



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

careers in sport



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

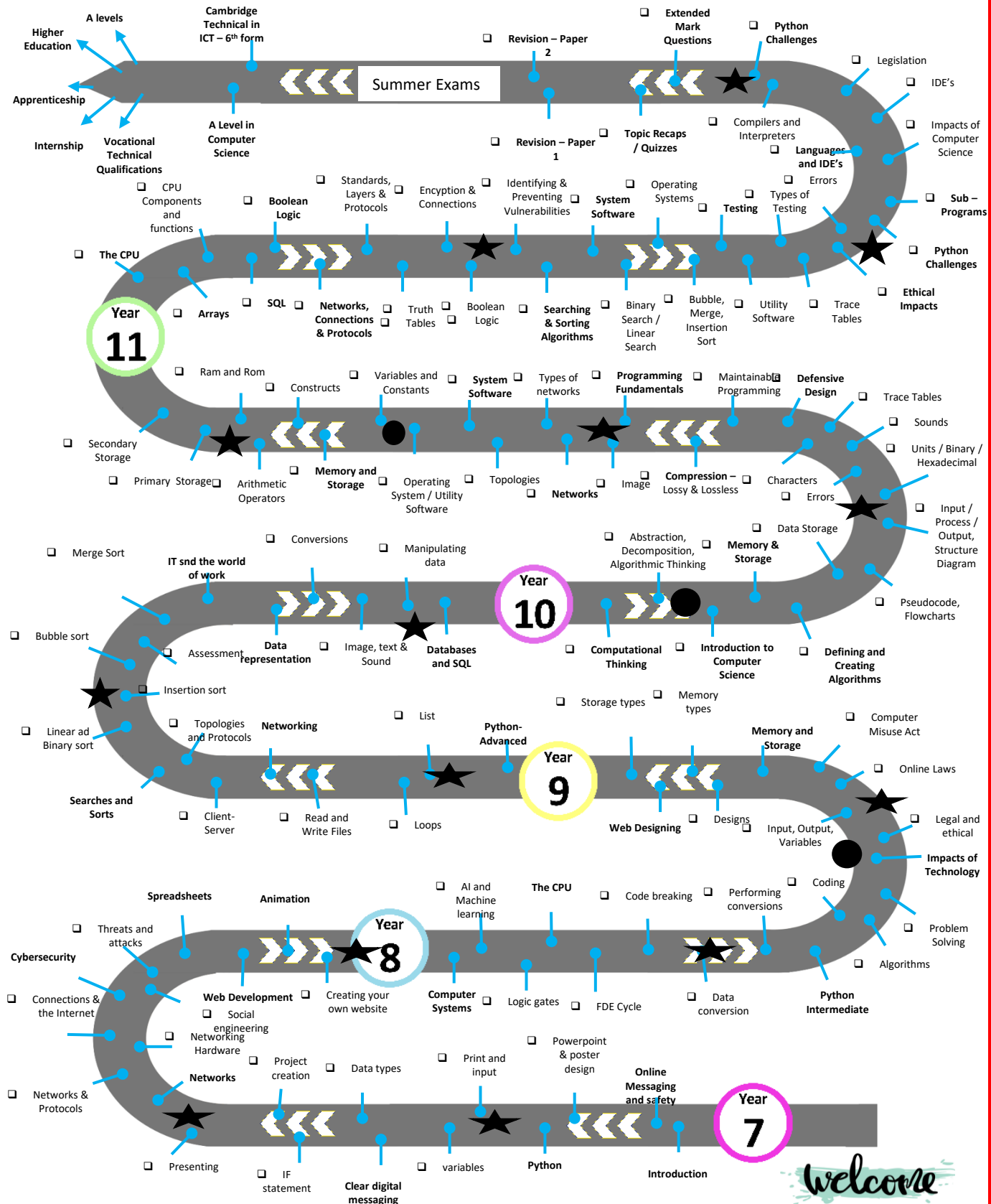
Responses of the skeletal system to a single sport or exercise session

Functions of the skeleton

Unit 1 – Anatomy and physiology (exam)



Assessment



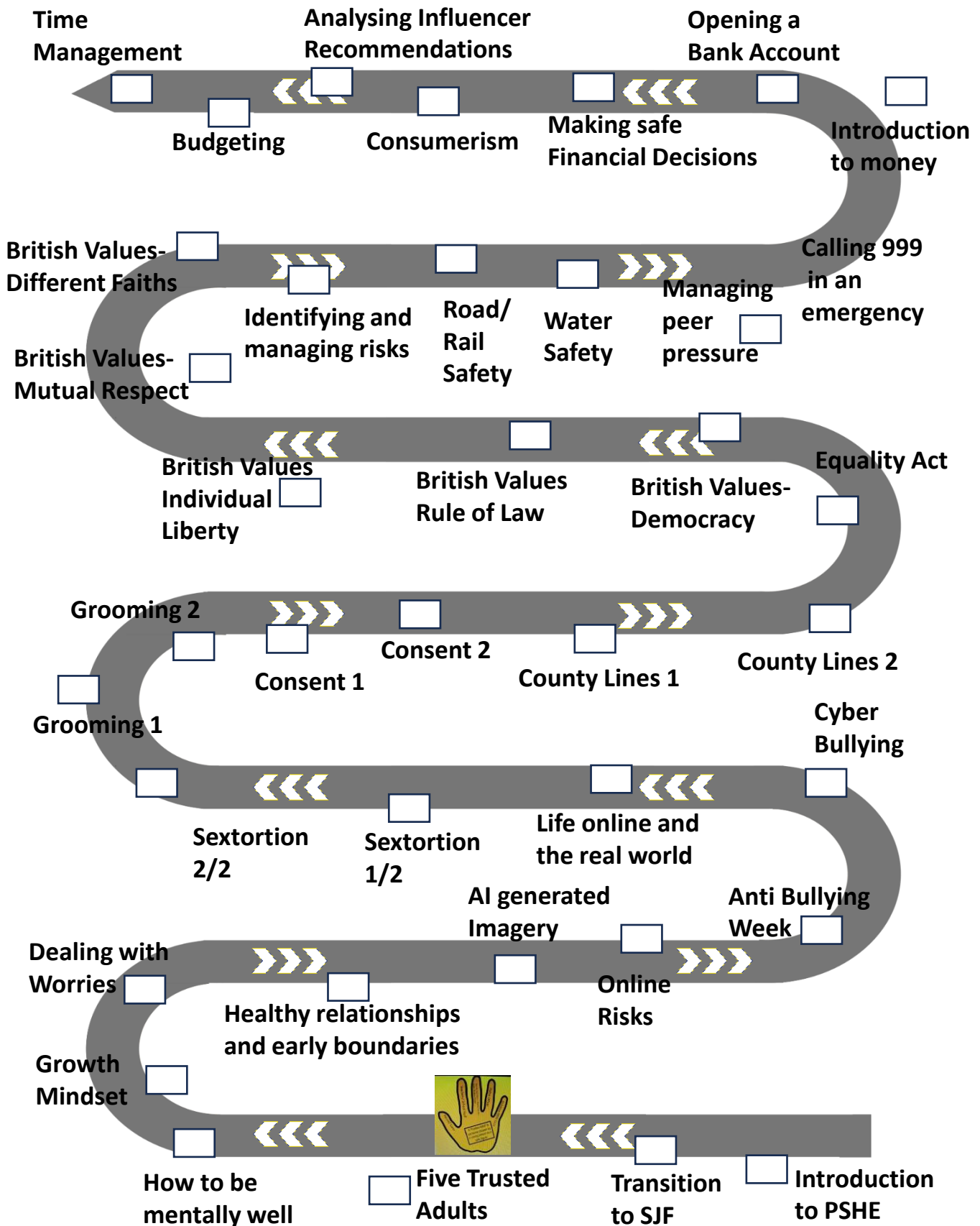
The infographic illustrates the BTEC Level 3 Extended Certificate in Computing curriculum, structured as a winding road with units and learning objectives. The curriculum is divided into two years, with Year 12 and Year 13 highlighted in red circles.

Year 12 Curriculum:

- Unit 1: Software Development Models**
 - 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
 - 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
 - 2.13 Project lifecycle
- Unit 2: User Interface (UI) Design principles**
 - 2.1 Usability
 - 2.2 Layout
 - 2.3 Branding and aesthetics
 - 2.4 Observations
 - 2.5 Functional requirements
 - 2.6 Personas and scenarios
 - 2.7 Data collection methods
 - 2.8 Gathering and analysing user requirements
 - 2.9 Planning application development models
 - 2.10 Project lifecycle
 - 2.11 Resource allocation
 - 2.12 Risk assessment
 - 2.13 Consistency and intuitive controls
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 - 2.98 Modern approaches
 - 2.99 Traditional approaches
 - 2.100 Project lifecycle
- Unit 3: Planning application development models**
 - 3.1 Project lifecycle
 - 3.2 Resource allocation
 - 3.3 Risk assessment
 - 3.4 Consistency and intuitive controls
 - 3.5 Project milestones
 - 3.6 Comparisons of models
 - 3.7 Iterative Development
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 - 3.96 Comparisons of models
 - 3.97 Iterative Development
 - 3.98 Modern approaches
 - 3.99 Traditional approaches
 - 3.100 Project lifecycle
- Unit 4: Human computer Interface (HCI) principles**
 - 4.1 Usability
 - 4.2 Accessibility and consistency
 - 4.3 Cognitive Load
 - 4.4 User centered design
 - 4.5 Affordance
 - 4.6 Feedback mechanism
 - 4.7 Application software
 - 4.8 Operating systems
 - 4.9 IDEs
 - 4.10 Software Troubleshooting
 - 4.11 Resource scheduling
 - 4.12 Risk assessment
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 - 4.45 Traditional approaches
 - 4.46 Project lifecycle
 - 4.47 Resource allocation
 - 4.48 Risk assessment
 - 4.49 Consistency and intuitive controls
 - 4.50 Project milestones
 - 4.51 Comparisons of models
 - 4.52 Iterative Development
 - 4.53 Modern approaches
 - 4.54 Traditional approaches
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 - 4.85 Consistency and intuitive controls
 - 4.86 Project milestones
 - 4.87 Comparisons of models
 - 4.88 Iterative Development
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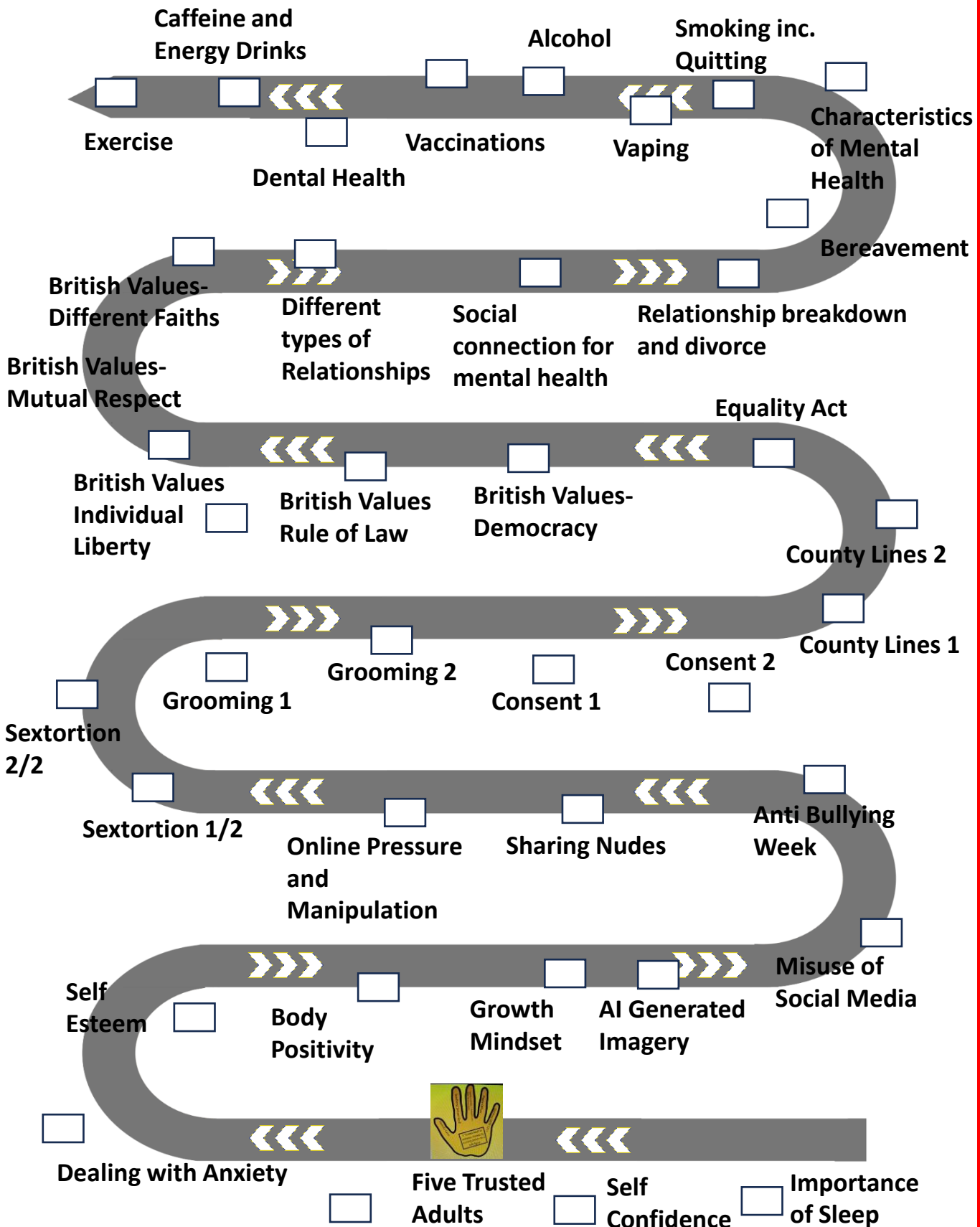
Year 7 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
(Please note SoL is subject to change in accordance with local, national and global events)



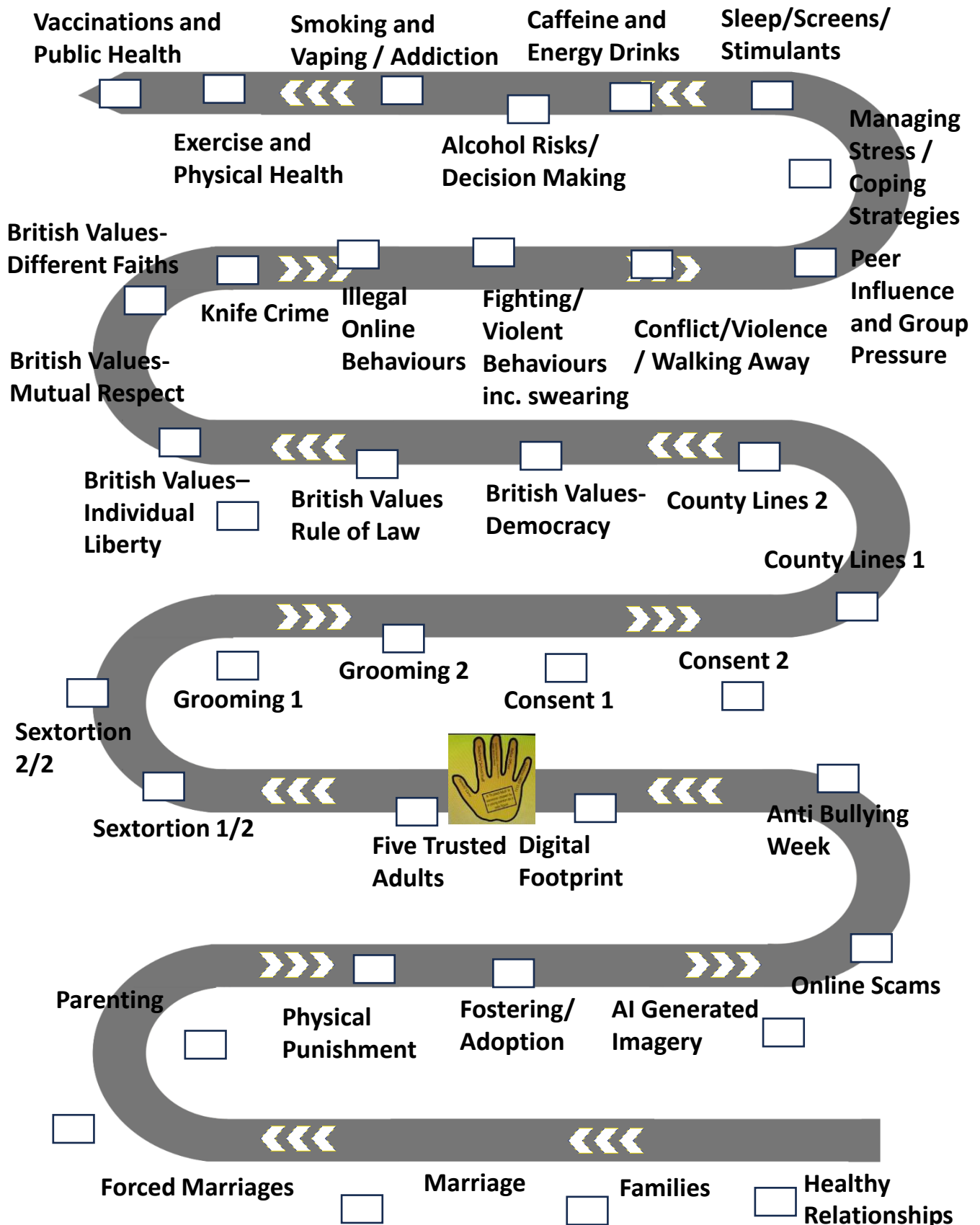
Year 8 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
(Please note SoL is subject to change in accordance with local, national and global events)



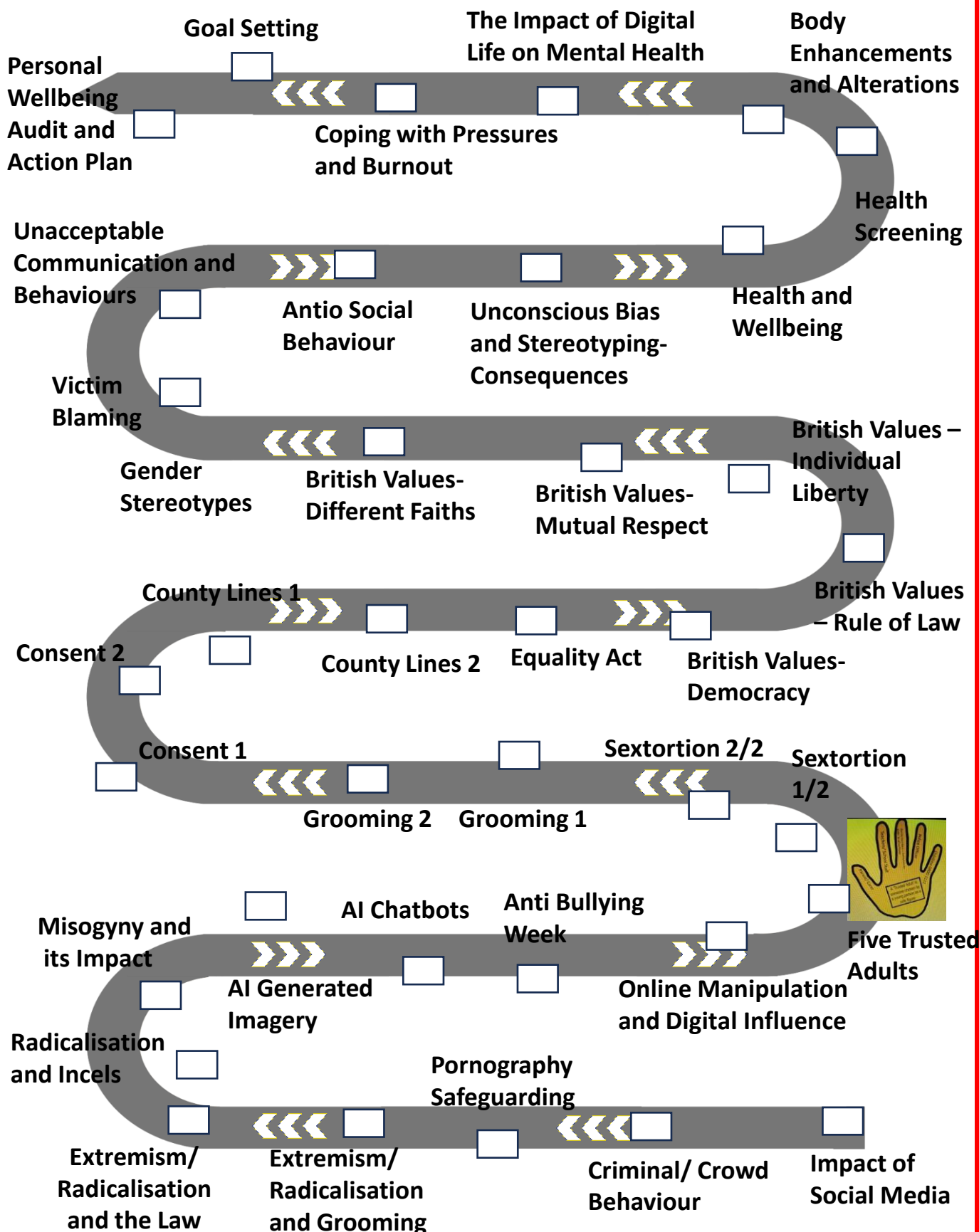
Year 9 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
(Please note SoL is subject to change in accordance with local, national and global events)



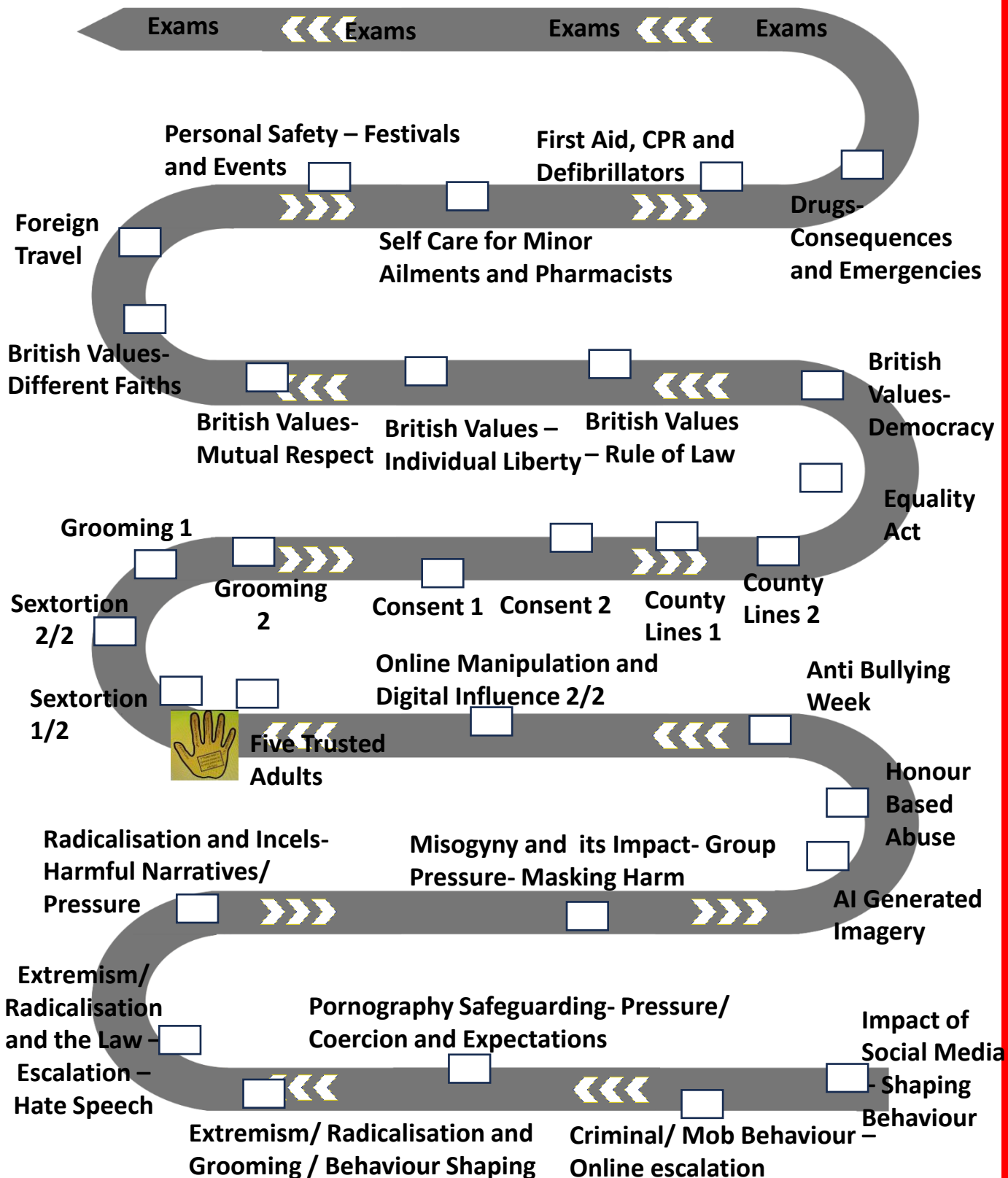
Year 10 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
(Please note SoL is subject to change in accordance with local, national and global events)



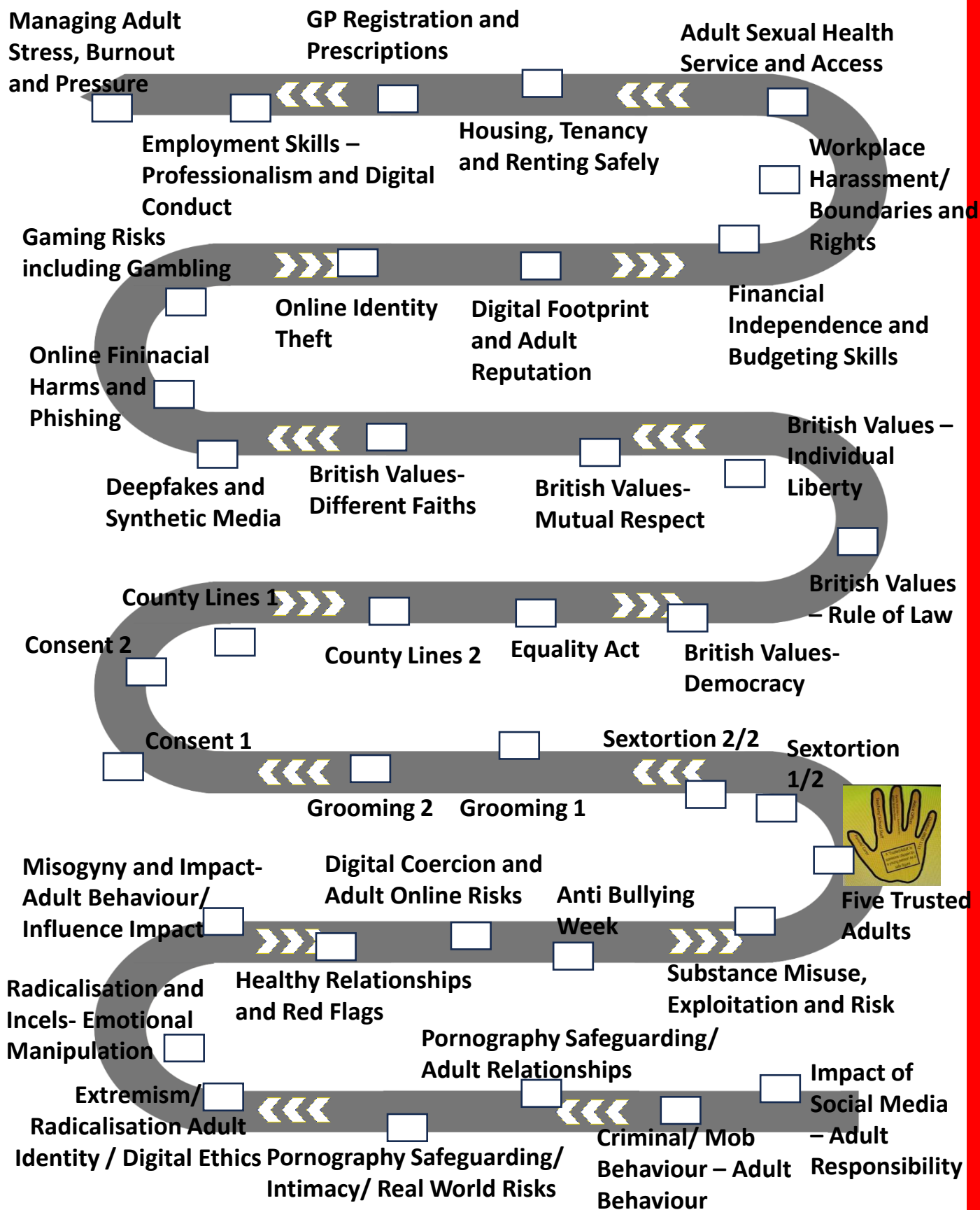
Year 11 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
(Please note SoL is subject to change in accordance with local, national and global events)



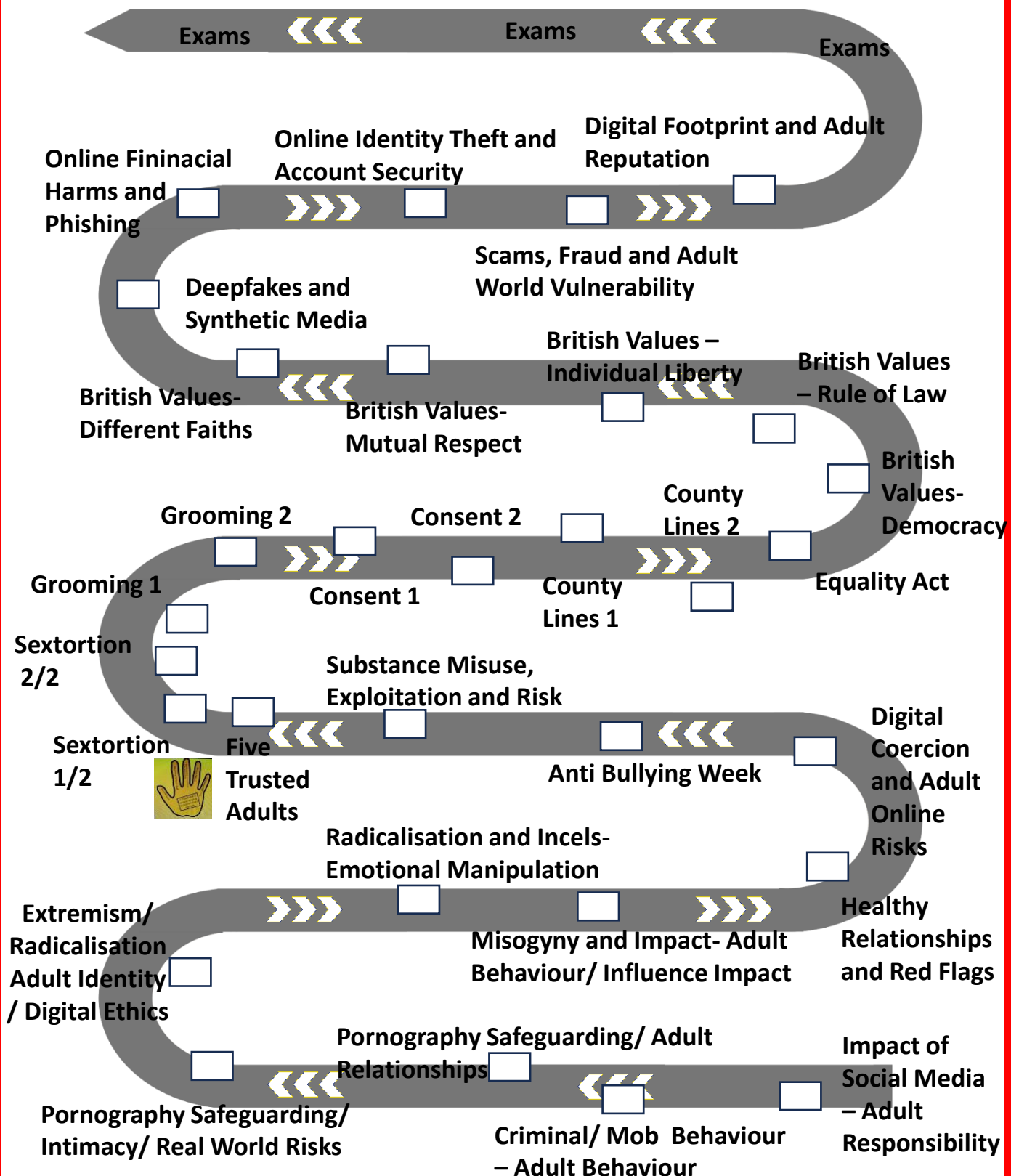
Year 12 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
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Year 13 PSHE/RSE Learning Journey

Keeping you safe, healthy, and educating you to make the right choices
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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.'

