



St John Fisher
Catholic High School

Key Stage 4 Curriculum Booklet

“I have come that they may have life and have it to the full”

John 10:10

Updated: January 2023

Contents

English Language and Literature – Year 10.....	3
English Language and Literature – Year 11.....	4
Maths - Years 10 & 11.....	5
Science – Year 10	6
Science – Year 11	6
RE – Years 10 & 11	7
Art – Year 10	8
Art – Year 11	8
Computing – Year 10.....	10
Computing – Year 11.....	11
GCSE Design Technology – Year 10.....	12
GCSE Design Technology – Year 11.....	13
GCSE Drama – Year 10	14
GCSE Drama – Year 11	14
Enterprise and Marketing (Business Studies) Year 10	15
Enterprise and Marketing (Business Studies) Year 11	15
Food Technology – Year 10.....	16
Food Technology – Year 11.....	16
French – Year 10	17
French – Year 11	18
Geography – Year 10.....	19
Geography – Year 11.....	20
History – Year 10.....	21
History – Year 11	23
Cambridge National Creative i-Media – Year 10.....	24
Cambridge National Creative i-Media – Year 11.....	24
Media Studies – Year 10	26
Media Studies – Year 11	27
Music – Years 10 & 11.....	28
Sports Studies – Year 10 & 11.....	29
Spanish – Year 10.....	30
Spanish – Year 11	31
Travel and Tourism – Year 10	32
Travel and Tourism – Year 11	33
PSHE and Citizenship – Year 10.....	34
PSHE and Citizenship – Year 11.....	36

English Language and Literature – Year 10

Term	Topic	Skills
I	'Blood Brothers', persuasive speech writing and anthology poetry – Ozymandias, Prelude and London	<ul style="list-style-type: none"> • write effectively and coherently using Standard English appropriately • use grammar correctly and punctuate and spell accurately • acquire and apply a wide vocabulary To communicate effectively according to audience, purpose and form. To be able to identify key characters, themes and events in the play. 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. Paper 1 skills – Q1,2,3 and 4 (Section A)	To develop the reading and analysis skills required for AQA Paper 1 English language 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) Anthology poetry – Bayonet Charge (Literature full comparison essay)	To develop their skills in creative writing – crafting language, structure and form to create effects. To identify, annotate and compare the themes, devices and language used in two poetic texts
3.1	Shakespeare's 'Macbeth' up to Act 2 Spoken language element – persuasive speech Anthology poetry – Kamikaze 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. To develop skills in analysis of unseen texts and to explore how meaning is created by a poet. To show independence of thought and personal critical response to texts and compare them.
3.2	Shakespeare's 'Macbeth' to finish Anthology poetry – Remains and Poppies Final end of year exam – full paper 1 AQA 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. To explore modern poetry on the theme of warfare

English Language and Literature – Year 11

Term	Topic	Skills
I	Paper 2 AQA language Q1,2,3,4,5,6 Revision of 'Macbeth' and 'Jekyll and Hyde' - EDEXCEL	To revise the skills needed for Paper 2 – identification, comparison, summary, language analysis and identification of attitudes and perspectives. 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. To revise the main themes, characters and events of the key Literature texts To develop analytical and essay writing skills
2.1	Paper 1 AQA language revision Q1,2,3,4 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. To revise the key texts – character, form, context
2.2	Paper 1 language revision Q5,6 Revision of key Literature texts and skills 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. To use a range of structural and linguistic devices confidently and for effect To write clearly and accurately using a wide vocabulary, range of sentence structures and paragraphs To review exam technique and skills
3.1	Revision of all language papers Revision of key literature skills	Revision to cover all key areas

Maths - Years 10 & 11

	Year 10	Year 11
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 B4 Bioenergetics
Autumn 2	P1 Energy P2 Electricity
Spring 1	P3 Particle Model of Matter P4 Atomic Structure (Radioactivity)
Spring 2	C3 Quantitative Chemistry
Summer 1	C4 Chemical Changes
Summer 2	C5 Energy Changes C7 Chemical Analysis

Science – Year 11

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

RE – Years 10 & 11

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

Art – Year 10

When	Topic	Assessment/Part of the Exam
Autumn 1	Shiny objects project – intensive tonal drawing project to boost observational skills. Component 1	AO3 assessed. Overall grade awarded base on drawing skills
Autumn 2	Natural Forms project: Component 1 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
Spring 1	Natural Forms project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Spring 2	Natural Forms project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Summer 1	Natural Forms project: Component 1	Final piece assessed along with portfolio of work to award an overall coursework grade
Summer 2	Y11 Independent project: Component 1 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

Art – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	Y11 Independent project: Component 1	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Autumn 2	Y11 Independent project: Component 1	Final piece assessed along with portfolio of work to award an overall coursework grade

Spring 1	External assessment: Component 2. 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
Spring 2	External assessment: Component 2	Grades awarded based on 3 out of 4 assessment objectives, with an average grade estimated
Summer	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>

Computing – Year 10

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

Computing – Year 11

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

Paper 2

https://www.youtube.com/watch?v=MZ-bbjaRoTM&list=PL04uZ7242_M6yJQRfFcPUhAxykFNUy6

GCSE Design Technology – Year 10

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

GCSE Design Technology – Year 11

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

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.

GCSE Drama – 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

Enterprise and Marketing (Business Studies) 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 1 / 2 Enterprise and Marketing by Tess Bayley and Leanna Oliver

Food Technology – Year 10

When	Topic	Assessment/Part of the Exam
Autumn 1	Introduction and Nutrition (Macronutrients) Spec code: 3.1/3.2	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) Spec code: 3.1/3.2	Test on topic and exam practice Qs
Spring 1	Cooking methods/heat transfer and Functional and chemical properties of carbs, protein and fat. Spec code: 3.1/3.3	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) Spec code: 3.1/3.3	Test on topic and exam practice Qs plus NEA 1 coursework practice x 1
Summer 1	NEA 2 Coursework practice project (Food preparation task) Spec code: 3.1	PPE, test on topic and exam practice Qs. NEA 2 coursework practice.
Summer 2	Food safety, Food choices, food provenance Spec code: 3.1,3.4,3.5,3.6	Test on topic and exam practice Qs

Food Technology – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	Introduction/NEA 1 coursework- Food investigation task Spec code: 3.1, 3.7	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) Spec code: 3.1,3.7	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) Spec code: 3.1,3.7	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) Spec code: 3.1,3.7	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. Spec code: 3.1-3.6	Practice questions, PPE and final AQA written exam (June)

Course Details:

AQA Food Preparation and Nutrition (8585E)

Where to get help:

www.foodafactoflife

www.aqa.org.uk

French – Year 10

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Introduction to course + grammar induction 1. Identity and culture : 1. Me, my family and friends	Listening, Reading <i>(exam-style questions)</i>	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
Autumn 2	1. Identity and culture : 2. Technology in everyday life	Writing <i>(exam-style questions)</i>	- Talk to your child about what they are learning in MFL.
Spring 1	1. Identity and culture : 3. Free-time activities	Listening, Reading <i>(exam-style questions)</i>	Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.
Spring 2	1. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing <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.
Summer 1	Revision of Theme 1 and Speaking practice	Speaking <i>(general conversation),</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 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading <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 www.quizlet.com



French – Year 11

When	Topic	Assessment	What can a parent do to support?
Autumn 1	2. Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region	Listening, Reading <i>(exam-style questions)</i>	<ul style="list-style-type: none"> - Be positive about language learning. It can be challenging, but always try to be encouraging and supportive. - 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. - Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week. - 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.
Autumn 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing <i>(exam-style questions)</i>	
Spring 1	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading <i>(exam-style questions)</i>	
Spring 2	3. Current and future study and employment: 3. Education post-16 4. Jobs, careers choices and ambitions	Writing <i>(exam-style questions)</i>	
Summer 1	Revision for exams - Key vocabulary for all themes - Speaking preparation - Writing practice under timed conditions	Speaking Exam (20min)	
Summer 2	Exams	Listening Exam Reading Exam Writing Exam	

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 www.quizlet.com



Geography – Year 10

When	Topic	Detailed Content	Assessment
Autumn 1	Changing Landscapes of the UK 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 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 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>	

Geography – Year 11

When	Topic	Detailed Content	Assessment
Autumn 1	Global Development 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 1 Spring 2	UK Challenges / 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

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.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>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>	

<p style="text-align: center;">Summer 1</p>	<p style="text-align: center;">Weimar and Nazi Germany, 1918–39</p>	<p>This section ocuses 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>
<p style="text-align: center;">Summer 2</p>	<p style="text-align: center;">Weimar and Nazi Germany, 1918–39</p>	<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 als 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>

History – Year 11

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.</p> <p>Formal assessment through regular end of unit testing and mock examinations.</p> <p>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.</p> <p>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</p> <p>Past paper exam practice</p> <p>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
Autumn 1	<u>R081:Pre-Production Skills</u> 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
Autumn 2	<u>R081:Pre-Production Skills</u> Learn how to make the different pre-production documents and review them.	Homework and past papers ready for exam
Spring 1	<u>R081:Pre-Production Skills</u> Normally 2 weeks to prepare for the exam. <u>R082: Creating Digital Graphics</u> Understanding purpose and properties of graphics. Completing LO1 part of the assignment.	Homework and past papers ready for exam Completing assignment tasks. Regular checking of the work and updating lists to complete.
Spring 2	<u>R082: Creating Digital Graphics</u> 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.
Summer 1	<u>R082: Creating Digital Graphics</u> 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.
Summer 2	<u>R085: Creating a Multipage Website</u> 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.

Cambridge National Creative i-Media – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>R085: Creating a Multipage Website</u> 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.
Autumn 2	<u>R085: Creating a Multipage Website</u> 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.

Spring 1	<u>R091: Designing a Game Concept or R092: Developing Digital Games</u> 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.
Spring 2	<u>R091: Designing a Game Concept or R092: Developing Digital Games</u> 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.
Summer	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 i-Media

Where to get help:

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

Media Studies – Year 10

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

Media Studies – Year 11

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

Music – Years 10 & 11

	Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Year 10	Introduction to the course Component 1 - LAA <i>Film Music, Samba and Reggae</i>	Component 1 LAA <i>Britpop</i> <i>Baroque</i> <i>Blues Music</i> <i>EDM</i> <i>Grime</i>	Component 1 LAB <i>Britpop Performance, Baroque</i> <i>Arrangement and Film Music</i> <i>Composition</i>	Component 1 LAB <i>Britpop Performance, Baroque</i> <i>Arrangement and Film Music</i> <i>Composition</i> Component 2 LAA – Music Industry Skills <i>Music Skills Portfolio</i>	Component 2 LAA - Music Industry Skills <i>Music Skills Portfolio</i> LAB - Skills Development <i>Practice Diary and Performance Preparation</i>	Component 2 LAB - Skills Development <i>Practice Diary and Performance Preparation</i>
Year 11	Component 2 LAB - Skills Development <i>Performance</i> <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 – Year 10 & 11



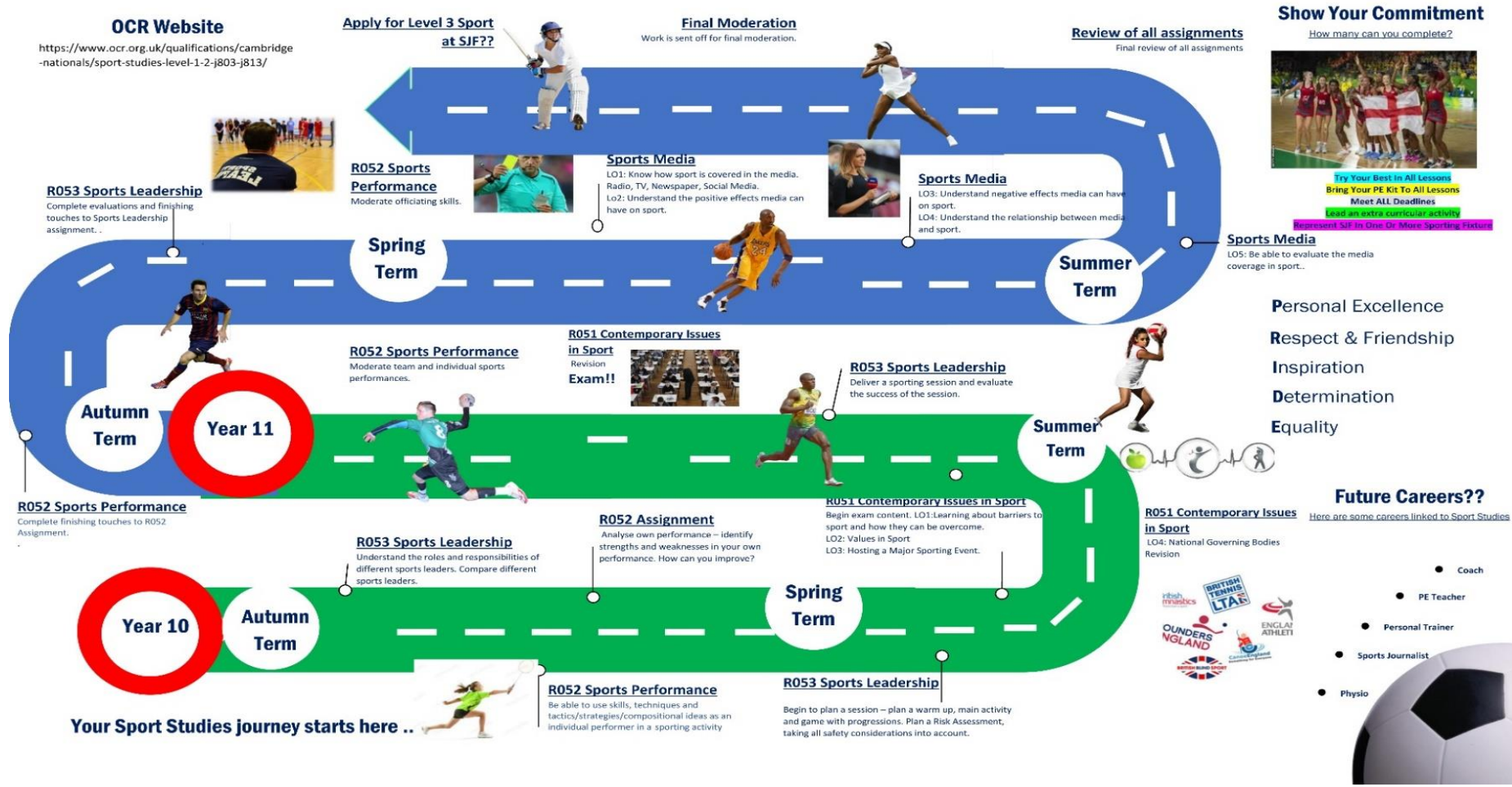
St John Fisher Physical Education Journey



OCR Level 2 Sport Studies



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



Your Sport Studies journey starts here ..

Spanish – Year 10

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Introduction to course + grammar induction 1. Identity and culture : 1. Me, my family and friends	Listening, Reading (<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	1. Identity and culture : 2. Technology in everyday life	Writing (<i>exam-style questions</i>)	
Spring 1	1. Identity and culture : 3. Free-time activities	Listening, Reading (<i>exam-style questions</i>)	
Spring 2	1. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing (<i>exam-style questions</i>)	
Summer 1	Revision of Theme 1 and Speaking practice	Speaking (<i>general conversation</i>),	
Summer 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading (<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 www.quizlet.com



Spanish – Year 11

When	Topic	Assessment	What can a parent do to support?
Autumn 1	2. Local, national, international and global areas of interest: 1. Home, town, neighbourhood and region	Listening, Reading <i>(exam-style questions)</i>	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive. - 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. - Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Autumn 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing <i>(exam-style questions)</i>	
Spring 1	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading <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	3. Current and future study and employment: 3. Education post-16 4. Jobs, careers choices and ambitions	Writing <i>(exam-style questions)</i>	
Summer 1	Revision for exams - Key vocabulary for all themes - Speaking preparation - Writing practice under timed conditions	Speaking Exam	- 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 2	Exams	Listening Exam Reading Exam Writing Exam	

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)

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Travel and Tourism – Year 10

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

Travel and Tourism – Year 11

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

PSHE and Citizenship – Year 10

Our program seeks to enable our **students to become healthy, independent and responsible members of society**. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

	Content	Assessment	What can a parent do to support?
Topic 1 Finance (Term 1a)	<p>Considering the advantages and disadvantages of using credit or saving to make purchases</p> <p>Developing understanding of budgeting</p> <p>Considering the financial implications of personal life choices</p> <p>Identifying the main features of a pay slip</p> <p>Assessing that situations carry different levels of risks and consequences</p> <p>Calculating how insurance can provide some protection</p> <p>Recognizing different types of financial frauds</p> <p>Considering the benefits and potential risks associated with managing money online</p>	<p>There is no formal assessment in PSHE and Citizenship. Assessment is ongoing during lessons, ensuring that students understand topics covered and are able to participate fully in classroom activities. The emphasis of the curriculum is on thinking, discussion, debate and challenge to ensure all students are able to leave school with an understanding of the world and their rights and responsibilities within it.</p>	<p>Ask your child what they are studying and encourage them to express their views.</p> <p>Watch the news as a family and talk about some of the issues that link to the PSHE topics.</p> <p>Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.</p>
Topic 2 Managing risks and staying safe (Term 1b)	<p>Assessing effectively and managing the risks of knife crime</p> <p>Understanding how people learn what is appropriate behaviour from other's actions</p> <p>Being able to differentiate between the features of a healthy friendships and those associated with gang memberships</p> <p>Explaining influences on decision-making about gangs</p> <p>Explaining the risks and consequences of different gang behaviours</p> <p>Knowing how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a gun or knife attack</p> <p>Analysing how alcohol and other drugs affect decision making</p> <p>Explaining how different internal and external influences can affect decision making</p> <p>Describing the wider physical and psychological consequences of substance use</p>		<p>Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are</p> <p>Be aware of some of the peer pressures on children and support them to make informed choices</p> <p>Check internet security settings in the house are appropriate and monitor your child's use.</p>
Topic 3 Responsible citizenship (Term 2a)	<p>Understanding and preventing extremism</p> <p>Identifying persuasive, divisive and/or manipulative language in the media, including social media.</p>		

	<p>Describing how charismatic leaders can distort people’s perceptions of the value of the beliefs and ideas they promote.</p> <p>Understanding how we can help our community</p>		
<p>Topic 4 RSE (Life to the full- Term 2b)</p>	<p>Authentic freedom (session 1) Self image (session 2) Beliefs, values, attitudes (session 3) Parenthood (session 4) Pregnancy and abortion (session 5) Abuse (session 6)</p>		
<p>Topic 5 IAG (Term 3a)</p>	<p>Identifying how to make good first impressions and practising interview techniques</p> <p>Becoming more aware of how to keep safe in the workplace and how to maintain appropriate standards</p> <p>Reflecting on work experience</p> <p>Skills and strength reflection</p> <p>Post 16 options</p> <p>How can university benefit me?</p>		
<p>Topic 6 Values, rights and responsibilities (Term 3b)</p>	<p>Equality, diversity and inclusion</p> <p>Appreciating LGBT+ history and how it has helped create stronger rights for the LGBT+ community</p> <p>Being able to reflect on the impact of hate crime on the individuals involved, their families and the wider community.</p> <p>Recognising situations where people may feel unsafe, and understanding this can differ depending on gender.</p> <p>Understanding the importance of respect and equality, and how to keep myself and others safe.</p> <p>Assessing laws in relation to hate crime.</p> <p>Recognising when a person’s behaviour towards another becomes unwanted.</p> <p>Knowing some of the laws that protect me from unwanted attention.</p> <p>Knowing ways to seek help if I am the focus of unwanted attention.</p>		



	Content	Assessment	What can a parent do to support?
	<p>Explaining how to risk assess gambling-related behaviours</p> <p>Describing ways to manage peer and media influence on gambling decisions</p> <p>Understanding the difference between recreational and problematic gambling behaviours and ways to support those who are experiencing gambling harms</p>		<p>rights and responsibilities are</p> <p>Be aware of some of the peer pressures on children and support them to make informed choices</p> <p>Check internet security settings in the house are appropriate and monitor your child's use.</p>
<p>Topic 4 Staying healthy (Term 2a)</p>	<p>Being able to carry out a primary survey, how to place an unresponsive casualty into the recovery position and understanding when and how to deliver CPR</p> <p>Understanding the symptoms and risk factors of cancer (Testicular, Breast, Skin & Prostate) and being able to carry out a monthly check</p> <p>Discussing different points of view about the misuse of substances and how choice, habit and addiction can all play their part</p> <p>Explaining how the misuse of substances can lead to risky sexual behaviour and the possible consequences of this</p> <p>Understanding that substance use could impact negatively on a person's future life chances including their reputation</p>		
<p>Topic 5 RSE (Life to the full-Term 2b)</p>	<p>Self worth (session 1)</p> <p>Addiction (session 2)</p> <p>Eating disorders (session 3)</p> <p>Birth control (session 4)</p> <p>Pornography (session 5)</p> <p>Coercive control (session 7)</p>		



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