

# Key Stage 4 Curriculum

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## English Language and Literature

| Yr 10 | Term | Topic  | Skills  |
|-------|------|--|---|
|       | 1    | 'Blood Brothers', persuasive speech writing and anthology poetry – Ozymandias, Prelude and London  | <ul style="list-style-type: none"> <li>• write effectively and coherently using Standard English appropriately</li> <li>• use grammar correctly and punctuate and spell accurately</li> <li>• acquire and apply a wide vocabulary</li> </ul> To communicate effectively according to audience, purpose and form.<br>To be able to identify key characters, themes and events in the play.<br>To identify and use key quotations and examples when exploring a character or theme. |
|       | 2.1  | Anthology poetry study – Charge of the Light brigade, Exposure.<br>Paper 1 skills – Q1,2,3 and 4 (Section A)   | To develop the reading and analysis skills required for AQA Paper 1 English language<br>To explore, annotate and analyse the use of language, structure and form in a poetic text.  |
|       | 2.2  | Paper 1 skills – Q5 –description and narration (Section B)<br>Anthology poetry – Bayonet Charge (Literature full comparison essay)   | To develop their skills in creative writing – crafting language, structure and form to create effects.<br>To identify, annotate and compare the themes, devices and language used in two poetic texts   |
|       | 3.1  | Shakespeare's 'Macbeth' up to Act 2<br>Spoken language element – persuasive speech<br>Anthology poetry – Kamikaze<br>Unseen poetry – practice essay at end of the term           | To explore and understand the play 'Macbeth' and Shakespeare's world and society which produced it.<br>To develop skills in analysis of unseen texts and to explore how meaning is created by a poet.<br>To show independence of thought and personal critical response to texts and compare them.  |
|       | 3.2  | Shakespeare's 'Macbeth' to finish<br>Anthology poetry – Remains and Poppies<br>Final end of year exam – full paper 1 AQA<br>Literature exam (mixed) – Poetry and BB question AQA | To be able to explore Shakespeare's uses of language, structure and form in the wider play and in an extract.<br>To explore modern poetry on the theme of warfare   |

| Yr II | Term | Topic   | Skills  |
|-------|------|---|---|
|       | 1    | Paper 2 AQA language Q1,2,3,4,5,6<br>Revision of 'Macbeth' and 'Jekyll and Hyde'<br>- EDEXCEL                   | To revise the skills needed for Paper 2 – identification, comparison, summary, language analysis and identification of attitudes and perspectives.<br>To produce a crafted response to a Q5 in which the student produces writing suitable for audience, purpose and form and explain their own viewpoint in response to a statement.<br>To revise the main themes, characters and events of the key Literature texts<br>To develop analytical and essay writing skills |
|       | 2.1  | Paper 1 AQA language revision Q1,2,3,4<br>Revision of An Inspector Calls/Jekyll and Hyde - EDEXCEL              | To revise the skills needed for Paper 1: Identification, close analysis of language, identification of structural choices and evaluation of the combined effects of language, form and structure.<br>To revise the key texts – character, form, context   |
|       | 2.2  | Paper 1 language revision Q5,6<br>Revision of key Literature texts and skills<br>Mock examination of all papers | To be able to craft an effective narrative or descriptive piece crafted to effect the chosen audience, purpose and form.<br>To use a range of structural and linguistic devices confidently and for effect<br>To write clearly and accurately using a wide vocabulary, range of sentence structures and paragraphs<br>To review exam technique and skills   |
|       | 3.1  | Revision of all language papers<br>Revision of key literature skills  | Revision to cover all key areas   |

# Maths

|          | <b>Year 10</b>                                 | <b>Year 11</b>           |
|----------|--|--------------------------|
| Autumn 1 | Ratio, Proportion, Factors, Powers, Roots      | Non - calculator Paper 1 |
| Autumn 2 | Graphs part 1 and working in 3D                | Calculator Paper 2       |
| Spring 1 | Handling data part 2, Calculations part 2      | Calculator Paper 3       |
| Spring 2 | Graphs part 2                                  | Exam questions           |
| Summer 1 | Pythagoras, trigonometry, vectors, probability | Problem Solving          |
| Summer 2 | sequences, units and proportionality           | N/A                      |

# Science

## Year 10

| Half Term | Topic(s) covered   |
|-----------|--|
| Autumn 1  | B3 Infection and Response<br>B4 Bioenergetics                      |
| Autumn 2  | P1 Energy<br>P2 Electricity  |
| Spring 1  | P3 Particle Model of Matter<br>P4 Atomic Structure (Radioactivity) |
| Spring 2  | C3 Quantitative Chemistry  |
| Summer 1  | C4 Chemical Changes  |
| Summer 2  | C5 Energy Changes<br>C7 Chemical Analysis                          |

## Year 11

| Half Term | Topic(s) covered   |
|-----------|--|
| Autumn 1  | B5 Homeostasis and Response<br>B6 Inheritance, variation and evolution |
| Autumn 2  | P5 Forces  |
| Spring 1  | P6 Waves<br>P7 Magnetism and electromagnetism                          |
| Spring 2  | C7 Chemical Analysis<br>Revision                                       |
| Summer 1  | Revision   |

### Summative Assessment

All topics are assessed with an End of Topic test at the end of the unit of study, as well as whole school Pre-Public Examinations (PPEs).

### AQA Entry Level Certificate

During the Spring Term of Year 11, a small number of students will complete coursework in order to gain the Entry Level Certificate in Science. This is targeted at students working below Level 1 and aims to ensure all students leave St John Fisher with a qualification in science.

### Useful Websites and Resources

All students are provided with electronic access to a CGP revision guide for the whole course.

BBC Bitesize is also very useful - <https://www.bbc.co.uk/bitesize/examspecs/z8r997h>

Other revision websites:

Seneca Learning <https://senecalearning.com/en-GB/>

Free Science Lessons [https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw)

## RE

| Year 10  | Year 11  |
|--|--|
| <b>Term 1 Autumn 1</b><br>Beliefs and teachings  | <b>Term 1 Autumn 1</b><br>Beliefs and teachings, practices<br>Judaism beliefs and teachings <b>period 5 intervention</b> |
| <b>Term 1 Autumn 2</b><br>Beliefs and teachings cont.  | <b>Term 1 Autumn 2</b><br>Practices cont. Judaism practices <b>period 5 intervention</b>                                 |
| <b>Term 2 Spring 1</b><br>Practices  | <b>Term 2 Spring 1</b><br>Sources of Wisdom and Authority, Forms of expression and ways of life                          |
| <b>Term 2 Spring 2</b><br>Practices cont., Sources of wisdom and authority   | <b>Term2 Spring 2</b><br>Forms of expression continued, Philosophy and ethics based on Catholic Christianity.            |
| <b>Term 3 Summer 1</b><br>Sources of Wisdom and Authority cont.,   | <b>Term3 Summer 1</b><br>Revision  |
| <b>Term 3 Summer 2</b><br>Sources of Wisdom and Authority, Forms of expression and ways of life, start philosophy. | <b>Term3 Summer 2</b><br>Revision and exam   |

# Art

## Year 10

| <b>When</b>     | <b>Topic</b>   | <b>Assessment/Part of the Exam</b>  |
|-----------------|--|---|
| <b>Autumn 1</b> | Shiny objects project – intensive tonal drawing project to boost observational skills.<br>Component 1  | AO3 assessed. Overall grade awarded base on drawing skills                                |
| <b>Autumn 2</b> | Natural Forms project: Component 1<br>Students complete a project around the broad theme of nature, with teacher-guided experiments and ideas.             | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |
| <b>Spring 1</b> | Natural Forms project: Component 1   | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |
| <b>Spring 2</b> | Natural Forms project: Component 1   | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |
| <b>Summer 1</b> | Natural Forms project: Component 1   | Final piece assessed along with portfolio of work to award an overall coursework grade    |
| <b>Summer 2</b> | Y10 Independent project: Component 1<br>Students choose from a range of given titles and build a personal project around a personal response to the title. | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |

## Year 11

| <b>When</b>     | <b>Topic</b>  | <b>Assessment/Part of the Exam</b>  |
|-----------------|---|---|
| <b>Autumn 1</b> | Y11 Independent project: Component 1  | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |
| <b>Autumn 2</b> | Y11 Independent project: Component 1  | Final piece assessed along with portfolio of work to award an overall coursework grade    |
| <b>Spring 1</b> | External assessment: Component 2.<br>Students choose from a range of given titles and build a personal project around a personal response to the title. | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |
| <b>Spring 2</b> | External assessment: Component 2  | Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated |

|               |                                  |  |
|---------------|----------------------------------|--|
| <b>Summer</b> | External assessment: Component 2 | Exam. Components 1 and 2 standardised and marks submitted to exam board. |
|---------------|----------------------------------|--|

**Course Details:**

2 year GCSE Art and Design course. Exam board: AQA

**Where to get help:**

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>

<https://www.artsy.net>

<https://www.tate.org.uk/art/student-resource/exam-help>

**Contact:**

Mrs Littleton Head of Art

Hannah.littleton@stjohnfisherschool.org.uk

# Computing

Year 10

| When            | Topic  | Assessment/Part of the Exam   |
|-----------------|--|---|
| <b>Autumn 1</b> | <u>Algorithms:</u><br>About algorithms, flowcharts, pseudocode and trace tables.<br><u>Programming:</u><br>Input and output, variables, maths, logic and data types.   | Weekly homework of exam questions. Preparation for Paper 1.<br>End of half term test.       |
| <b>Autumn 2</b> | <u>Algorithms</u><br>Efficiency<br><u>Programming</u><br>String handling, sequence, selection, iteration, structured programming, functions and random numbers.  | Weekly homework of exam questions. Preparation for Paper 1.<br>End of half term test        |
| <b>Spring 1</b> | <u>Computer Systems</u><br>Logic gates, logic circuits, Boolean Expressions and truth tables.<br><u>Data Representation</u><br>Binary, hexadecimal, binary arithmetic, Run Length Encoding and Huffman Trees | Weekly homework of exam questions. Preparation for Paper 2.<br>End of half term test        |
| <b>Spring 2</b> | <u>Data Representation</u><br>Character encoding, images, sound<br><u>Programming</u><br>Validation, Authentication, Testing and Errors.   | Weekly homework of exam questions. Preparation for Papers 1 and 2.<br>End of half term test |
| <b>Summer 1</b> | <u>Algorithms</u><br>Searching and sorting algorithms<br><u>Programming</u><br>Programming practice tasks based on past paper questions.   | Weekly homework of exam questions. Preparation for Paper 1.<br>End of half term test<br>PPE |
| <b>Summer 2</b> | Relational Databases<br>A whole module looking at databases, the theory behind them and using SQL to create, update and retrieve.  | Weekly homework of exam questions. Preparation for Paper 2.<br>End of half term test        |

## Year 11

| When     | Topic   | Assessment/Part of the Exam   |
|----------|---|---|
| Autumn 1 | <u>Computer Systems</u><br>CPU, memory, operating systems, low and high-level programming languages<br><u>Programming</u><br>File handing, arrays, tuples and lists   | Weekly homework of exam questions. Preparation for Papers 1 and 2.<br>End of half term test<br>Potentially a PPE. |
| Autumn 2 | <u>Algorithm and Programming</u><br>Practice writing algorithms and converting to code.<br><u>Computer Systems</u><br>Secondary Storage<br><u>Networks</u><br>About networks, topologies, protocols, TCP/IP layers and security | Weekly homework of exam questions. Preparation for Papers 1 and 2.<br>End of half term test                       |
| Spring 1 | <u>Cyber Security</u><br>About cyber security, social engineering, malware and protection methods<br><u>Legal and Ethical</u><br>Impact of computing, legal issues and cultural issues  | Weekly homework of exam questions. Preparation for Paper 2.<br>End of half term test<br>Potentially a PPE.        |
| Spring 2 | <u>Legal and Ethical</u><br>Privacy, ethics and environment.<br><br>Revision  | Weekly homework of exam questions. Preparation for Papers 1 and 2.<br>End of half term test                       |
| Summer   | Revision of all topics, past papers etc.  | Final exams – Paper 1 and Paper 2   |

### Course Details:

AQA Computer Science 8525

### Where to get help:

[GCSE Computer Science - AQA - BBC Bitesize](https://www.bbc.com/bitesize/gcse/computer-science/aqa)

<https://app.senecalearning.com/classroom/course/72d0364c-db0a-4630-8e0a-61f48cae0252/section/efadb1ff-b68f-4e1d-a015-795e6e27aa7a/session>

This is to help with Python programming.

<https://app.senecalearning.com/classroom/course/90cb1d71-3c44-4a2d-a07e-d76a5f54cd05/section/72283194-4a37-4855-9b14-2b8726675e33/session>

Paper 1

[https://www.youtube.com/watch?v=MZbbjaRoTM&list=PL04uZ7242\\_M6yYkM\\_hA2mzBZGcvEnLSOU](https://www.youtube.com/watch?v=MZbbjaRoTM&list=PL04uZ7242_M6yYkM_hA2mzBZGcvEnLSOU)

Paper 2

[https://www.youtube.com/watch?v=MZ-bbjaRoTM&list=PL04uZ7242\\_M6yJQRffcPUhAxykFNUy6](https://www.youtube.com/watch?v=MZ-bbjaRoTM&list=PL04uZ7242_M6yJQRffcPUhAxykFNUy6)

**Contact:** Miss Karen Griffin – Head of Technology Faculty

[karen.griffin@stjohnfisherschool.org.uk](mailto:karen.griffin@stjohnfisherschool.org.uk)

# GCSE Design Technology

Year 10

| When            | Topic   | Assessment/Part of the Exam  |
|-----------------|---|--|
| <b>Autumn 1</b> | <u>Structures Theory</u> : Forces, assemblies, sustainability, locations, Bridge project<br><u>Practical</u> : team structure building, selection and usage of tools, workshop safety, PPE.   | Weekly homework to reinforce class learning<br><br>End of half term test |
| <b>Autumn 2</b> | <u>Design Theory</u> : Looking at famous designers, Famous Designs, Design Movements, and theory of Design<br><u>Tool theory</u> : selection and usage of tools, CAD/CAM, electronics, and machine tools.                           | Weekly homework to reinforce class learning<br><br>End of half term test |
| <b>Spring 1</b> | <u>Research</u> : Design research principle, design project Sinclair C5, Designing an electric city vehicle<br><u>Tool practical</u> : Selection and usage of tools, creation of wooden joints, safety in workshop.                 | Weekly homework to reinforce class learning<br><br>End of half term test |
| <b>Spring 2</b> | <u>Drawing</u> : Isometric, 3 –view, engineering and perspective drawings. Application of drawings in NEA.<br><u>Tool practical</u> : Selection/Usage machine tools, safety with machinery, selection of materials.                 | Weekly homework to reinforce class learning<br><br>End of half term test |
| <b>Summer 1</b> | <u>Technology Theory</u> : Production systems, product sustainability, sustain and social, products in society and power systems.<br><u>Practical/Theory</u> : Material selection, costs, practicalities, storage and alternatives. | Weekly homework to reinforce class learning<br><br>End of half term test |
| <b>Summer 2</b> | <u>Properties theory</u> : Inc. properties of metal, alloys and polymers, ‘smart’ materials, paper, board and tube, textiles.<br><u>NEA challenge</u> : evaluate/plan for Yr 11   | Weekly homework to reinforce class learning<br><br>End of half term test |

## Year 11

| When     | Topic  | Assessment/Part of the Exam   |
|----------|--|---|
| Autumn 1 | <u>NEA</u> : Planning, Gantt Charts, Research issues, Design principles, individual project<br><u>Practical</u> : Cutting list, consider materials, gather material, consider alternatives, production plan                        | Weekly homework to reinforce class learning<br><br>End of half term test<br><br>Prepare for paper 1 |
| Autumn 2 | <u>NEA</u> : Initial assembly of PowerPoint slides, task analysis. Primary Product Analysis, secondary Product Design, Design Influences<br><u>Practical</u> : Prototype 1, mock ups, basic assembly, evaluation, design revisions | Weekly homework to reinforce class learning<br><br>End of half term test<br>Prepare for paper 1     |
| Spring 1 | <u>NEA</u> : PowerPoints slides continue; Company/client, User profiles, Design Criteria, thumbnail ideas and development<br><u>Practical</u> : Prototype 2, final finish, adjustments, final evaluation                           | Weekly homework to reinforce class learning<br><br>End of half term test<br>Prepare for paper 1     |
| Spring 2 | <u>NEA</u> : Finish PowerPoint slides; Final design drawing , testing and presentation, Plan of production, Manufacturing specifications, Production record, and final evaluation<br><br>Revision all topics Inc. past papers      | Weekly homework to reinforce class learning<br><br>End of half term test<br><br>Prepare for paper 1 |
| Summer   | Revision all topics Inc. past papers   | Final exam x 1  |

### Course Details:

AQA Product Design 8552

### Where to get help:

GCSE Product Design AQA BBC Bite size

<https://www.bbc.co.uk/bitesize/subjects/zvg4d2p>

Technology Student.com

<https://www.technologystudent.com/>

### Contact:

Mr Allan Sidney – Teacher of Product Design, Technology Faculty

[Allan.sidney@stjohnfisherschool.org.uk](mailto:Allan.sidney@stjohnfisherschool.org.uk)

# GCSE Drama

## Year 10:

| Term            | Content   | What can a parent do to support?   |
|-----------------|---|--|
| Autumn Term One | Students will take part in a series of introductory workshops that will provide them with a variety of skills to tackle the coursework over the next two years.   | Discuss with students what they have learned during lessons. Encourage them to work with a variety of different class members.     |
| Autumn Term Two | Students will take part in a devising project, focusing on the development of movement and physical theatre skills. They will begin to prepare for a devised group performance that will be presented for the Holocaust Memorial Day commemorations that will take place in Cathedral Square. | Discuss the project with students, encourage them to practice their role at home.  |
| Spring Term One | Students will start the term by performing their devised performance for the Holocaust Memorial Day. They will then begin preparations for their Devising Drama component.  | Family members will be invited to attend the performance   |
| Spring Term Two | Students will continue working on their Devising Drama coursework, devising an original piece of theatre from a stimulus and completing an accompanying logbook.  | Encourage students to organise rehearsals with their groups. Help them to learn their lines for their role.                        |
| Summer Term One | Students will perform their devised pieces and will complete their coursework for this component. They will then start studying the Drama: Performance and Response component of the course.  | Encourage students to organise rehearsals. Encourage them to practice their role at home.  |
| Summer Term Two | Students will continue to study a text for the Drama: Performance and Response component of the course, practicing how to respond to written questions. There may also be opportunities to watch live theatre performances in preparation for the live theatre review.                        | Encourage students to complete any written homework required for this component. Encourage them to view live theatre performances. |

## Year 11:

| Term            | Themes and Assessment  | What can a parent do to support?   |
|-----------------|--|--|
| Autumn Term One | Students will start the year off with some general refresher workshops. They will then select a text to work on for the Presenting and Performing Texts component of the course.   | Discuss with students what they have learned during lessons. Encourage them to work with different members of the class. |
| Autumn Term Two | Students will continue preparing for the Presenting and Performing Texts component of the course.  | Encourage students to learn their lines at home.   |
| Spring Term One | Students will be assessed by a visiting examiner for the Presenting and Performing Texts component of the course. Students will then return to the Drama: Performance and Response component and will refresh their studies from the previous Summer Term. There may also be an opportunity to watch some live theatre during this term. | Encourage students to learn their lines and attend rehearsals.   |
| Spring Term Two | Students will be revising and preparing for the written exam focusing on the Drama: Performance and Response component.  | Encourage students to complete any required homework. Ensure that they are carrying out revision.                        |
| Summer Term     | Students will finish revising and preparing for the written exam. This exam will take place in the Summer Term.  | Ensure that students are revising at home.   |

# Enterprise and Marketing (Business Studies)

## Year 10

| When     | Topic                                  | Assessment/Part of the Exam |
|----------|--|-----------------------------|
| Autumn 1 | R064 Enterprise and Marketing concepts | Exam                        |
| Autumn 2 | R064 Enterprise and Marketing concepts | Coursework                  |
| Spring 1 | R065 – Design a business proposal LO1  | Coursework                  |
| Spring 2 | R065 – Design a business proposal LO2  | Coursework                  |
| Summer 1 | R065 – Design a business proposal LO3  | Coursework                  |
| Summer 2 | R065 – Design a business proposal LO4  | Coursework                  |

## Year 11

| When     | Topic  | Assessment/Part of the Exam |
|----------|--|-----------------------------|
| Autumn 1 | R065 – Design a business proposal LO4                  | Coursework                  |
| Autumn 2 | R066 -Market and pitch a business proposal LO1 and LO2 | Coursework                  |
| Spring 1 | R066 -Market and pitch a business proposal LO3         | Coursework                  |
| Spring 2 | R066 -Market and pitch a business proposal LO4         | Coursework                  |
| Summer   |  |                             |

### Course Details:

J819 Cambridge National Enterprise and Marketing Level 1/2 Certificate

### Where to get help:

**Website:** [Enterprise and Marketing Level 1/2 Certificate - J819 - OCR](https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public)

<https://www.businessed.co.uk/index.php/home/theory/camnat-public/camnat-theory-notes-public>

**Textbook:** Cambridge National Level ½ Enterprise and Marketing by Tess Bayley and Leanna Oliver

### Contact:

Mr Echendu Subject Leader Business

[arinze.echendu@stjohnfishersschool.org.uk](mailto:arinze.echendu@stjohnfishersschool.org.uk)

# Food Technology

## Year 10

| When     | Topic   | Assessment/Part of the Exam   |
|----------|---|---|
| Autumn 1 | Introduction and Nutrition (Macronutrients)<br><b>Spec code: 3.1/3.2</b>  | Test on topic and exam practice Qs                                    |
| Autumn 2 | Nutrition part 2 (Micronutrients, energy, water, special diets, The Big 6 health issue linked to diet) <b>Spec code: 3.1/3.2</b>  | Test on topic and exam practice Qs                                    |
| Spring 1 | Cooking methods/heat transfer and Functional and chemical properties of carbs, protein and fat. <b>Spec code: 3.1/3.3</b>         | Test on topic and exam practice Qs plus NEA 1 coursework practice x 2 |
| Spring 2 | Functional and chemical properties (continued). NEA 1 practice linked to this (Food investigation task) <b>Spec code: 3.1/3.3</b> | Test on topic and exam practice Qs plus NEA 1 coursework practice x 1 |
| Summer 1 | NEA 2 Coursework practice project (Food preparation task)<br><b>Spec code: 3.1</b>  | PPE, test on topic and exam practice Qs. NEA 2 coursework practice.   |
| Summer 2 | Food safety, Food choices, food provenance<br><b>Spec code: 3.1,3.4,3.5,3.6</b>   | Test on topic and exam practice Qs                                    |

## Year 11

| When     | Topic   | Assessment/Part of the Exam  |
|----------|---|--|
| Autumn 1 | Introduction/NEA 1 coursework- Food investigation task<br><b>Spec code: 3.1, 3.7</b>  | NEA 1 final coursework assessment. Written exam practice Qs and test.                  |
| Autumn 2 | Introduction to NEA 2 coursework – Food preparation task. Research and selecting technical skills/showcasing skills (Section A and B) <b>Spec code: 3.1,3.7</b> | NEA 2 final coursework assessment (Section A and B) Written exam practice Qs and test. |
| Spring 1 | NEA 2: Completing technical skills practical work. Planning final menu (Section C of coursework)<br><b>Spec code: 3.1,3.7</b>                                   | NEA 2 final coursework (Section B and C) Written exam practice questions and test.     |
| Spring 2 | NEA 2 practical exam (Section D) and evaluation/analysis (Section E)<br><b>Spec code: 3.1,3.7</b>   | NEA 2 final coursework (Section D and E) Written exam practice Qs and test             |
| Summer   | Preparation for written exam: Environmental theory, sustainability, technological developments and revision of all course topics.<br><b>Spec code: 3.1-3.6</b>  | Practice questions, PPE and final AQA written exam (June)                              |

### Course Details:

AQA Food Preparation and Nutrition (8585E)

### Where to get help:

[www.foodfactoflife](http://www.foodfactoflife)

[www.aqa.org.uk](http://www.aqa.org.uk)

Contact: Mrs Wynne

# French – Year 10

| When     | Topic   | Assessment  | What can a parent do to support?   |
|----------|---|---|--|
| Autumn 1 | <b>Introduction to course + grammar induction</b><br><b>1. Identity and culture :</b><br>1. Me, my family and friends | Listening, Reading<br><i>(exam-style questions)</i> | <ul style="list-style-type: none"> <li>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</li> <li>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.</li> <li>- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.</li> <li>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</li> </ul> |
| Autumn 2 | <b>1. Identity and culture :</b><br>2. Technology in everyday life  | Writing <i>(exam-style questions)</i>               |  |
| Spring 1 | <b>1. Identity and culture :</b><br>3. Free-time activities   | Listening, Reading<br><i>(exam-style questions)</i> |  |
| Spring 2 | <b>1. Identity and culture :</b><br>4. Customs and festivals in French-speaking countries/communities                 | Writing <i>(exam-style questions)</i>               |  |
| Summer 1 | <b>Revision of Theme 1 and Speaking practice</b>  | Speaking <i>(general conversation),</i>             |  |
| Summer 2 | <b>2. Local, national, international and global areas of interest:</b><br>4. Travel and Tourism                       | Listening, Reading<br><i>(exam-style questions)</i> |  |

## Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE French – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

[www.memrise.com](http://www.memrise.com)    [www.quizlet.com](http://www.quizlet.com)

**Staff Contacts**    Miss Rodriguez





# Geography

## Year 10 Geography

| When     | Topic  | Detailed Content  | Assessment   |
|----------|--|---|--|
| Autumn 1 | Changing Landscapes of the UK<br>River Landscapes and Processes        | <p>There are geological variations within the UK</p> <p>A number of physical and human processes work together to create distinct UK landscapes</p> <p>A variety of physical processes interact to shape river landscapes</p> <p>Erosion and deposition interacting with geology create distinctive landforms in river landscapes</p> <p>Human activities can lead to changes in river landscapes which affect people and the environment</p> <p>Distinctive river landscapes are the outcome of the interaction between physical and human processes</p> | <p>Ongoing informal assessment of classwork and homework.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>Final grading based on terminal examinations.</p> |
| Autumn 2 | Coastal Landscapes and Processes                                       | <p>A variety of physical processes interact to shape coastal landscapes</p> <p>Coastal erosion and deposition create distinctive landforms within the coastal landscape</p> <p>Human activities can lead to changes in coastal landscapes which affect people and the environment</p>   |  |
| Spring 1 | Coastal Landscapes and Processes<br>Weather Hazards and Climate Change | <p>Distinctive coastal landscapes are the outcome of the interaction between physical and human processes</p> <p>The atmosphere operates as a global system transferring heat and energy</p> <p>The global climate was different in the past and continues to change due to natural causes</p> <p>Global climate is now changing as a result of human activity</p>  |  |
| Spring 2 | Weather Hazards and Climate Change                                     | <p>The UK has a distinct climate which has changed over time</p> <p>Tropical cyclones are extreme weather events that develop under specific conditions and in certain locations</p> <p>There are various impacts of and responses to natural hazards caused by tropical cyclones depending on a country's level of development</p> <p>The causes of drought are complex with some locations more vulnerable than others</p> <p>The impacts of, and responses to drought vary depending on a country's level of development</p>                           |  |
| Summer 1 | Ecosystems, Biodiversity and Management                                | <p>Large-scale ecosystems are found in different parts of the world and are important</p> <p>The biosphere is a vital system</p> <p>The UK has its own variety of distinctive ecosystems that it relies on</p> <p>Tropical rainforests show a range of distinguishing features</p> <p>Tropical rainforest ecosystems provide a range of goods and services some of which are under threat</p>   |  |

|          |   |  |  |
|----------|---|--|--|
| Summer 2 | Ecosystems, Biodiversity and Management<br>Global Development | <p>Deciduous woodlands show a range of distinguishing features</p> <p>Deciduous woodlands ecosystems provide a range of goods and services some of which are under threat</p> <p>Definitions of development vary as do attempts to measure it</p> <p>The level of development varies globally</p> <p>Uneven global development has had a range of consequences</p> <p>A range of strategies has been used to try to address uneven development</p> <p>The level of development of the chosen developing or emerging country is influenced by its location and context in the world</p> |  |
|----------|---|--|--|

## Year 11 Geography

| When     | Topic                                 | Detailed Content   | Assessment   |
|----------|---------------------------------------|--|--|
| Autumn 1 | Global Development<br>Changing Cities | <p>The interactions of economic, social and demographic processes influence the development of the chosen developing or emerging country</p> <p>Changing geopolitics and technology impact on the chosen developing or emerging country</p> <p>There are positive and negative impacts of rapid development for the people and environment of the chosen developing or emerging country</p> <p>Urbanisation is a global process</p> <p>The degree of urbanisation varies across the UK</p>   | <p>Ongoing informal assessment of classwork and homework.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>Final grading based on terminal examinations.</p> |
| Autumn 2 | Changing Cities                       | <p>The context of the chosen UK city influences its functions and structure</p> <p>The chosen UK city is being changed by movements of people, employment and services</p> <p>Globalisation and economic change create challenges for the chosen UK city that require long-term solutions</p> <p>The context of the chosen developing country or emerging country city influences its functions and structure</p> <p>The character of the chosen developing country or emerging country city is influenced by its fast rate of growth</p> <p>Rapid growth, within the chosen developing country or emerging country city, results in a number of challenges that need to be managed</p>  |  |
| Spring 1 | Resource Management (Water)           | <p>A natural resource is any feature or part of the environment that can be used to meet human needs</p> <p>The patterns of the distribution and consumption of natural resources varies on a global and a national scale</p> <p>The supply of fresh water supply varies globally</p> <p>There are differences between the water consumption patterns of developing countries and developed countries</p> <p>Countries at different levels of development have water supply problems</p> <p>Meeting the demands for water resources could involve technology and interventions by different interest groups</p> <p>Management and sustainable use of water resources are required at a range of spatial scales from local to international</p> |  |

|          |   |  |
|----------|---|--|
| Spring 2 | UK Challenges /<br>Fieldwork Challenges | <p>The UK's resource consumption and environmental sustainability challenge</p> <p>The UK settlement, population and economic challenges</p> <p>The UK's landscape challenges</p> <p>The UK's climate change challenges</p> <p>Formulating enquiry questions</p> <p>Fieldwork methods and techniques</p> <p>Secondary data sources</p> |
| Summer 1 | Revision                                | <p>Issue of revision guides</p> <p>Consideration of revision techniques</p> <p>Focus on examination technique</p> <p>Practice exam questions</p>   |
| Summer 2 | Examinations                            |  |

# History

## Year 10 History

| When     | Topic  | Detailed Content  | Assessment   |
|----------|--|---|--|
| Autumn 1 | Crime & Punishment through time 1000-present                 | <p>This option comprises a thematic study Crime and punishment in Britain c1000–present day and a study of the historic environment Whitechapel c1870–1900: crime, policing and the inner city.</p> <p>There are two main strands to the crime and punishment thematic study: the nature and changing definitions of criminal activity and the nature of law enforcement and punishment.</p> <p>Crime and punishment in medieval England 1000-1500,</p>   | <p>Ongoing informal assessment of classwork and homework.<br/>           Formal assessment through regular end of unit testing and mock examinations.<br/>           Final grading based on terminal examinations.</p> |
| Autumn 2 | Crime & Punishment through time 1000-present                 | <p>Nature and changing definitions of criminal activity ,continuity and change in the nature of crimes against the person, property and authority, including heresy and treason.</p> <p>New definitions of crime: vagabondage, witchcraft, smuggling and new crimes in the 20th century. Changing nature of punishment: introduction of prisons, the changing nature of law enforcement: introduction of the Metropolitan Police Force and how this changes in the 20th century.</p>  |  |
| Spring 1 | Whitechapel, c1870–c1900: crime, policing and the inner city | <p>This unit examines the relationship between Whitechapel and historical events and the development of policing in the inner city.</p> <p>The study of Whitechapel highlights the problems in policing and the investigative challenges policing faced. The unit also examines the public attitudes towards the police and how this may have hindered investigations.</p> <p>Students develop the necessary skills to analyse and use contemporary sources to make substantiated judgements, in the context of historical events studied.</p>  |  |
| Spring 2 | Weimar and Nazi Germany, 1918–39                             | <p>This modern depth study offers students a fascinating analysis of how, between the First and Second World Wars, a democratic Germany became a one-party dictatorship. During this short time span students will examine various political, economic, social and cultural aspects of this change from a democratic to a oneparty state.</p> <p>The unit examines the the fragile beginnings of the Weimar Republic at the very end of the First World War and Hitler's rise to power.</p> <p>Students study the hardships and unrest in Germany by November 1918 and the reasons for the abdication of the Kaiser and the signing of the armistice. They should be aware of the key terms of the new constitution and its strengths and weaknesses. Students should understand the key terms of the Versailles Treaty, for example the War Guilt clause and the financial, economic, territorial and military terms.</p> <p>This ection then explore how Hitler initially failed to gain a great deal of support and then how political developments and key individuals in the final year of the Weimar Republic led to Hitler becoming Chancellor of Germany in 1933.</p> |  |

|          |                                  |   |
|----------|----------------------------------|---|
| Summer 1 | Weimar and Nazi Germany, 1918–39 | <p>This section focuses on the Nazi dictatorship in the years before the outbreak of the Second World War.</p> <p>Students study the key events which led to Germany moving from a democracy to a single-party state during the period 1933–34. They examine how the Nazis created a police state to control the German population which included secret police, the use of concentration camps, and control of the legal system and of the Catholic and Protestant Churches.</p> <p>Students learn about the Nazi government's control and influence of attitudes by using propaganda and censorship. The final section deals with the issue of the extent of support for Nazism as well as a range of organisations and individuals that displayed opposition to the regime</p> |
| Summer 2 | Weimar and Nazi Germany, 1918–39 | <p>The final focus of the unit examines life in Nazi Germany before the Second World War. The first section looks at how Nazi policies towards women changed their roles and positions in German society. This is followed by Nazi policies which influenced the lives of young people with the establishment of Nazi youth groups as well as government controls over education.</p> <p>Students study the changes to employment and living standards in Nazi Germany. They also learn about the Nazis' racial beliefs and how this led to policies which discriminated against minority groups as well as the increasingly harsh persecution of German Jews during the years 1933–39.</p>   |

## Year 11 History

| When     | Topic  | Detailed Content   | Assessment   |
|----------|--|--|--|
| Autumn 1 | Superpower relations and the Cold War, 1941–91 | <p>This option is a period study, and consists of the three Key topics: The origins of the Cold War, 1941–58; Cold War crises, 1958–70; The end of the Cold War, 1970–91.</p> <p>The first Key topic charts the breakdown of the Grand Alliance between the USA, USSR and Britain, particularly in 1945, and students examine the growing ideological differences seen in the Tehran, Yalta and Potsdam conferences. This section ends with the dramatic attempt by the people of Hungary to break away from their masters in the Soviet sphere in 1956, Khrushchev's response and the international reaction.</p> <p>Key topic 2 highlights crises in Cold War history in the years 1958–70. The first crisis is the building of the Berlin Wall in 1961, the second crisis the Cuban Missile Crisis in 1962 and the Soviet Union's invasion of Czechoslovakia in 1967.</p> | <p>Ongoing informal assessment of classwork and homework.<br/>           Formal assessment through regular end of unit testing and mock examinations.<br/>           Final grading based on terminal examinations.</p> |
| Autumn 2 | Superpower relations and the Cold War, 1941–91 | <p>Key topic 3 examines the clash of superpowers in the 1970s and 1980s. It starts with the false dawn of détente, marked by arms negotiations, which gave way to a second Cold War triggered by the Soviet invasion of Afghanistan (1979), President Reagan's attitude (talk of an 'evil empire') and 'Star Wars' nuclear technology.</p> <p>Students study the rule of Mikhail Gorbachev and policies of Glasnost and Perestroika which along with the fall of the Berlin Wall in 1989, led to the collapse of the Soviet Union in 1991.</p>   |  |

|          |                                    |  |
|----------|------------------------------------|--|
| Spring 1 | Early Elizabethan England, 1558–88 | <p>This unit covers the first 30 years of Elizabeth's reign. They will investigate matters which include religious issues, especially the Catholic threat to Elizabeth's security, relations with Philip II of Spain, several social and economic issues, and England's changing relations with the wider world, including the first steps towards the creation of a seaborne empire.</p> <p>The first key topic is concerned with queen, government and religion in the years 1558–69.</p> <p>This section examines why religion was such an important feature of national life, and the reasons for the settlement of 1559. They should be aware of the divisions between Catholics, Protestants and Puritans, and the challenges they posed to Elizabeth. They should understand Mary Stuart's claim to the throne, and how Elizabeth dealt with Mary in the years 1568–69.</p> |
| Spring 2 | Early Elizabethan England, 1558–88 | <p>Key topic 2 deals with challenges to Elizabeth at home and abroad in the years 1569–88. Students should understand the nature of the threat to the queen posed by the different plots of 1569–86 and the role of her Chief Minister Walsingham and his large network of spies in neutralising them.</p> <p>The third and final key topic deals with Elizabethan society in the Age of Exploration, 1558–88. This examines the nature of education in the home, schools and universities and the social groups involved. Students study the types of cultural activities, sports and pastimes that were popular in these years.</p>  |
| Summer 1 | Revision                           | <p>Revision activities<br/>Past paper exam practice<br/>Individual question practice e.g. 16 mark questions</p>  |
| Summer 2 | Examinations                       |  |

# Cambridge National Creative i-Media

## Year 10

| When            | Topic  | Assessment/Part of the Exam  |
|-----------------|--|--|
| <b>Autumn 1</b> | <u>R081:Pre-Production Skills</u><br>Learning about the purpose and content of different pre-production documents. Also learning how to plan projects (including legislation).   | Homework and past papers ready for exam  |
| <b>Autumn 2</b> | <u>R081:Pre-Production Skills</u><br>Learn how to make the different pre-production documents and review them.   | Homework and past papers ready for exam  |
| <b>Spring 1</b> | <u>R081:Pre-Production Skills</u><br>Normally 2 weeks to prepare for the exam.<br><br><u>R082: Creating Digital Graphics</u><br>Understanding purpose and properties of graphics. Completing LO1 part of the assignment. | Homework and past papers ready for exam<br><br>Completing assignment tasks. Regular checking of the work and updating lists to complete. |
| <b>Spring 2</b> | <u>R082: Creating Digital Graphics</u><br>Planning the creation of digital graphics and then creating the digital graphic. Completing LO2 and starting LO3 of the assignment.  | Completing assignment tasks. Regular checking of the work and updating lists to complete.  |
| <b>Summer 1</b> | <u>R082: Creating Digital Graphics</u><br>Finishing off LO3 and then doing LO4 which is the evaluation task.   | Completing assignment tasks. Regular checking of the work and updating lists to complete.  |
| <b>Summer 2</b> | <u>R085: Creating a Multipage Website</u><br>Understanding the properties and features of multipage websites. Then completing LO1 part of the assignment.  | Completing assignment tasks. Regular checking of the work and updating lists to complete.  |

## Year 11

| When            | Topic  | Assessment/Part of the Exam   |
|-----------------|--|---|
| <b>Autumn 1</b> | <u>R085: Creating a Multipage Website</u><br>Planning and the start of creating a website. This covers LO2 and LO3 of the assignment.  | Completing assignment tasks. Regular checking of the work and updating lists to complete. |
| <b>Autumn 2</b> | <u>R085: Creating a Multipage Website</u><br>Completion of the website and then the final LO4 which is the review and evaluation.  | Completing assignment tasks. Regular checking of the work and updating lists to complete. |
| <b>Spring 1</b> | <u>R091: Designing a Game Concept or R092: Developing Digital Games</u><br>In this half term the first 3 LO tasks will be completed, looking at theory, design and then some creation. | Completing assignment tasks. Regular checking of the work and updating lists to complete. |

|                 |   |   |
|-----------------|---|---|
| <b>Spring 2</b> | <u>R091: Designing a Game Concept or R092: Developing Digital Games</u><br>In this half term the LO3 will be completed and students will carry out the LO4 review and evaluation. | Completing assignment tasks. Regular checking of the work and updating lists to complete. |
| <b>Summer</b>   | Coursework improvements ready for end of April final assessment   |   |

**Please note, there may be times that we do both the game units rather than the Website, but students will be aware of which is being completed. This will depend on the interests of the students and the availability of software.**

**Course Details:**

J817 Certificate in Creative IMedia

**Where to get help:**

[Cambridge Nationals - Creative iMedia Level 1/2 Award/Certificate - J807, J817 - OCR](#)

**Contact:**

Miss Karen Griffin – Head of Technology Faculty

[karen.griffin@stjohnfishersschool.org.uk](mailto:karen.griffin@stjohnfishersschool.org.uk)

# Media Studies

## Year 10

| When            | Topics   | How Assessed                                   |
|-----------------|--|--|
| Autumn Term 1.1 | <ul style="list-style-type: none"> <li>Understanding Media Language.</li> <li>Understanding Audience – Social economic grouping, demographics and psychographics</li> </ul>  | Foundation to all CSP and NEA                  |
| Autumn 1.2      | <ul style="list-style-type: none"> <li>Film CSP – focus on industry, distribution, vertical and horizontal integration.</li> <li>Applying Semiotic language and narrative codes to a moving image.</li> <li>Todorov's narrative theory, Propp's character theory and iconography / semiology.</li> </ul>   | Exam / PPE                                     |
| Spring 2.1      | <ul style="list-style-type: none"> <li>TV CSP – Audience, representation, media language and industry.</li> </ul>  | Exam / PPE                                     |
| Spring 2.2      | <ul style="list-style-type: none"> <li>TV CSP continues – Audience, representation, media language and industry.</li> <li>Online and Social Participatory Media CSP – Audience, language, representation and industry.</li> <li>Unseen analysis – Media Language and audience.</li> <li>Mock advertising poster design for NEA. Introducing key design skills prior to the NEA.</li> </ul> | Exam / PPE<br><br>Exam and NEA foundation work |
| Summer 3.1      | <ul style="list-style-type: none"> <li>Mock Web design NEA. Introducing key design skills prior to the NEA.</li> <li>Introducing the Non-Exam Assessment (NEA) briefs. All 5 practical briefs are explored in detail and students select their preferred brief for the major practical production project.</li> <li>Begin research, exploration and planning for chosen NEA.</li> </ul>    | NEA 30% of Final Grade<br><br>Exam / PPE       |
| Summer 3.2      | <ul style="list-style-type: none"> <li>Conclude the NEA</li> <li>write 'Statement of Intent' for NEA</li> </ul>  | NEA<br>Exam / PPE                              |

**Year II**

| When            | Topics  | How Assessed      |
|-----------------|---|-------------------|
| Autumn Term 1.1 | <ul style="list-style-type: none"><li>• Advertising CSP – focusing on media language and representation</li></ul>   | Exam / PPE        |
| Autumn 1.2      | <ul style="list-style-type: none"><li>• Radio CSP – Industry and audience and historical context.</li><li>• Music Video CSP– an in-depth study or the industry and audience</li></ul>   | Exam / PPE<br>NEA |
| Spring 2.1      | <ul style="list-style-type: none"><li>• Music Video CSP– an in-depth study or the industry and audience</li><li>• Revisit the 'Statement of intent'. Submit NEA for grading.</li></ul>  | Exam / PPE<br>NEA |
| Spring 2.2      | <ul style="list-style-type: none"><li>• Newspapers – an in-depth study of the newspaper industry and audience representation and social, political and historical context</li><li>• Revision of Media theories</li><li>• Revision of CSP topics</li></ul> | Exam / PPE        |
| Summer 3.1      | Revision and final paper 1 and paper 2 exams  | Exam              |
| Summer 3.2      |   |                   |

## Music

|                | Autumn HT1  | Autumn HT2  | Spring HT1  | Spring HT2  | Summer HT1  | Summer HT2  |
|----------------|---|---|---|---|---|---|
| <b>Year 10</b> | Introduction to the course<br>Component 1 - LAA<br><i>Film Music, Samba and Reggae</i>                                    | Component 1 LAA<br><i>Britpop</i><br><i>Baroque</i><br><i>Blues Music</i><br><i>EDM</i><br><i>Grime</i> | Component 1 LAB<br><i>Britpop</i><br><i>Performance, Baroque</i><br><i>Arrangement and Film Music</i><br><i>Composition</i> | Component 1 LAB<br><i>Britpop</i><br><i>Performance, Baroque</i><br><i>Arrangement and Film Music</i><br><i>Composition</i><br><br>Component 2 LAA – Music Industry Skills<br><i>Music Skills</i><br><i>Portfolio</i> | Component 2 LAA - Music Industry Skills<br><i>Music Skills</i><br><i>Portfolio</i><br><br>LAB - Skills Development<br><i>Practice Diary and Performance Preparation</i> | Component 2 LAB - Skills Development<br><i>Practice Diary and Performance Preparation</i> |
| <b>Year 11</b> | Component 2 LAB - Skills Development<br><i>Performance</i><br><i>Evaluation and completion of all internal coursework</i> | Component 3 Prep/Mock   | Component 3 Response to Brief/Preparation Work  | Component 3 Preparation work  | Component 3 Evaluation/ Catch up incomplete coursework  |   |

See Course specification for Learning Aim Descriptions

# Sports Studies



## St John Fisher Physical Education Journey

**OCR**  
Oxford Cambridge and RSA

OCR Level 2 Sport Studies

**OCR**  
Oxford Cambridge and RSA

### OCR Website

<https://www.ocr.org.uk/qualifications/cambridge-nationals/sport-studies-level-1-2-j803-j813/>

**Apply for Level 3 Sport at SJF??**

**Final Moderation**  
Work is sent off for final moderation.

**Review of all assignments**  
Final review of all assignments

### Show Your Commitment

How many can you complete?



- Try Your Best in All Lessons
- Bring Your PE Kit To All Lessons
- Meet All Deadlines
- Lead an extra-curricular activity
- Represent SJF in One Or More Sporting Fixtures

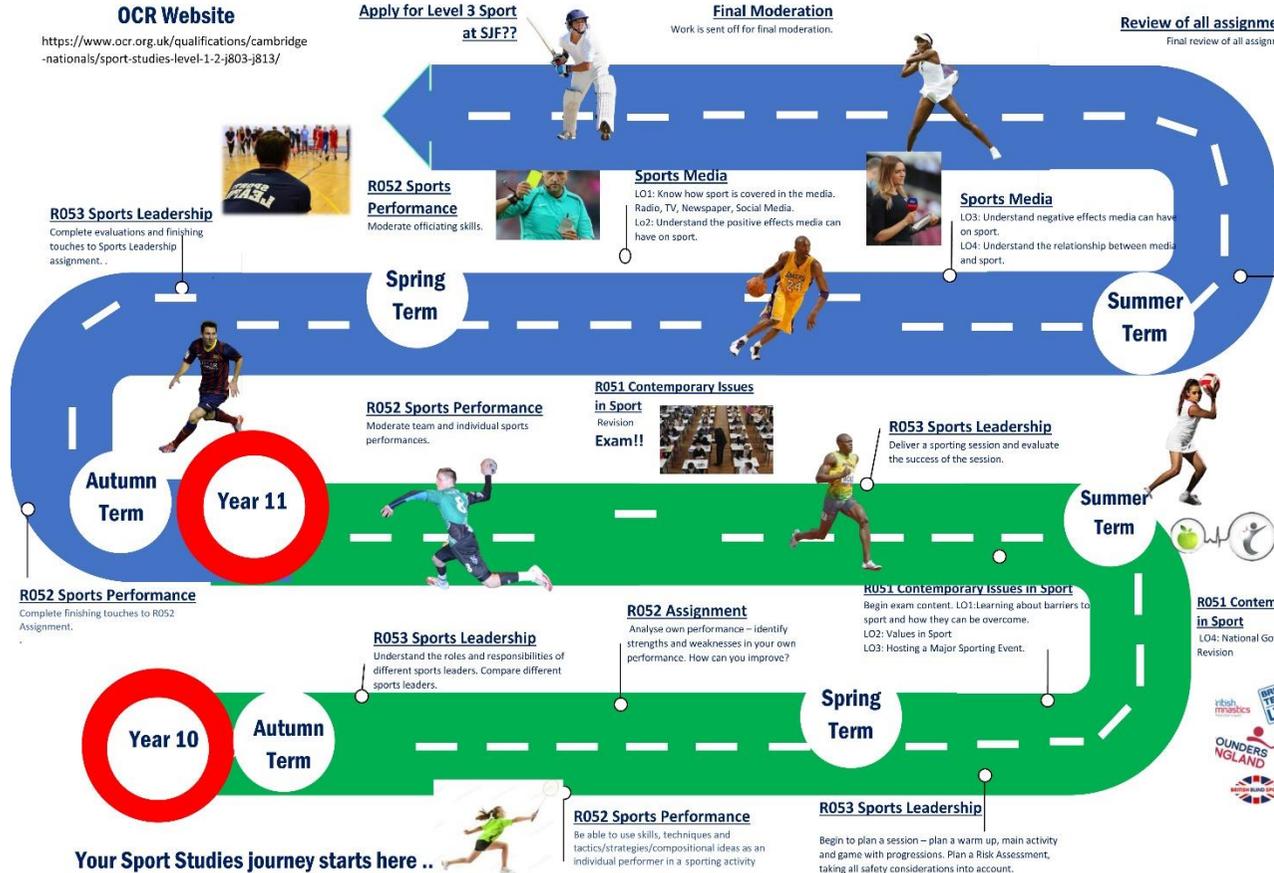
**Sports Media**  
LO5: Be able to evaluate the media coverage in sport..

- Personal Excellence
- Respect & Friendship
- Inspiration
- Determination
- Equality

### Future Careers??

Here are some careers linked to Sport Studies

- Coach
- PE Teacher
- Personal Trainer
- Sports Journalist
- Physio



Your Sports Studies journey starts here ..

# Spanish – Year 10

| When     | Topic   | Assessment  | What can a parent do to support?  |
|----------|---|---|---|
| Autumn 1 | <b>Introduction to course + grammar induction</b><br><b>1. Identity and culture :</b><br>1. Me, my family and friends | Listening, Reading<br><i>(exam-style questions)</i> | <p>- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.</p> <p>- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis – have fun with it.</p> <p>- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.</p> <p>- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.</p> |
| Autumn 2 | <b>1. Identity and culture :</b><br>2. Technology in everyday life  | Writing <i>(exam-style questions)</i>               |   |
| Spring 1 | <b>1. Identity and culture :</b><br>3. Free-time activities   | Listening, Reading<br><i>(exam-style questions)</i> |   |
| Spring 2 | <b>1. Identity and culture :</b><br>4. Customs and festivals in French-speaking countries/communities                 | Writing <i>(exam-style questions)</i>               |   |
| Summer 1 | <b>Revision of Theme 1 and Speaking practice</b>  | Speaking <i>(general conversation),</i>             |   |
| Summer 2 | <b>2. Local, national, international and global areas of interest:</b><br>4. Travel and Tourism                       | Listening, Reading<br><i>(exam-style questions)</i> |   |

## Helpful Books / Useful Websites

Revision guide and workbook for AQA 9-1 GCSE Spanish – Pearson Education (1 copy provided to students as textbook – to be returned at the end of the course)

[www.memrise.com](http://www.memrise.com)    [www.quizlet.com](http://www.quizlet.com)

**Staff Contacts**    Miss Rodriguez



# Spanish – Year 11

| When     | Topic   | Assessment  | What can a parent do to support?  |
|----------|---|---|---|
| Autumn 1 | <b>2. Local, national, international and global areas of interest:</b><br>1. Home, town, neighbourhood and region                   | Listening, Reading<br><i>(exam-style questions)</i>     | - Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.  |
| Autumn 2 | <b>2. Local, national, international and global areas of interest:</b><br>2. Social issues<br>3. Global issues                      | Writing <i>(exam-style questions)</i>                   | - Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it. |
| Spring 1 | <b>3. Current and future study and employment:</b><br>1. My studies<br>2. Life at school/college                                    | Listening, Reading<br><i>(exam-style questions)</i>     | - Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.  |
| Spring 2 | <b>3. Current and future study and employment:</b><br>3. Education post-16<br>4. Jobs, careers choices and ambitions                | Writing <i>(exam-style questions)</i>                   | - Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films. |
| Summer 1 | <b>Revision for exams</b><br>- Key vocabulary for all themes<br>- Speaking preparation<br>- Writing practice under timed conditions | <b>Speaking Exam</b>                                    |   |
| Summer 2 | <b>Exams</b>  | <b>Listening Exam<br/>Reading Exam<br/>Writing Exam</b> |   |

## Helpful Books / Useful Websites

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## Travel and Tourism

Year 10 Travel and Tourism

| When     | Topic   | Detailed Content  | Assessment  |
|----------|---|---|---|
| Autumn 1 | Unit 2: UK Travel and Tourism Destinations            | Learning aim A: Know UK travel and tourism destinations and gateways<br>UK travel and tourism categories<br>UK gateway airports and UK seaports<br>Road and rail travel<br>Examples of UK travel<br>Learning aim B: Investigate the appeal of UK tourism destinations for different types of visitors<br>Appeal of UK destinations<br>Types of visitors<br>Increasing appeal<br>Learning aim C: Plan UK holidays to meet the needs of different visitors<br>Sources of information<br>UK holiday planning   | Ongoing informal assessment of classwork and homework.<br>Formal assessment through weekly submission of coursework tasks.<br>Final grading based on coursework portfolio.          |
| Autumn 2 |   |   |   |
| Spring 1 |   |   |   |
| Spring 2 | Unit 1: The UK Travel and Tourism Sector              | Learning aim A: Understand the UK travel and tourism sector and its importance to the UK economy<br>Types of tourism<br>Types of travel<br>Principles of sustainable tourism<br>The importance of the travel and tourism sector to the UK economy<br>Learning aim B: Know about the industries, and key organisations, within the travel and tourism sector, their roles and interrelationships<br>Industries in the travel and tourism sector<br>Key organisations in the travel and tourism sector<br>Types of organisation in the travel and tourism sector<br>The interrelationships between travel and tourism organisations<br>Learning aim C: Understand the role of consumer technology in the travel and tourism sector<br>The role of consumer technology | Ongoing informal assessment of classwork and homework.<br>Formal assessment through practice examination questions and papers.<br>Final grading based on unit terminal examination. |
| Summer 1 |   |   |   |
| Summer 2 | Unit 4: International Travel and Tourism Destinations | Learning aim A: Know the major international travel and tourism destinations and gateways<br>International destinations<br>Major gateways<br>Types of destination<br>Examples of international travel routes  | Ongoing informal assessment of classwork and homework.<br>Formal assessment through weekly submission of coursework tasks.<br>Final grading based on coursework portfolio.          |

## Year 11 Travel and Tourism

| When | Topic | Detailed Content | Assessment |
|------|-------|------------------|------------|
|------|-------|------------------|------------|

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| Summer 2 | Examinations  |  |  |
| Summer 1 | Unit 3: The Travel and Tourism Customer Experience    | Learning aim C: Understand the importance of customer service to travel and tourism organisations<br>Customer service<br>Impact of excellent and poor customer service on travel and tourism organisations   | Ongoing informal assessment of classwork and homework.<br>Formal assessment through weekly submission of coursework tasks.<br>Final grading based on coursework portfolio. |
| Spring 2 |   | Learning aim B: Explore the needs and expectations of different types of customer in the travel and tourism sector<br>Customer types<br>Needs of different types of customer<br>Responding to customer needs<br>Exploring expectations of different types of customer in the travel and tourism sector |  |
| Spring 1 |   | Learning aim A: Investigate travel and tourism customer service<br>What is 'customer service'?<br>Different organisations in the travel and tourism industry   |  |
| Autumn 2 | Unit 4: International Travel and Tourism Destinations | Learning aim C: Be able to plan international travel to meet the needs of visitors   |  |
| Autumn 1 |   | Learning aim B: Investigate the appeal of international travel and tourism destinations to different types of visit<br>Features<br>Types of visitors   |  |