



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

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RE – Years 10 & 11

Year 10 EDEXCEL RELIGIOUS STUDIES A	Year 11 EDEXCEL RELIGIOUS STUDIES A
Term 1 Autumn 1 Paper 3: Arguments for the Existence of God	Term 1 Autumn 1 Paper 1: Catholic Practices
Term 1 Autumn 2 Paper 3: Relationships and Family	Term 1 Autumn 2 Paper 1: Catholic Sources of Wisdom and Authority
Term 2 Spring 1 Paper 2: Judaism Beliefs and Teachings	Term 2 Spring 1 Paper 1: Catholic Forms of Expression
Term 2 Spring 2 Paper 2: Judaism Practices	Term 2 Spring 2 Revision of all Papers
Term 3 Summer 1 Revision of Previous Topics Begin Paper 1: Catholic Christianity Beliefs and Teachings	Term 3 Summer 1 Revision of all Papers
Term 3 Summer 2 Paper 1: Catholic Christianity Beliefs and Teachings	Term 3 Summer 2 Revision and exam

English Language and Literature – Year 10

Term	Topic	Skills
1	‘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 <p>To communicate effectively according to audience, purpose and form.</p> <p>To be able to identify key characters, themes and events in the play.</p> <p>To identify and use key quotations and examples when exploring a character or theme.</p>
2.1	Anthology poetry study – Charge of the Light brigade, Exposure. Paper 1 skills – Q1,2,3 and 4 (Section A)	<p>To develop the reading and analysis skills required for AQA Paper 1 English language</p> <p>To explore, annotate and analyse the use of language, structure and form in a poetic text.</p>
2.2	Paper 1 skills – Q5 –description and narration (Section B) Anthology poetry – Bayonet Charge (Literature full comparison essay)	<p>To develop their skills in creative writing – crafting language, structure and form to create effects.</p> <p>To identify, annotate and compare the themes, devices and language used in two poetic texts</p>
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	<p>To explore and understand the play ‘Macbeth’ and Shakespeare’s world and society which produced it.</p> <p>To develop skills in analysis of unseen texts and to explore how meaning is created by a poet.</p> <p>To show independence of thought and personal critical response to texts and compare them.</p>
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	<p>To be able to explore Shakespeare’s uses of language, structure and form in the wider play and in an extract.</p> <p>To explore modern poetry on the theme of warfare</p>

English Language and Literature – Year 11

Term	Topic	Skills
1	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	Algebra: Manipulations, Equations, Quadratic expressions	Ratio, proportion and rates of change Geometry and Measures: Area and volume, Similarity and congruence
Autumn 2	Number: Percentages, Fractions Ratio, proportion and rates of change	Algebra: Sequences and proof Number: Standard form Geometry and Measures: Work with circles, Circle theorems, Vectors Probability: Set notation and Venn diagrams
Spring 1	Number: Non-Calculator methods Algebra: Straight line graphs Probability	Algebra: Functions and graphs, Equations and formulae Ratio, proportion and rates of change: Rates
Spring 2	Number: Rounding and estimation Geometry and Measures: Perimeter, area and volume Statistics: Interpret and represent data Algebra: Non-linear Graphs	Geometry and Measures: Angles, bearings and trigonometry, Constructions and loci, Transformations
Summer 1	Geometry and Measures: Angles, Vectors Statistics: Graphs and diagrams	Revision and exams
Summer 2	Number: Factors and powers Geometry and Measures: Pythagoras' theorem and trigonometry Algebra: Simultaneous equations	Revision and exams

Science – Year 10

Half Term	Topic(s) covered
Autumn 1	P1 Energy P2 Electricity
Autumn 2	C3 Quantitative Chemistry C4 Chemical Changes C5 Energy Changes
Spring 1	P3 Particle Model of Matter P4 Atomic Structure (Radioactivity)
Spring 2	B3 Infection and response B4 Bioenergetics
Summer 1	C6 Rates C7 Organic Chemistry
Summer 2	B5 Homeostasis and Response C8 Chemical Analysis

Science – Year 11

Half Term	Topic(s) covered
Autumn 1	B6 Inheritance, variation and evolution B7 Ecology
Autumn 2	C6 Rates C10 Using resources P5 Forces
Spring 1	P6 Waves P7 Magnetism and electromagnetism
Spring 2	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

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

Art – Year 10

When	Topic	Assessment/Part of the Exam
Autumn 1	Component 1- Coursework- portfolio and sketchbook. Abstract Landscape . Over the 20 weeks, students will cover all assessment objectives expected by the exam board A01: Develop ideas through investigations, demonstrating critical understanding of sources. A02: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes. A03: Record ideas, observations and insights relevant to intentions as work progresses. A04: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.	Mind mapping, mood board, primary and secondary source drawing, exploring different media and techniques. Annotation reflecting on their journey
Autumn 2		Artist research and analysis , artist experiments and annotation reflecting on their thoughts and ideas as they develop
Spring 1	This will be achieved through drawing from primary and secondary sources, exploring media, materials and techniques, researching the work of 2 artists and experimenting in their style. Developing ideas merging their drawings with their understanding and interpretation of the artist they have researched, exploration of their ideas, culminating in a final outcome	Ideas development exploring different ideas through, content, media and composition – Realising intentions with a final outcome
Spring 2	Social and Political- Students will select a theme route based on something they are interested in or passionate about. Students will mind map and create mood board as they determine their theme direction. Students will collect secondary source imagery and create scenarios and stage sets to gather primary source imagery. Students will research and explore the work of 3 artists, analysing their work and creating artist copies and contextual pieces. Students will present and annotate all of their work, as they create a journey , through experimenting with media as ideas form	Mind mapping, mood board, primary and secondary source drawing, exploring different media and techniques. Annotation reflecting on their journey
Summer 1		Artist research and analysis , artist experiments and annotation reflecting on their thoughts and ideas as they develop
Summer 2		Contextual pieces based on the work of their selected artists

Art – Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	Social and Political -Component 1- continued- Ideas development- Students will developed ideas based on their gathered imagery and artist contextual pieces- These ideas will be explored through media, composition and content	Ideas development exploring different ideas through, content, media and composition – Realising intentions with a final outcome
Autumn 2	Social and Political -Component 1- continued- Final outcome- students realising intentions as the develop their final outcome, logging the development through photos as their piece progresses	Final Outcome – Realising intentions with a final outcome
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.	Mind mapping, mood board, primary and secondary source drawing, exploring different media and techniques. Annotation reflecting on their journey. Artist research and analysis , artist experiments and annotation reflecting on their thoughts and ideas as they develop
Spring 2	External assessment: Component 2	Ideas development exploring different ideas through, content, media and composition – Realising intentions with a final outcome
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> <u>Efficiency</u> <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://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_M6yJQRfFcPUhAxykFNuPQy6

GCSE Design Technology – Year 10

When	Topic	Assessment/Part of the Exam
Autumn 1	<u>Structures</u> Theory: Forces, assemblies, sustainability, locations, Bridge project <u>Practical</u> : team structure building, selection and usage of tools, workshop safety, PPE.	Weekly homework to reinforce class learning End of half term test
Autumn 2	<u>Design Theory</u> : Looking at famous designers, Famous Designs, Design Movements, and theory of Design <u>Tool theory</u> : selection and usage of tools, CAD/CAM, electronics, and machine tools.	Weekly homework to reinforce class learning End of half term test
Spring 1	<u>Research</u> : Design research principle, design project Sinclair C5, Designing an electric city vehicle <u>Tool practical</u> : Selection and usage of tools, creation of wooden joints, safety in workshop.	Weekly homework to reinforce class learning End of half term test
Spring 2	<u>Drawing</u> : Isometric, 3 –view, engineering and perspective drawings. Application of drawings in NEA. <u>Tool practical</u> : Selection/Usage machine tools, safety with machinery, selection of materials.	Weekly homework to reinforce class learning End of half term test
Summer 1	<u>Technology Theory</u> : Production systems, product sustainability, sustain and social, products in society and power systems. <u>Practical/Theory</u> : Material selection, costs, practicalities, storage and alternatives.	Weekly homework to reinforce class learning End of half term test
Summer 2	<u>Properties theory</u> : Inc. properties of metal, alloys and polymers, 'smart' materials, paper, board and tube, textiles. <u>NEA challenge</u> : evaluate/plan for Yr11	Weekly homework to reinforce class learning End of half term test

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	R068 – Design a business proposal TA1	Coursework
Autumn 2	R068 – Design a business proposal TA 2	Coursework
Spring 1	R068 – Design a business proposal TA 3	Coursework
Spring 2	R068 – Design a business proposal TA 4	Coursework
Summer 1	R068 – Design a business proposal TA 4	Coursework
Summer 2	R068 – Design a business proposal TA 5	Coursework

Enterprise and Marketing (Business Studies) Year 11

When	Topic	Assessment/Part of the Exam
Autumn 1	R069 -Market and pitch a business proposal TA1	Coursework
Autumn 2	R069 -Market and pitch a business proposal TA2 and TA3	Coursework
Spring 1	R069 -Market and pitch a business proposal TA4	Coursework
Spring 2	R067 Enterprise and Marketing concepts	Exam
Summer	R067 Enterprise and Marketing concepts	Exam

Course Details:

J837 Cambridge National Enterprise and Marketing Level 1/2 Certificate

Where to get help:

Website: <https://www.ocr.org.uk/qualifications/cambridge-nationals/enterprise-and-marketing-level-1-2-j837/specification-at-a-glance/>

<https://businessed.co.uk/product-category/powerpoints/cambridge-national-in-enterprise-and-marketing-2022/>

Textbook: Cambridge National in Enterprise and Marketing Student Book with Digital Access (2 Years)

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 (exam-style questions)	- 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 (exam-style questions)	- 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	1. Identity and culture : 3. Free-time activities	Listening, Reading (exam-style questions)	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Spring 2	1. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing (exam-style questions)	- 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	Revision of Theme 1 and Speaking practice	Speaking (general conversation),	
Summer 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading (exam-style questions)	

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 (exam-style questions)	- 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.
Autumn 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing (exam-style questions)	
Spring 1	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading (exam-style questions)	
Spring 2	3. Current and future study and employment: 3. Education post-16 4. Jobs, careers choices and ambitions	Writing (exam-style questions)	- 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.
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>	
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>	<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>
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 Chnaging 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>	
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>	<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>
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 / 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	Weimar and Nazi Germany, 1918-39	<ul style="list-style-type: none"> The origins of the Weimar Republic 1918-19 The early challenges to the Republic 1919-1923 The recovery of the Republic 1924-29 Changes in society 1924-25 Hitler's rise to power & the early development of the Nazi Party 1920-22 The Munich Putsch and the lean years 1923-29 The growth in Nazi support 1929-32 How Hitler became Chancellor 1932-33 	
Autumn 2	Weimar and Nazi Germany, 1918-39	<ul style="list-style-type: none"> Nazi control and dictatorship- the creation of a dictatorship 1933-39 The police state Controlling & influencing attitudes Opposition, resistance & conformity Life in Nazi Germany Nazi policies towards women 1933-39 Nazi policies towards the young Employment & living standards The persecution of minorities 	
Spring 1	Migrants in Britain 800-present	<ul style="list-style-type: none"> Migration in medieval England 800-1500 Reasons for migration and experiences of migrants The impact of migration on England Case study: the city of York under the Vikings Migration in early modern England 1500-1700 Reasons for migration and experiences of migrants The impact of migrants on England Case study: Sandwich & Canterbury in the 16th century Case study: Huguenots in Soho and Spitalfields, London in the 17th century 	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations.
Spring 2	Migrants in Britain 800-present	<ul style="list-style-type: none"> Migration in 18th- 19th century Britain 1700-1900 The reasons for migration and the experiences of migrants The impacts of migrants on Britain Case study: Liverpool in the 19th century Case study: Jewish migrants in the East End of London 1880-1900 	Final grading based on terminal examinations.
Summer 1	Migrants in Britain 800-present	<ul style="list-style-type: none"> Migration in modern Britain 1900-present The reasons for migration and experiences of migrants Impact of migrants on Britain Case study: Bristol in the mid-20th century Case study: Leicester's Asian community after 1945 	
Summer 2	Migrants in Britain 800-present	<ul style="list-style-type: none"> Notting Hill 1948-1970 The national and regional context The local context of Notting Hill The influence of Caribbean culture Racism and policing Black British activism in Notting Hill 	

History – Year 11

When	Topic	Detailed Content	Assessment
Autumn 1	Superpower relations and the Cold War, 1941-91	<ul style="list-style-type: none"> The origins of the Cold War 1941-58 Early tensions between East and West The development of the Cold War The Cold War intensifies Cold War Crises 1958-70 Berlin 1958-63 Increased tension and the impact of the Berlin wall The Cuban Missile Crisis Czechoslovakia 1968-69 	
Autumn 2	Superpower relations and the Cold War, 1941-91	<ul style="list-style-type: none"> The end of the Cold War 1970-91 Attempts to reduce tension between East and West 1969-79 Flashpoints in superpower relations 1979-84 The collapse of Soviet control in Eastern Europe 1984-91 	
Spring 1	Early Elizabethan England, 1558-88	<ul style="list-style-type: none"> Queen government and religion 1558-69 The situation on Elizabeth's accession The 'settlement' of religion Challenge to the religious settlement The problem of Mary Queen of Scots Challenges to Elizabeth at home and abroad 1569-88 Plots and revolts at home 	
Spring 2	Early Elizabethan England, 1558-88	<ul style="list-style-type: none"> Relations with Spain Outbreak of war with Spain 1585-88 The Armada Elizabethan society in the Age of Exploration 1558-88 Education and leisure The problem of the poor Exploration and voyages of discovery Raleigh and Virginia 	
Summer 1	Revision Examinations	<ul style="list-style-type: none"> Revision activities Past paper exam practice Individual question practice e.g. 16 mark questions 	Ongoing informal assessment of classwork and homework. Formal assessment through regular end of unit testing and mock examinations. Final grading based on terminal examinations.
Summer 2			

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</u> or <u>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</u> or <u>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 of the industry and audience 	Exam / PPE NEA
Spring 2.1	<ul style="list-style-type: none"> Music Video CSP – an in-depth study of 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

BTEC Level 1/2 Tech Award in Music Practice

When	Topics	How Assessed
Component 1 Year 1 (September-June)	Exploring Music Styles'. You will explore different styles and genres of music from video to samba, reggae, film and EDM. You will take part in practical workshops to understand the styles before creating your own examples.	Course work moderation by Edexcel Pearson
Component 2 Year 1/2 (June-January)	'Music Skills Development' This component is about developing musical skills and applying them to a project. You can choose to explore two of performance, production and composition.	Course work moderation by Edexcel Pearson
Component 3 Year 2 (January – June)	'Responding to a commercial brief' As a composer, performer or producer, you will create a piece based on an existing song. You will change the style of the song and use your skills to produce a creative piece suited to the music industry.	Coursework marked and examined by Edexcel Pearson/ Reflection writing in an exam condition.

See Course specification for Learning Aim Descriptions

Sports Studies – Years 10 & 11



OCR Website

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

Sports Media – Task 3

LO3: Understand negative effects media can have on sport.
LO4: Understand the relationship between media and sport.
FINAL MODERATION AND SUBMISSION.



Sports Media – Task 2

LO2: Understand the positive effects media can have on sport.

Year 10

Autumn Term



Your Sport Studies journey starts here ...

St John Fisher Physical Education Journey

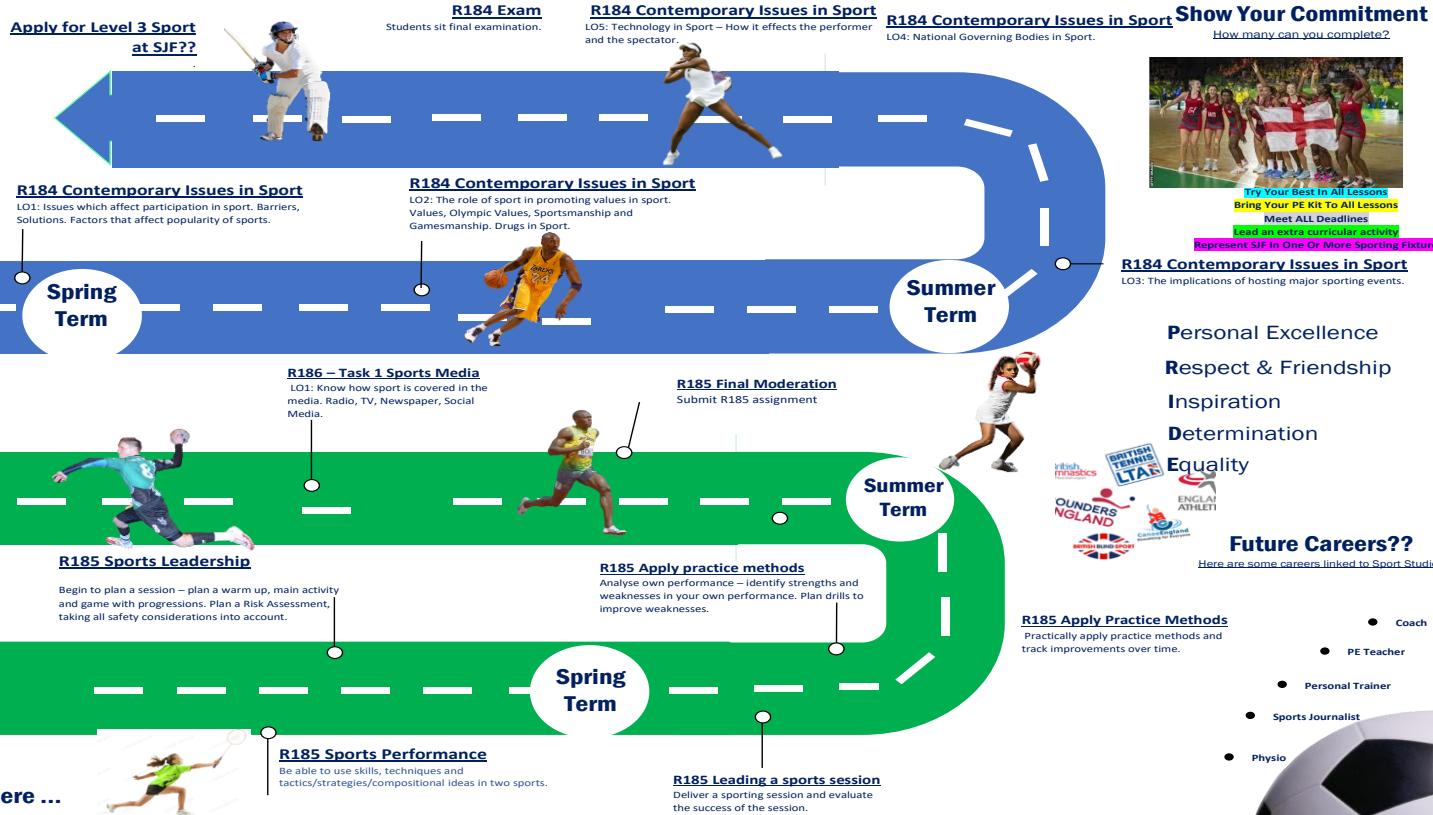


OCR Level 2 Sport Studies



OCR Website

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



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 Fixture

R184 Contemporary Issues in Sport

LO3: The implications of hosting major sporting events.

Personal Excellence

Respect & Friendship

Inspiration

Determination

Equality



Future Careers??

Here are some careers linked to Sport Studies

Cricket



Coach

PE Teacher

Personal Trainer

Sports Journalist

Physio



Spanish – Year 10

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Introduction to course + grammar induction I. Identity and culture : 1. Me, my family and friends	Listening, Reading (exam-style questions)	<ul style="list-style-type: none"> - Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
Autumn 2	I. Identity and culture : 2. Technology in everyday life	Writing (exam-style questions)	<ul style="list-style-type: none"> - 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	I. Identity and culture : 3. Free-time activities	Listening, Reading (exam-style questions)	<ul style="list-style-type: none"> - Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Spring 2	I. Identity and culture : 4. Customs and festivals in French-speaking countries/communities	Writing (exam-style questions)	<ul style="list-style-type: none"> - 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	Revision of Theme 1 and Speaking practice	Speaking (general conversation),	
Summer 2	2. Local, national, international and global areas of interest: 4. Travel and Tourism	Listening, Reading (exam-style questions)	

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 (exam-style questions)	<ul style="list-style-type: none"> - Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
Autumn 2	2. Local, national, international and global areas of interest: 2. Social issues 3. Global issues	Writing (exam-style questions)	<ul style="list-style-type: none"> - 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	3. Current and future study and employment: 1. My studies 2. Life at school/college	Listening, Reading (exam-style questions)	<ul style="list-style-type: none"> - 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 (exam-style questions)	<ul style="list-style-type: none"> - 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	Revision for exams - Key vocabulary for all themes - Speaking preparation - Writing practice under timed conditions	Speaking Exam	
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)

www.memrise.com www.quizlet.com



Travel and Tourism – Year 10

When	Topic	Detailed Content	Assessment
Autumn 1	Autumn 2	<p>Learning Outcome A: Know the major components of the UK travel and tourism industry Know the ownership and aims of travel and tourism organisations and how they work together Know the role of consumer technology in travel and tourism</p> <p>Learning Outcome B: Explore visitor destinations Know different types of travel and tourism activities Understand the popularity of destinations with different visitor types Know the travel options to access tourist destinations</p> <p>Component 1 Controlled Assessment: The assignment for this component consists of five tasks. Learners will select a travel and tourism organisation from a given sector component and conduct research on its ownership, aims and products and services. Based on the research into the organisation, learners will consider different organisations from different sector components that the travel and tourism organisation could work with, and why. Learners will use research skills to consider the types of consumer technologies used by organisations in the travel and tourism sector, the reasons why they are offered, and the advantages and disadvantages to customers. Learners will refer to a given visitor profile, and explore how and why the features of a given destination are suitable. Learners will use the three different travel routes provided and identify advantages and disadvantages for the visitor type in the visitor profile provided before recommending which would be the most suitable.</p>	Ongoing informal assessment of classwork and homework.
Summer 1	Summer 2	<p>Learning Outcome A: Demonstrate and understanding of how organisations identify customer needs and travel and tourism trends. Know how organisations may use market research to identify customer needs and preferences. Know how organisations may use market research to identify travel and tourism trends.</p> <p>Learning Outcome B: Recognise how the needs and preferences of travel and tourism customers are met. Know how travel and tourism organisations provide different products and services to meet customer needs and preferences. Know customer needs for different types of travel. Know how travel can be planned to meet customer needs and preferences.</p>	<p>Formal assessment through weekly submission of coursework tasks. Final grading based on coursework portfolio.</p> <p>Ongoing informal assessment of classwork and homework.</p>

Travel and Tourism – Year 11

When	Topic	Detailed Content	Assessment
Summer 2	Autumn 1	Component 2: Customer Needs in Travel and Tourism Component 2: Controlled Assessment The assignment for this component consists of five tasks. Learners will consider the different market research methods that could be used by an organisation to identify customer needs. Learners will use research skills to consider the different market research methods that could be used by an organisation to identify travel and tourism trends and suggest new products and services to meet these trends. Learners will consider how different types of travel and tourism organisations can meet the specific needs of customers. Learners will develop a travel plan to meet the needs of given customer needs and preferences. Learners will create an additional information document to provide to given customers.	Formal assessment through weekly submission of coursework tasks. Final grading based on coursework portfolio.
Summer 1	Spring 1	Component 3: Influences on Global Travel and Tourism Learning Outcome A: Know the factors influencing global travel and tourism. Know the responses to factors influencing global travel and tourism.	Ongoing informal assessment of classwork and homework.
Spring 2	Autumn 2	Learning Outcome B: Know the impact of travel and tourism and sustainability. Know how to manage sociocultural impacts of travel and tourism. Know how to manage economic impacts of travel and tourism. Know how to manage environmental impacts of travel and tourism.	
		Learning Outcome C: Know how to manage tourism destinations. Know how destinations develop. Know the role of local and national government in tourism development. Know the importance of partnerships in destination management.	
		Component 3: Unit Examination	Final grading based component examination.

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?
Transition	<p>Identifying learning and study skills required at key stage 4</p> <p>Applying learning and study strategies to support success</p> <p>Evaluating personal strengths and areas for development and use this to set targets for future learning habits</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>
Topic 1 Finance	<p>Identifying ways of reducing spending and saving regularly by completing a budget</p> <p>Identifying the main features of a pay slip, and being able to explain some key terms</p> <p>Understanding how insurance can provide protection from some financial risks</p> <p>Recognizing different types of financial fraud and recall tips for staying digitally safe</p> <p>Identifying the benefits and risks involved in allowing technology to make financial decisions on our behalf</p>		<p>Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.</p> <p>Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are</p>
Topic 2 Healthy living	<p>Recognising some warning signs of unhealthy coping strategies, such as self-harm, eating disorders and substance misuse.</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>Be aware of some of the peer pressures on children and support them to make informed choices</p>
Topic 3 Managing risks and staying safe	<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>Learning about the qualities of healthy and unhealthy social groups</p> <p>Learning about the risks in belonging to a gang</p> <p>Learning exit strategies to enable someone to leave a gang safely</p>		<p>Check internet security settings in the house are appropriate and monitor your child's use.</p>
Topic 4 Responsible citizenship	<p>Explaining the importance of respecting diversity and assess the impact of media, social media and actions on people's attitudes around diversity</p> <p>Distinguishing violent extremism from legitimate behaviours in a democracy</p> <p>Identifying and explaining techniques used to engage someone with an extremist group</p> <p>Learning how and why to follow the 'RUN HIDE TELL' safety procedure in the event of a gun or knife attack</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>	

Topic 5 RSE (10:10 resources)	Authentic freedom (session 1) Self image (session 2) Values, attitudes, beliefs (session 3) Parenthood (session 4) Pregnancy and abortion (session 5) Abuse (session 6)		
Topic 6 IAG	Employability Skills Work experience launch Getting the job/interview skills Staying positive- resilience Work experience reflection Post 16 Options How can university benefit me?		
Topic 7 Values, rights and responsibilities	Diversity LGBT+ history Hate crime Women safety Managing unwanted attention		

Staff Contact: Mrs Moins



PSHE and Citizenship – Year 11

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 Personal skills development	Developing resilience Knowing the key features of growth mindset and applying these to life and learning. Developing revision skills		Ask your child what they are studying and encourage them to express their views.
Topic 2 IAG	My study plan My work and other choices at 16 Applying for work and training CV writing Student finance Managing my online profile Research on pathways		Watch the news as a family and talk about some of the issues that link to the PSHE topics.
Topic 3 Finance	Saving money and budgeting Money and work Financial risks and security Future of money		Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.
Topic 4 Staying healthy	First aid Cancer awareness Substances misuse Substances and risky sexual life Substances , reputation and life chances		Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are
Topic 5 RSE (10-10 resources)	Self worth (session 1) Eating disorders (session 3) Birth control (session 4) Pornography (session 5) STI's (session 6) Coercive control (session 7)	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.	Be aware of some of the peer pressures on children and support them to make informed choices
			Check internet security settings in the house are appropriate and monitor your child's use.

Staff Contact: Mrs Moins



If you have any queries after reading this document, please send an email to enquiries@stjohnfisherschool.org.uk and your query will be forwarded to the appropriate member of staff.