



St John Fisher
Catholic High School

Year 9 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@stjohnfishersschool.org.uk and your query will be forwarded to the appropriate member of staff.

Year 9 – RE

When	Topic	Assessment/HW	What can a parent do to support?
Term 1 Autumn 1 (September-October)	Creation and Covenant Key Topics Sanctity of Life Sacrament of Matrimony Imago Dei Creation of Humans	Students will progress through homework and an end of topic test They are tested on their knowledge and discernment	Help revise the key words: Imago Dei: Image of God Sanctity of Life: The belief that life is Holy and have value Dignity: To treat with respect
Autumn 2 October-December)	Prophecy and Promise Key Topics Reading the Bible allegorically Magnificat The role and importance of Mary for Catholics	Students will progress through homework and an end of topic test They are tested on their knowledge and discernment	Help revise key words: Bible: Holy Book for Christians Mary: Mother of Jesus Salvation: The process of being saved Allegorically: Something with a metaphorical meaning
Term2 Spring 1 January-February)	Galilee to Jerusalem Key Topics Gospel of Mark Parables of Jesus Role of Disciples Holy Orders	Students will progress through homework and an end of topic test They are tested on their knowledge and discernment	Help revise key words: Disciple: Follower of Christ Dogma: Teaching of the Church Holy Orders: Sacrament that ordains Priests Parable: A story with a moral
Spring 2 February – April)	Desert to Garden Key Topics The Temple of Jerusalem Atonement The New Covenant Redemption	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 Temple: Place of Worship Atonement : To be forgiven of sins Redemption: The act of being forgiven and atoned Covenant: Promises between God and others
Term 3 Summer 1 (April-May)	To the Ends of the Earth Key Topics The Early Church Communion of Saints Leaders of the Church	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: Church: A community of Christians Purgatory: The condition where the soul is purified Archangels: Angels of particular importance, named in the bible and given important tasks.
Summer 2 May-July	Dialogue and Encounter Key Topics The Common Good Charity CAFOD St Vincent De Paul Part 2: Judaism Looking at the key foundation beliefs in Judaism such as Covenants, the Almighty, The Tenakh	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 9 – Art

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Personal Possessions – Students will build upon their knowledge of the Visual elements and develop their observational drawing skills. Exploring working with different media, materials and techniques. - through printing and painting Students will research the work of Micheal Craig Martin and develop their own design ideas. The project will culminate in a large-scale painting, based on one of their own ideas	Drawing from primary and secondary images. Experiments with different types media and techniques and print-making. Learning to annotate	Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment
Autumn 2		Artist presentation and pastiches. Developing their ideas from their drawings and artist influences.	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		Final outcome, large scale mixed media painting	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	Own project- Students will select from Natural Forms, Architecture and Mechanical Forms. They will continue to develop their drawings skills, through exploring different media, materials and techniques. Students will research the work of artist relevant to their theme direction. Producing an artist research page and artist copy. From their drawings and influences, they will develop ideas to create a mixed media/ 3d relief outcome.	Mind-map, drawing from Primary and secondary images, exploring different media, materials and techniques.	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 1		Artist research and artist copy based on a relevant artist linked to their theme direction and develop ideas, merging their artist influences with their recordings	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		Produce a mixed media/3d relief outcome, learning to realise their intentions	

Additional Information.

Artists looked at; Personal Possessions -Michael Craig Martin, Jim Dine,
 Own choice- Natural Forms- Karl Blossfeldt, Georgia O’Keeffe , Laurette De Jager, Daniel Green
 Mechanical Forms- Michael Lang, Jim Dine, Fernard Leger
 Architecture- Ian Murphy, Sunga Parks, Demi Lang, Valery Koshlakov, Seth Clark, Maja Wronska

Helpful Books / Useful Websites

<https://www.bbc.co.uk/bitesize/subjects/z6hs34j>
<https://rapidfireart.com/2015/12/07/how-to-draw-a-face-in-8-steps/>
<https://www.youtube.com/watch?v=Q5YJQ33I35c>

Year 9 – Computing

When	Topic	Assessment	What can a parent do to support
Autumn 1	<u>Cyber Security</u> Students will be looking at cyber security and how to prevent different threats.	The final PowerPoint will be assessed both by peers and teacher.	Talk about issues that happen on the news to do with cyber security.
Autumn 2	<u>Binary</u> Students will be learning about logic and how computers store data. They will also convert numbers into different forms and look at binary arithmetic.	Students will answer questions converting numbers, binary arithmetic and about storage of data.	Talk to your child to get them to show you what they have done.
Spring 1 Rotation	<u>Python</u> Students will recap Python from last year and then learn some more advanced techniques.	Students will have some tasks to code to try out their new skills.	Let your child download Python and try out Code Academy.
Spring 2 Rotation	<u>Algorithms</u> Students will learn about how programs are designed using flowcharts. They will see how order of processes is so important. They will also learn searching and sorting.	Students will have a problem to design a solution using algorithm techniques	Get your child to practice breaking down tasks into small steps. For example, how do you make a cup of tea?
Summer 1 Rotation	<u>Business</u> Student will learn the some of the business concepts and strategies. They will develop knowledge of business ownership, cost as well as pricing strategies in business.	They will be assessed via homework, class task which involved peer and teacher assessment.	Use bbc bitesize, and discuss how businesses are managed and run.
Summer 2	Review of Year End of year tests Research task into input and output for people with disabilities	The end of year test is the final assessment.	Talk to your child to see what they have been learning.

Additional Information

During Year 9, students may rotate around 3 subjects. They will not necessarily do them in this order.

Helpful Books / Useful Websites

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

Kodu: <https://www.kodugamelab.com/>

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

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

Bitesize: <https://www.bbc.co.uk/bitesize/guides/z4br87h/revision/1>

Year 9 – Drama

Students study a selection of topics from the following list:

Topic	Themes/Assessment	What can a parent do to support?
Autumn Term One - Drama Skills – <i>Comedy About a Bank Robbery</i>	Students will learn how to convey messages through theatre and will explore a variety of non-naturalistic techniques. Scripted performance from extract from <i>Comedy About a Bank Robbery</i> in mixed ability groups. Students are assessed on the delivery of their lines and how they have staged their extract from the play.	Encourage students to learn their lines without the script. Prompt them for each line if they get stuck. Encourage students to demonstrate the techniques that they have acquired during lessons.
Autumn Term Two - Drama Skills – Pantomime	Students will study this time suitable topic. They will explore the origins of Pantomime and will learn about creating both comedy and embodying stock characters. Assessment is through student's participation in a short pantomime script and assesses how they embody a given role within the play.	Assist students with learning their lines. Encourage them to work without a script and prompt them if necessary. Research Pantomime with students.
Spring Term One – Drama Skills – Scriptwriting & Devising	Students explore how plays and stories are structured and written. They then participate in several creative writing exercises and perform original pieces of work they wrote themselves	Assist students with creative writing and allowing them to read what they have written to you.
Spring Term Two - Drama Skills – Verbatim Theatre	Students will understand how Verbatim theatre allows theatre makers to explore events and themes through the words of people at the heart of them. Assessment is based on the progression of work they complete in lessons and the given scenario at the end of the topic.	Students may need to carry out interviews and research at home as part of this topic so assist them with this by taking part if needed. Discuss the topic with students.
Summer Term One - Drama Skills – Stage Combat	Exploring stage combat teaches students to be disciplined. Students will learn how positioning on stage can make actions appear far more believable than they are. Although assessment is through a whole class combat performance of a scene from <i>Romeo and Juliet</i> , students will be assessed on their contribution to the overall performance alongside the development of their combat skills.	Students could discuss the different combat techniques that they have acquired during lessons and the safety measures behind each movement.
Summer Term Two - Drama Skills – Movie and Film Techniques	Students examine different techniques often used when creating movies. These can range from 'Behind the scenes' techniques like the Foley artist, to structure of story that one might see in an 80s Action Film.	Watch behind the scenes documentaries to see how some famous films and TV are created.

Year 9 – English

Y9	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	Gender Stereotypes	Reading <ul style="list-style-type: none"> Students will read John Steinbeck's 'Of Mice and Men' as a class text. Students will also explore unseen poetry based around gender and gender roles. Writing <ul style="list-style-type: none"> Students will complete a letter to the editor of a local paper campaigning against gender stereotyping. 	<ul style="list-style-type: none"> Discuss the historical context of the text including snapshots of the Great Depression, Dustbowl, and Migration etc. Watch the film together and discuss the characters and plot. Discuss the term prejudice and the many forms it takes/effects it has. Discuss how boys and girls are presented by the media. What stereotypes are being presented – toys, dress, colours etc
Term 2 13 weeks (until Easter)	Thematic study Victoriana	Reading <ul style="list-style-type: none"> Extracts from 19th century texts including Oliver Twist. Writing <ul style="list-style-type: none"> Narrative writing based on the title 'Alone' 	<ul style="list-style-type: none"> Watch some classic Dickens/C19th films together – Great Expectations, Oliver Twist, Jane Eyre and discuss what they show about life in 19th century Britain. Encourage your child to read classic 19th century literature. Discuss childhood and how important it is.
Term 3 15 weeks (until the end of the year)	Noughts and Crosses	Reading <ul style="list-style-type: none"> They will be reading the play version of the text 'Noughts and Crosses' They will be exploring the themes of racial bias and conflict in society Writing <p>They will be writing a descriptive piece as well as a speech in preparation for KS4.</p>	<ul style="list-style-type: none"> Show them that you enjoy reading – let them see you with a book. Discuss things about society they would like to be different and why this is. Explore their opinion of racism in society and the effects of this.

Helpful Books / Study Materials:

Encourage as much reading as possible. This can be a variety of texts both online and in print. Accuracy in spelling, grammar and punctuation is very important. It may be worth investing in a SPAG skills book to best support your child.

Useful websites

BBC Bitesize

CGP books (SPAG) and language study

www.bbc.co.uk/skillswise

Year 9 – French

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Je suis connecté(e): Discussing activities we do on line, give opinions and justify these opinions, describing what we did on line recently (use of the perfect tense)	Listening and Reading (<i>comprehension questions</i>) Writing (<i>short paragraph from memory</i>)	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
Autumn 2	L'enfance: Talking about childhood memories using the imperfect tense, comparing how life has changed in the last 30 years	Speaking (<i>description of a photo and follow-up questions</i>)	- Talk to your child about what they are learning in MFL. Show an interest; encourage them to teach you a few words or phrases on a regular basis — have fun with it.
Spring 1	En bonne santé: Discussing the topic of health – describing the different food groups and give advice about healthy living, describing health habits in the present and in the past tense	Listening, Reading (<i>comprehension questions</i>) and Writing (<i>paragraph from memory</i>)	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Spring 2	Mes résolutions: Talking about resolutions to be healthier using the future tense.	Speaking (<i>general conversation on the topic studied</i>)	- Download or buy foreign language films or watch a favourite DVD with the foreign subtitles turned on. Netflix and Amazon Prime have a range of international films.
Summer 1	Le monde du travail: Discussing jobs and places of employment, qualities needed to do a certain job. Talking about ideal jobs. Discussing life plans in the future tense.	No formal assessment	
Summer 2	Revision for PPE Project work (<i>after PPE</i>): Le cinéma français (re-using structures seen during the year and applying them to a different context)	Speaking (<i>short role-play task</i>), Listening and Reading (<i>comprehension questions</i>) Writing (<i>translation and writing from memory</i>)	

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 9 – Geography

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Population	Student progress is monitored informally during lessons. More formal assessment based on classwork and homework is ongoing. There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.	Consider why some countries have large populations and others are small, what are the physical reasons. Discuss what affects how many children people have and the age that people live to. Talk about why people leave some places and go to other places. What impacts does this migration have on the source and destination places?
Autumn 2	Kenya		Discuss what students already know about this east African nation. Research what Kenya beyond the lions and giraffes of the savanna is like. What is life like living in Mombasa and Nairobi and how is it different to the UK?
Spring 1	Settlement		Many students only have experience of Peterborough, talk to them about what other cities are like, are they the same size, do they have older and taller buildings, are there any factories? Consider the advantages and disadvantages of living in the city and talk to students about where you would like to end up living and why.
Spring 2			
Summer 1	Rivers		Take students on a visit to a river and have a close look at the channel. What is really going on, is it getting bigger or smaller? What causes it to flow quicker or to sometimes have brown water?
Summer 2			Talk about how people have polluted rivers. Watch news programmes covering flooding disasters. What are the causes of the flooding and what is being done to reduce the chances of rivers flooding in the future?

Year 9 – History

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Migration through time	<p>Student progress is monitored informally during lessons. More formal assessment based on knowledge tests, classwork and homework is ongoing There is an end of Year examination testing historical, skills, knowledge and understanding covered through the year.</p>	Visit the BBC Bitesize KS3 History website at: Post-war migration from Africa, the Caribbean and Asia - KS3 History - BBC Bitesize
Autumn 2	What caused the First World War?		Visit local war memorial to see how many people were involved in the conflict locally. Find out what other countries from the British Empire were involved in the fighting.
Spring 1	Hitler's war?: causes of the Second World War		Watch programmes about the outbreak of the Second World War. Visit the BBC Bitesize KS3 History website: The causes of World War Two - World War Two and the Holocaust - KS3 History - homework help for year 7, 8 and 9. - BBC Bitesize
Spring 2	Turning points of the Second World War.		Watch the 2017 film Dunkirk. Visit the Imperial War Museum website at: https://www.iwm.org.uk/visits/iwm-london
Summer 1	How and why did the Holocaust happen?		Visit the BBC Bitesize KS3 History website at: https://www.bbc.co.uk/bitesize/topics/zk94jxs
Summer 2	What was the Cold War?		Visit the Imperial War Museum website at: https://www.iwm.org.uk/visits/iwm-london



Year 9 – 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	Number Properties of number		Number Percentages		Geometry and measures Area and volume		Algebra Equations, inequalities and formulae		Number Fractions	Ratio, proportion and rates of change Rates		Number Standard form
Spring	Number Maths and money			Algebra Straight line graphs		Ratio, proportion and rates of change Ratio and proportion		Geometry and measures Constructions and congruence		Geometry and measures Similarity	Algebra Algebraic manipulation	
Summer	Geometry and measures Pythagoras' theorem		Algebra Non-linear graphs		Probability Probability		Geometry and measures Transformations		Algebra Simultaneous equations (optional block)		Geometry and measures Trigonometry (optional block)	

Year 9 – Music

Students study a selection of topics from the following list:

Topic	Content
Autumn Term 1 Minimalism music: Performance and sequencing skills	Students will study how minimalist music is created what main elements are used to create minimalist music and where it is used. They will learn how to play piece of minimalist music as a duet and sequence the same piece using computer software.
Autumn Term 2 Minimalism music: Composition and Production skills	Students will learn about methods used to compose minimalist music. They will use keyboard and computer software skills to produce their own piece of minimalist music following commercial brief to create opening soundtrack for TV show.
Spring Term 1 Baroque music: Pachelbel's Cannon – Performance and sequencing	Students will learn how music from the past influence today music. They will learn how to play Pachelbel's Cannon in a duet delivering 3 or four different parts. They will finalise the project by Sequencing all parts of Pachelbel's Cannon using software.
Spring Term 2 Baroque music: Bach's Prelude – Sequencing and Producing	Students will read and write notation for Bach's prelude in D for piano. They will sequence the music using software and will rearrange it to make it sound like EDM (electronic dance music) along the way developing understanding how why genres have different sound and how to achieve different genre sound using software.
Summer Term 1 Reggae – Sequencing Three little birds	Students will step by step recreate Bob Marleys Three little birds using Computer software Creating multitrack product with Chord progressions, melody bass line and Rhythm section.
Summer Term 2 Afrobeat's – Song Production	Using developed skills how to create a song using Computer software, students will create their own multitrack song with chords progressions, bass line, melody and rhythm section in style of Afrobeat's.

Year 9 – PE



St John Fisher
Catholic High School

St John Fisher Physical Education Journey

Year 9 – Embedding the skills, knowledge and application within Physical Education

Health-related Fitness

You will extend your knowledge of the components of fitness with specific sporting examples and how these can affect certain training programmes when planning them for various athletes.



Cricket

Your lessons will look at embedding the core skills; batting, bowling, fielding and tactics within the class.



Trampolining

Students will develop the skills necessary to develop fluent routines. Body tension, control, body extension and aesthetics will be developed through compositional ideas.



Tennis

Your lessons will look at embedding various forehand & backhand strokes, serving and the tactical understanding of singles and doubles.



Rounders

You will be embedding the skills learnt in previous years and applying them with further tactical knowledge of the game.



Show Your Commitment

How many can you complete?



Achieve High GRIT in All Lessons
Attend PE Extra-Curricular Clubs Each Term
Represent CDS in One Or More Sporting Events

Summer Term

Netball

You will be embedding skills such as passing, footwork, shooting, positions, attacking and defending within a game context.



Athletics

You will embed the technique required for each track and field event, applying the specific teaching points to help improve the performance of yourself and peers.



Football

Your lessons will be tailored towards embedding the skills learnt in year 8 and applying the principles of play to game based scenarios.

Spring Term

Rugby

You will be able to confidently apply and demonstrate the core skills within a game situation and further develop the tactical knowledge of the



Autumn Term

Badminton

Students will look at more advanced techniques in badminton, focussing on outwitting your opponent using a variety of strokes and appropriate shot selection. Students will umpire games and play singles/doubles badminton.

Handball

During year 9, you will be embedding core skills such as passing, shooting and dribbling within a game context.

OAA

Develop problem solving skills whilst working as a team. Focus is on map reading/orienteering skills.



- 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
- Rugby

Your Physical Education Journey starts here ...

Year 9 – 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 IAG	Reflecting on your own skills and achievements Identifying a learning pathway you'd like to explore further Identifying important factors to consider whilst deciding on subject choices Identifying the career needs and wants of yourself and others	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.	Ask your child what they are studying and encourage them to express their views. Watch the news as a family and talk about some of the issues that link to the PSHE topics.
Topic 2 Managing risks and staying safe	Learning to effectively assess and manage the risks of knife crime Understanding how people learn what is appropriate behaviour from other's actions Learning about the qualities of healthy and unhealthy social groups Learning about the risks in belonging to a gang Learning exit strategies to enable someone to leave a gang safely		Encourage your child to be aware of what is happening in the local community and understand difficulties that people face. Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are
Topic 3 RSE (10:10 resources)	The search for love (session 1) Love people, use things (session 2) In control of my choices (session 3) Fertility and contraception (session 4) One hundred percent (session 6)		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.
Topic 4 Forced marriage/FGM	Explaining what forced marriage is and how it differs from arranged marriage Understanding what FGM is and that it is illegal Knowing where and how someone can get help		
Topic 5 Citizenship	Introduction to the local economy, its value, and its impact on communities. Exploring the local economy and how community involvement is crucial to its development. Investigating ways in which taxation and local councils can impact the local economy.		

Staff Contact: Mrs Moins



Year 9 – Science

In year 9 students continue to look at some of the key topics underpinning further study in Science. This is a year of studying the fundamentals of Science that build their knowledge ready for GCSEs.

When	Topic	Assessment	What can a parent do to support?
Autumn 1 & 2	Principles of Maths in Science	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits.
	Cells as Building blocks		Ask them questions about how we are made
	Atoms as building blocks		Look together at a periodic table. Ask students to discuss what they have learnt.
Spring 1 & 2	How things move	Writing tasks Class quizzes Investigations End of topic test	Ask your child to teach you what they have learnt in science in this topic
	Building organisms		Encourage your child to start revising now, discuss techniques, monitor progress
Summer 1 & 2	End of year Exam	End of Year exam Writing tasks Class quizzes Investigations End of topic test	Support with end of year exam revision at home
	Building organisms (cont)		Ask your child to teach you what they have learnt in science in this topic
	Building compounds		

Useful resources:

CGP KS3 Science revision guide – ISBN 978-1841463858

<https://www.bbc.co.uk/bitesize/subjects/zng4d2p>

Year 9 – Technology

When	Topic	Assessment	What can a parent do to support?
Rotation 1 - Food	The science of food Investigating eggs and raising agents. Finding out what the ingredients do whilst learning the following skills: Pastry making Cake making Bread making Food Development in industry	Students will assess their own practical work and will often ask other people's opinions. Assessment of progress according to school policy. The theory will be assessed through homework/classwork and in end of year examinations.	Look at the recipe sheet with your child and make sure they have the right ingredients and container to carry the food home in. Please be prepared to try the food and give some feedback!
Rotation 2 - Textiles	Health and safety Designer research Sugar skull design skills Applique/ Using a needle and thread Patterns and seam allowance Sewing machine skills	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 may want to bring in their own embellishments and fabrics to work with, however this is <u>NOT</u> compulsory as equipment and fabric is provided.
Rotation 3 – Product Design	Health and Safety Using tools and equipment correctly Drawing techniques Creating a template Basic electronics 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 involve input from the teacher, students and personal reflection.	Students may wish to bring in images to enhance their design. All the equipment and materials are provided for the project. 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 9, students rotate around 3 subjects. They will not necessarily do them in this order.

Helpful Books / Useful Websites

Bitesize

School produced recipe book

www.foodfactoflife.org.uk

www.nhs.uk Choices

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