



St John Fisher
Catholic High School

Year 8 Curriculum Booklet

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

John 10:10

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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.

Year 8 – RE

| When | Topic | Assessment/HW | What can a parent do to support? |
|--|--|--|---|
| Term 1 Autumn I (September-October) | Creation and Covenant Key Topics The Fall Sin Baptism | Students will progress through homework and an end of topic test They are tested on their knowledge and discernment | Help revise the key words: The Fall: The story of Genesis three where Adam and Eve sinned Original Sin: The first sin committed by mankind and believed to be in all. Baptism: The Sacrament that welcomes a person into the church |
| Autumn 2 October-December) | Prophecy and Promise Key Topics Prophetic Texts Jeremiah Amos God as Judge | Students will progress through homework and an end of topic test They are tested on their knowledge and discernment | Help revise key words: Prophet: Someone chosen to share the message of God External Religion: Showing you are religious without truly believing in it. |
| Term 2 Spring I January-February) | Galilee to Jerusalem Key Topics Reading Scripture Kingdom of God Jesus' ministry Jesus' miracles Anointing of the Sick | Students will progress through homework and an end of topic test They are tested on their knowledge and discernment | Help revise key words: Kingdom of God: God's rule on Earth Miracles: An unexplainable event Parable: A story with a moral Eschatology: The study of the 'end times' |
| Spring 2 February – April) | Desert to Garden Key Topics Why do we suffer? Reconciliation Lent Easter | Students will progress through homework and an end of topic test They are tested on their knowledge and discernment | Continue helping to revise key words Suffering: The effect of evil acts Lent: The 40 day preparation period before Easter Reconciliation: The Sacrament of Confession and Sins being forgiven. |
| Term 3 Summer I (April-May) | To the Ends of the Earth Key Topics Resurrection The Soul Funeral Rites | Students will progress through homework and an end of topic test They are tested on their knowledge and discernment | Keywords-help them revise the key words: Resurrection: To come back to life The Soul: The animating feature of a human Funeral Rites: The ritual to commemorate the deceased |
| Summer 2 May-July | Dialogue and Encounter Key Topics Second Vatican Council Ukrainian Greek Catholic Church Part 2: Islam Looking at the key foundation beliefs in Islam such as Prophets, the names of Allah and the Five Pillars | Students will progress through homework and an end of year test They are tested on their knowledge and discernment | Revise all past topics to help your child with end of year PPE. This will test prior knowledge from the previous terms. |

Useful Websites: <http://www.reonline.org.uk/specials/places-of-worship/>

<http://www.quodvultdeus.com/>

Year 8 – Art

| When | Topic | Assessment | What can a parent do to support? |
|-----------------|---|---|---|
| Autumn 1 | Architecture- Students will be continuing to develop their drawing skills, through observational drawing. They will be exploring different | Observational drawings skill using different media | Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment |
| Autumn 2 | media to draw with. They will look at the work of Demi Lang and Ian Murphy – exploring Architecture from around the World. Students will draw upon all of these influences to | Experimenting with different media, and designing their architectural building | Parental support with homework ensuring the homework is completed to a good standard and 30 minutes is spent completing the task Support by ensuring they have equipment |
| Spring 1 | design their own building in which they will construct this from card board and add all the detail using different media, materials and techniques | 3D card construction, working with the materials, to realise their intentions and adding surface decoration | Parental support with homework ensuring the homework is completed to a good standard and 30 minutes is spent completing the task Support by ensuring they have equipment |
| Spring 2 | Insects and Pattern- Students will continue to develop their drawing skills drawing different insects- building upon their knowledge of colour. They will | Observational drawings skill using different media and embedding colour theory | Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment |
| Summer 1 | explore different colour-based media and grounds. Creating an A3 composition- from the composition they will extract sections to create into motifs which will be developed into different pattern formations. | Further artist studies and drawing skills tasks – experiments with mixed media | Parental support with homework ensuring the homework is completed to a good standard and 30 minutes is spent completing the task Support by ensuring they have equipment |
| Summer 2 | Students will research the work of E A Seguy. With their motifs, using different printing methods, through collagraphs and mono printing, students will learn about repeat pattern using symmetrical and rotational motifs. | Different patterns created through symmetrical and rotational pattern formations, through collagraphs and mono printing | Parental support with homework ensuring the homework is completed to a good standard and 30 minutes is spent completing the task Support by ensuring they have equipment |

Additional Information.

Artists looked at; E A Seguy, William Morris, Kelly Stanford. Rosalind Monks, Lucy Arnold , Christopher Marley

Helpful Books / Useful Websites

<https://www.tate.org.uk/art/art-terms/s/still-life>

<http://www.artnet.com/artists/wayne-thiebaud/>

<https://www.peteranton.com>

<https://www.printsonwood.com/artists/abbydiamond>

<https://roy-thomas-art.com/insect-collages>

Year 8 – Computing

| When | Topic | Assessment | What can a parent do to support? |
|--------------------------|--|--|--|
| Autumn 1 | <u>Social Media</u> Social media will be examined and then students will make their own social media style websites learning Dreamweaver. | Their final website and improvements made. | If you watch the news or read newspapers, talk to your children about bias. Have open and honest conversations about what they do on social media. |
| Autumn 2 | <u>Spreadsheets</u> Students will learn more advanced spreadsheet skills such as conditional formatting. | An assessment task with a spreadsheet will be given. | If you see graphs in the news talk to your children about what they show and the different styles. |
| Spring 1 Rotation | <u>Python</u> Students will start to learn the basics of programming using Python coding small routines to do certain jobs. | All the work that your child does will be assessed, with each lesson having independent challenges to use the skills learnt. | If your child really enjoys programming and wants to learn more, encourage them to sign up to Code Academy and work through some of the tutorials. |
| Spring 2 Rotation | <u>Game Making</u> Students will be learning about creating games with Scratch. They will be using client briefs | The assessment will be the final game produced. | Download Scratch and let your child experiment. |
| Summer 1 Rotation | Business Students will learn different promotional strategies, functional areas in business, market research, and business plan. | They will be assessed via homework, class tasks which involves peer and teacher assessment. | BBC bitesize website, as well as use any business textbook. |
| Summer 2 | Review of Year End of year tests Graphics task | The end of year test is the final assessment. | Talk to your child to see what they have been learning. |

Additional Information

During Year 8, students rotate around 3 topics. They will not necessarily do them in this order.

Helpful Books / Useful Websites

Code Academy: <https://www.codecademy.com>

Python: <https://www.python.org/>

Scratch: <https://scratch.mit.edu/>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zvc9q6f>

Bitesize: <https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

Year 8 – Drama

Students study a selection of topics from the following list:

| Topic | Themes/Assessment | What can a parent do to support? |
|--|---|---|
| Autumn Term One - Foley Sound and Silent Movies | The history of Silent Movies and Foley sound places the importance of mime and use of sound respectively. Students will have the opportunity to isolate and develop these contrasting skills. Assessment is through the performance of student's own Silent Movie scenes, focusing specifically on effective use of non-verbal skills to effectively communicate a storyline. | Encourage students to watch examples of Silent Movies on YouTube. Discuss how films have transformed over the years. Encourage students to work as part of a group. |
| Autumn Term Two - Trestle Masks | Students learn the skill of performing with a mask and how to create drama based on given scenarios. Assessment is through performance and use of body when performing in a group with a mask. | Look at the Trestle Masks web site, it gives information about the use of mask work: www.trestle.org.uk |
| Spring Term One – TV Genres | Students devise performances based around different types of genres that they might find on television | Allows students to experience different types of genres. |
| Spring Term Two - Greek Theatre | Students will research the different aspects of Greek Theatre before focusing on developing choral skills and accessing scenes from Greek plays. Assessment will focus on student's creation of chorus. Students will prepare an extract of chorus from an existing Greek story. | Encourage students to research different elements of Greek Theatre. Help students with learning their lines for their performance as a member of the chorus. |
| Summer Term One - Ernie's Incredible Illucinations | Students will utilise the storyline of the script to create their own illucination stories. They will also learn to link scenes together exploring flashbacks and flash-forwards and will learn how to create effective transitions. Assessment is through performing in groups to show how the story of their illucination develops. | Discuss the contents of the script with the students and encourage students to think about how they can use an existing storyline to inspire their own 'illucinations.' |
| Summer Term Two - Macbeth | Exploring the story of Macbeth by William Shakespeare, utilising all the skills previously learned about performing from a script and applying it to the story of Macbeth, Students will also explore how to perform Shakespeare in a practical setting. | Show existing performances of Shakespeare that are available at home on various streaming services. |

Year 8 – English

| Year 8 | Topic | Assessment | What parents can do to support |
|---------------------------|--|---|--|
| Term 1 Autumn Term | <p>Love and conflict in 'Romeo and Juliet' by William Shakespeare.</p> <p>Students will explore these key themes in the play by exploring character, events, form and the language used by the great playwright.</p> | <p>Their reading skills will be tested through an analysis of an extract from the play and then answering a question on the theme of love or conflict and how it is presented throughout the entire play.</p> <p>Their written skills will be tested through their writing of a travel blog in which they will have to show an understanding of writing for the correct audience, purpose and form as well as accuracy in their use of SPAG</p> | <p>Please support by encouraging your child to talk about the play and characters with you.</p> <p>Explore videos and synopsis on the web or even invest in a version of the play for yourself – this could be a graphic novel or a narrative retelling of the plot.</p> <p>Explore blogs (especially travel blogs) with them and perhaps encourage them to start one of their own about R and J/ somewhere of interest to them.</p> <p>SPAG accuracy can be improved through online activities and learning spelling rules.</p> |
| Term 2 | <p>The power of words – don't judge me!</p> <p>The power of poetry as a protest</p> | <p>Students will study spoken language and apply what they have learned to their own lives and uses of language.</p> <p>We will cover such topics as slang, accent, dialect and discuss the prejudices that others might form based on the way that they speak.</p> <p>They will then write an editorial entitled 'Using slang stops you being successful in life.' They will be assessed on their uses of vocabulary and structure in their writing.</p> <p>The students will also explore poetry as a form of protest in society. They will explore such luminaries as Heaney, Auden and lesser known poets such as Soyinka. The unit will finish with a comparison of two poems.</p> | <p>Encourage them to explore the wealth of accents and dialects in the UK and how you adapt your language depending on where you are and to whom you are speaking.</p> <p>Explore the social history of the poems and poets with your child and the issues raised within them. Link perhaps to BLM and the recent protests in America linked to race and prejudice.</p> |
| Term 3 | The power of words: Oratory and storytelling | <p>In this unit, the students will explore some of the most influential speeches and orators in history. They will explore the features that make the speeches powerful as well as the context surrounding their delivery.</p> <p>The final part of the unit will focus on Dahl's short story – 'The Landlady' and will focus on preparing the students to craft their narrative writing.</p> | <p>Watch the speeches online or read transcripts together.</p> <p>Practice using persuasive devices together – perhaps make a game of it – can you persuade them to do the dishes? Get up an hour later?</p> <p>Hold mini debates together to practice crafting an argument and speaking aloud.</p> <p>Discuss 'The Landlady' with them and encourage them to discuss not only the plot but also their impression of the characters and events.</p> |

Helpful Books / Study Materials

Please encourage your child to read as many different types of literature as possible; newspapers, books, graphic novels, poetry and autobiographies. All help! You could inspire writing tasks such as short stories about weekends or holidays and poems about the family or places you have visited. You can also use a random image to inspire them to write.

Useful websites

BBC Bitesize: www.bbc.co.uk/skillswise

Year 8 – French

| When | Topic | Assessment | What can a parent do to support? |
|----------|---|---|---|
| Autumn 1 | Les activités sportives: Talking about sports and other physical activities that we do, giving opinions and justifying them. Saying what we would like to try next. | Listening and Reading (comprehension questions) Writing (short paragraph from memory) | <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 | Nos prochaines vacances: Discussing holiday activities we enjoy doing. Planning a future holiday using the near future tense. | Speaking (general conversation) | <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 | Aider à la maison: Discussing what we do to help at home and giving opinions about these tasks. Discussing what we are planning to do to help. | Speaking (short role-play task) | <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 | Mes dernières vacances: Discussing a holiday we have been on recently using the perfect tense. | Listening, Reading (comprehension questions) and Writing (paragraph from memory) | <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 | Le monde des médias: Discussing types of TV programmes and films we enjoy watching. Describing a past visit to the cinema. Planning a future visit to the cinema | No formal assessment | |
| Summer 2 | Revision for PPE Project work (after PPE): Les bandes dessinées francophones – comic strips from French-speaking countries (re-using structures seen during the year and applying them to a different context) | Speaking (description of a photo and follow-up questions), Listening and Reading (comprehension questions) Writing (translation and writing from memory) | |

Helpful Books / Useful Websites

Students are issued with a homework booklet at the start of the year which contains all vocabulary lists and grammatical points covered during the course of the year.

www.memrise.com www.quizlet.com



Year 8 – Geography

| When | Topic | Assessment | What can a parent do to support? |
|----------|----------------------------|------------|---|
| Autumn 1 | Plate Tectonics | | Watch news programmes or use the internet to research and talk about any earthquakes or volcanoes that occur. Discuss why earthquakes and volcanoes can have different impacts depending on the magnitude and location of the event. |
| Autumn 2 | Ecosystems and Rainforests | | Watch television programmes that examine life in deserts, grasslands and woodlands. Discuss the threats that these habitats face from human exploitation. Encourage students to find out about how animals, plants and people adapt to living in the rainforests of the world. |
| Spring 1 | Brazil | | |
| Spring 2 | Brazil | | Talk about what students already know about Brazil. It isn't just football and rainforest, encourage students to research and introduce new knowledge about this rapidly developing regional economic superpower. |
| Summer 1 | Coasts and Glaciation | | Take students on a visit to the seaside and have a close look at the beach and cliffs. What is really going on? Talk about why so many people like to go to the coast for a holiday. |
| Summer 2 | Environmental Issues | | Talking about the consequences of global warming and climate change. Discuss what you are doing as a household to reduce your carbon emissions and reduce, reuse and recycle what was previously considered waste. |



Year 8 – History

| When | Topic | Assessment | What can a parent do to support? |
|----------|--|------------|--|
| Autumn 1 | The Reformation and Morebath | | Visit the BBC Bitesize KS3 History website and look at The Reformation and its impact - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize |
| Autumn 2 | Black Tudors; their untold story | | Watch any documentary about Tudor life. Visit this website: https://www.bbc.co.uk/programmes/b082x0h6 Visit the BBC Bitesize KS3 History website and look at: Africans and their lives in Tudor England - The Tudors - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize |
| Spring 1 | Why did the English execute their king: the story of the Civil War | | Watch any documentaries about the Civil War. Visit Huntingdon and Oliver Cromwell's birthplace. Visit the BBC Bitesize KS3 History website: The English Civil Wars - KS3 History - BBC Bitesize |
| Spring 2 | The Industrial Revolution | | Visit the BBC Bitesize KS3 History website and look at: https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6 about different aspect of the Industrial Revolution |
| Summer 1 | The British Empire | | Find out what countries were once in the European empires: British Empire, the French Empire, Portuguese and Spanish empire. Visit the BBC Bitesize KS3 History website: https://www.bbc.co.uk/bitesize/topics/z7kvf82 |
| Summer 2 | From African to slave. | | Find out where modern slavery continues to exist in the world today. Visit these websites: https://www.bbc.co.uk/programmes/b082x0h6 https://www.liverpoolmuseums.org.uk/international-slavery-museum |



Year 8 – Maths

Yearly overview

The yearly overview provides suggested timings for each block of learning, which can be adapted to suit different term dates or other requirements.

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
|--------|---|--|--|--|---------------------------|--|--------|--------|--------------------------------|---|---------------|---|
| Autumn | Ratio, proportion and rates of change Ratio | Ratio, proportion and rates of change Proportion and scale | Algebra Algebraic manipulation | Algebra Coordinates and graphs | | | | | | Number Multiply and divide fractions | | Geometry and measures Symmetry and reflection |
| Spring | Geometry and measures Area, volume and density | Algebra Equations and inequalities | Number Percentages | | Algebra Indices | | | | Number Standard form | Statistics Interpret and represent data | | |
| Summer | Geometry and measures Angles in parallel lines and polygons | Probability Tables and probability | | Geometry and measures Circles | | Statistics Graphs and charts | | | Algebra Sequences | | consolidation | |

Year 8 – Music

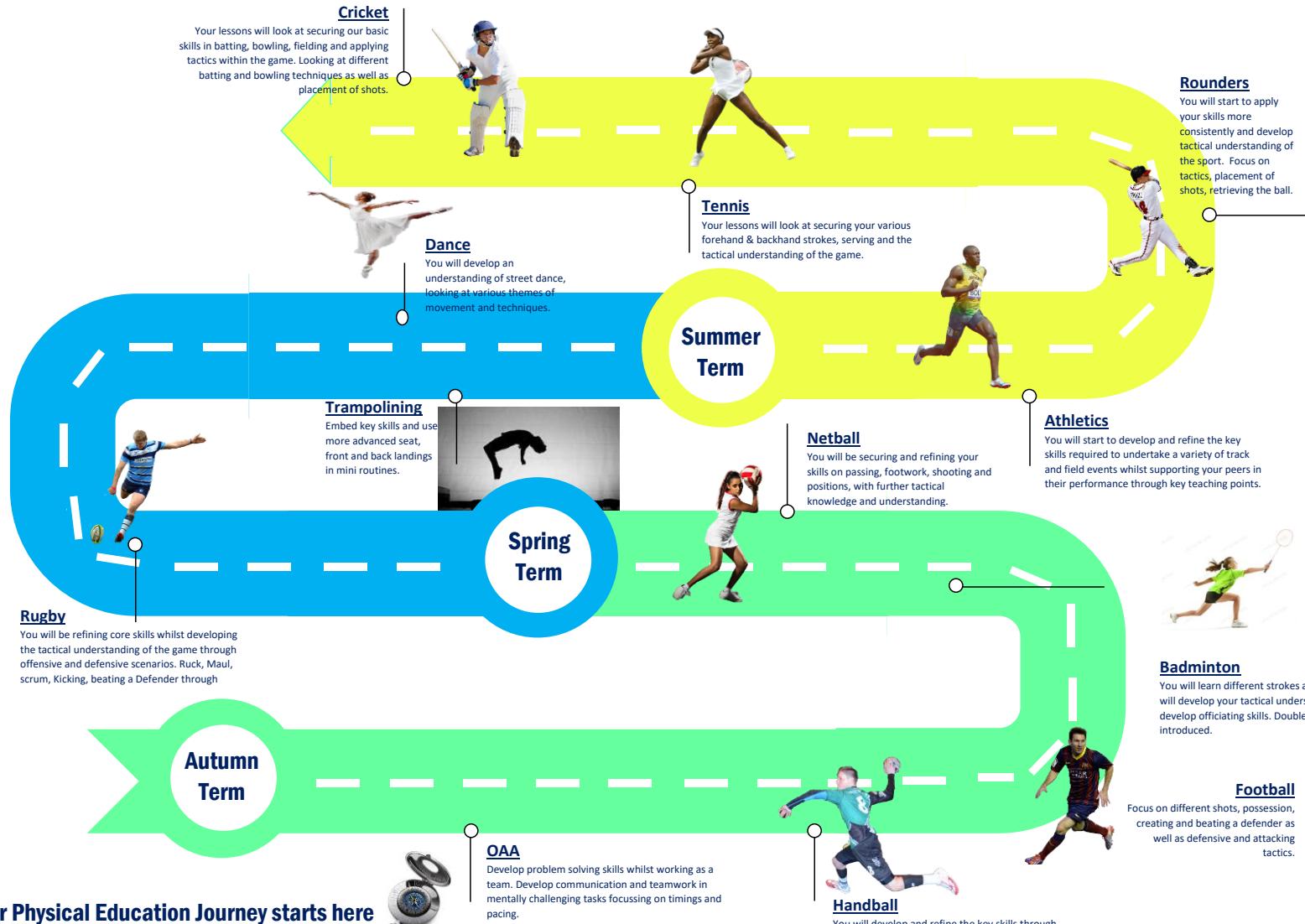
Students study a selection of topics from the following list:

| Topic | Content |
|--|--|
| Autumn Term 1 Blues music - Performance | Students will develop skill how to play 12 bar Blues, Blues scale and walking Bass line. All these individual skills will lead then in performing Blues improvisation. |
| Autumn Term 2 Blues Music Composition | Students will use their newly developed Blues skills to create their own Blues song. Students will be given an opportunity to sequence their sing using Computer software to make some additional creative choices. |
| Spring Term 1 Samba Music - Performance | Students will learn how to perform Polyrhythm layers using Samba instruments. This topic is all about playing in a group. Students will use break out areas to practice Samba Reggae in smaller groups. And finally perform showcasing newly developed skills. |
| Spring Term 2 Samba Music - Composition | Students will work in small groups creating their own Polyrhythm layered Samba Compositions. Students will be encouraged to use prosody (rhythms created using phrases and syllables). They will share their composition performance with the rest of the class. |
| Summer Term 1 Piano Skills - Performance | Students will choose and learn how to play a riff (repetitive melodic phrase used in a popular song) They will use their developed piano playing skills to demonstrate improving techniques. |
| Summer Term 2 Piano Skills - Composition | In final project Students will be given a commercial brief to follow to create an advertising jingle using their developed keyboard skills. They will sequence their composition to a computer software and new creative ideas to embellish their composition. |



St John Fisher Physical Education Journey

Year 8 – Broadening Sporting Experience and Refining Skills



Show Your Commitment

How many can you complete?



- Bring Your PE Kit To All Lessons
- Achieve High GRIT In All Lessons
- Attend PE Extra-Curricular Clubs Each Term
- Represent CDS In One Or More Sporting Fixture

Personal Excellence

Respect & Friendship

Inspiration

Determination

Equality

Fixtures Each Year

Below Are The Fixtures CDS Compete In Across The Year

● Cricket

● Athletics

● Basketball

● Handball

● Football

● Netball



Year 8 – PSHE and Citizenship

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 Mental Health | Attitudes to mental health and misconceptions Ways to promote emotional wellbeing The impact of social media on mental health and emotional wellbeing Unhealthy coping strategies | | Ask your child what they are studying and encourage them to express their views. |
| Topic 2 RSE (10:10 resources) | Created and chosen (session 1) Appreciating differences (session 2) Feelings (session 3) Before I was born (session 4) Tough relationships (session 5) | | Watch the news as a family and talk about some of the issues that link to the PSHE topics. |
| Topic 3 IAG | Describing interests and drawing connections between interests and career options Explaining how employers recruit people and identifying information that goes into each section of a CV Drawing connections between their skills, abilities and interests to formulate realistic goals for the future Defining what success means and reflecting on own successes to set goals for future successes | | Encourage your child to be aware of what is happening in the local community and understand difficulties that people face. |
| Topic 4 Crime | What crime is Why crime happens Punishments Ripple effect of crime. The role of the police/ Youth Court/ Crown and Magistrates Courts. | | Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are |
| Topic 5 Be internet citizen | Understanding what the terms disinformation and misinformation mean, the consequences they have on people and how to slow their spread online. Learning about different forms of biased writing, and how online filter bubbles can shape our own biases and opinions. | 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 |

Staff Contact: Mrs Moins



Year 8 – Science

| When | Topic | Assessment | What can a parent do to support? |
|-----------------|--|---|--|
| Autumn 1 | ‘Movement’ (The Skeleton; Forces) | Writing tasks Class quizzes Investigations End of topic test | Reinforce good homework habits. Ask them questions about the skeleton |
| Autumn 2 | ‘Sound and Light’ (Sound waves, Light waves) | Writing tasks Class quizzes Investigations End of topic test | Reinforce good homework habits. Talk to students about the speed of light and sound, for example, why we see lightning before we hear it. |
| Spring 1 | ‘Genes and competition’ (Reproduction, Inheritance, Relationships in Ecosystems) | Writing tasks Class quizzes Investigations End of topic test | Ask your child to teach you what they have learnt in science in this topic |
| Spring 2 | ‘Earth, Sky and Space’ (Earth and Atmosphere, Space Physics) | Writing tasks Class quizzes Investigations End of topic test | Look together at a map or globe. Ask students to discuss what they have learnt. |
| Summer 1 | ‘Electricity’ (Static electricity, Current electricity) | Writing tasks Class quizzes Investigations End of topic test | Encourage your child to start revising now, discuss techniques, monitor progress |
| Summer 2 | ‘Working Scientifically’ (practical investigations, graph drawing) | End of Year exam Investigations | Support with end of year exam revision at home |

Useful resources:

CGP KS3 Science revision guide

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

Year 8 – Technology

| When | Topic | Assessment | What can a parent do to support? |
|------------------------------------|--|--|--|
| Rotation 1 - Food | Food provenance and food choices, looking at a range of staple foods. Artisan bakers project and making quality products. How sauces are thickened. | Group working and peer assessment. Students will assess their own practical work and will often ask other people's opinions. Assessed according to school policy. The theory will be assessed through homework/classwork and in end of year examinations. | Look at the recipe book with your child and make sure they have the right ingredients and something to transport the food home in. Please be prepared to try the food and give some feedback! |
| Rotation 2 - Textiles | Health and safety Design skills Creating pattern, Weaving using recycled materials. | Theory and design work will be assessed according to school policy, and with a summative test at the end of the year. Students will assess their own work in order to improve their skills. | Students will be set a homework to bring in their own weaving materials and fabrics however most materials will be provided. |
| Rotation 3 – Product Design | Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic metalwork Computer Aided Design Construction methods and finishes. Materials based research. | Students will work on a series of practical tasks enhanced by theoretical information to create a product. This will be assessed in line with the schools marking policy and involves input from the teacher, students and personal reflection. | All the equipment and materials are provided for the project, however a small charge will be made for materials 50 pence if keyrings are purchased. During the homework cycle it would be valuable to the students for parents to give feedback on the design tasks set. |

Additional Information

During Year 8, students rotate around 3 subjects. They will not necessarily do them in this order.

Helpful Books / Useful Websites

Bitesize

School produced recipe book

www.foodafactoflife.org.uk

www.nhs.uk Choices

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.