



St. John Fisher
CATHOLIC COMPREHENSIVE SCHOOL



Curriculum

St. John Fisher Catholic School aims to provide students with a broad and balanced curriculum. This booklet provides an outline of the topics studied in each subject we offer. If, after reading this booklet, you have any further questions about the curriculum, please contact the school office at office@stjohnfisher.school.

Students in all year groups are given the opportunity to explore the spiritual, moral, cultural and physical aspects of learning in all lessons. Collective worship takes place during year group assemblies and in lessons. Embedded within the curriculum is a weekly session dedicated to Citizenship and personal, social, health and economic education (PSHE). This is designed to ensure all students acquire a sound knowledge of personal and social wellbeing.

All students in Key Stages 3-4 follow a one-week timetable with 24 lessons, each of which is 65 minutes long. There is also a morning registration period which takes place for twenty minutes at the start of each school day.

Key Stage 3 Curriculum (Year 7)

Year 7 students are at the beginning of a three-year Key Stage 3 in 2024-25. They study the following:

- English (3 classes per week)
- Maths (3 classes per week)
- Science (3 classes per week)
- RE (3 classes per week)
- Geography (2 classes per week)
- History (2 classes per week)
- French (2 classes per week)
- Physical Education (2 classes per week)
- Music, Performing Art, Product Design and Food Technology (2 classes per week, alternating subjects throughout the year)
- Art (1 class per week)
- Computing (1 class per week)

Key Stage 3 Curriculum (Year 8)

Year 8 students are completing the second year of a two-year Key Stage 3 in 2024-25. Students study the following:

- English (3 classes per week)
- Maths (3 classes per week)
- Science (3 classes per week)
- RE (2 classes per week)
- Geography (2 classes per week)
- History (2 classes per week)
- French (1 class per week)
- Latin (1 class per week)
- Physical Education (2 classes per week)
- Music, Performing Arts, Product Design and Food Technology (2 classes per week, alternating subjects throughout the year)
- Citizenship (1 class per week)
- Art (1 class per week)
- Computing (1 class per week)

Key Stage 4 Curriculum (Years 9-11)

All students will study the core curriculum throughout Years 9-11 as follows:

Name of subject	Year 9 Lessons	Year 10 Lessons	Year 11 Lessons
English	5*	4	4
Maths	5*	4	4
Science	4	4	4**
Religious Education	2	2	2
Physical Education	1	1	1
Citizenship	0	2	2
Option choice A	3	3	3
Option choice B	3	3	3

*Year 9 and Year 10 grammar stream students have 3 classes per week of English and Maths. This is so they can also study a compulsory language, either GCSE French or GCSE Latin.

**Year 11 grammar stream students have two extra Science lessons.

The subjects offered by SJF at Key Stage 4 are as follows:

- English Language GCSE (core subject)
- English Literature GCSE (core subject)
- Mathematics GCSE (core subject)
- Trilogy Science GCSE (core subject, depending on student setting)
- Triple Science GCSE (core subject, depending on student setting)
- Religious Studies GCSE (core subject)
- Citizenship (core subject)
- Art GCSE (option subject)
- Business GCSE (option subject)
- Computer Science GCSE (option subject)
- Hospitality BTEC (option subject in Year 9 and 10)
- French GCSE (option subject)
- History GCSE (option subject)
- Geography GCSE (option subject)
- Performing Arts GCSE (option subject in Year 9)
- Music (option subject in Year 9)
- COPE (option subject in Year 9 and 10)
- Product Design GCSE (option subject)
- Sociology GCSE (option subject)
- Sport GCSE (option subject)
- Sport Level 2 BTEC (option subject)
- Health and Social Care Level 2 BTEC (option subject)
- Travel and Tourism Level 2 BTEC (option subject in Year 11)

You can review course code information on the following pages.

Key Stage 5 Curriculum (Years 12-13)

Students in Key Stage 5 follow the same timings of the school day as pupils in Years 7-11 but will have some periods of private study in addition to their courses. There is also a morning registration which takes place for twenty minutes at the start of each school day.

Name of subject	Year 12 Lessons	Year 13 Lessons
Religious Studies (core subject for all students)	1	1
GCSE Retake English Language (compulsory for all students who have not passed at grade 4+)	2	2
GCSE Retake Maths (compulsory for all students who have not passed at grade 4+)	2	2
Citizenship (core subject for all students)	1	1
<i>Students studying a Level 3 curriculum will then complete their curriculum with a selection of the subjects below, based on their Key Stage 5 Options choices:</i>		
Biology A Level	5	5
Business Studies BTEC	5	5
Chemistry A Level	5	5
English Literature A Level	5	5
Ethics and Philosophy (Religious Education) A Level	5	5
Fine Art A Level	5	5
Forensic Science BTEC	5	5
History A Level	5	5
Health and Social Care BTEC	5	5
ICT Level 3 Technical Award	5	5
Maths A Level	5	5
Media A Level	5	5
Physics A Level	5	5
Politics A Level	5	5
Psychology A Level	5	5
Sociology A Level	5	5
Sport BTEC (Year 13 only)	5	5
Travel and Tourism BTEC (Year 13 only)	5	5
<i>We also offer a Level 2 curriculum designed for students who will complete a three-year sixth form course. Level 2 students will study the following subjects in addition to their core curriculum:</i>		
Level 2 Health and Social Care	5	Not applicable
Level 2 Hospitality	5	Not applicable
Level 2 Applied Science	5	Not applicable

Right of withdrawal from Religious Education. Parents and carers should be aware that they have the right to withdraw their child from all or part of our Religious Education curriculum. To discuss withdrawing your child from RE, please contact Mrs. Bennett, Assistant Headteacher, at l.bennett@stjohnfisher.school

Course List (Key Stage 4)

Please note:

- All GCSE qualifications that we now offer are graded 9-1.
- Level 2 BTEC First Awards are graded D*, D, M, P, P1
- Level 2 BTEC Technical Awards are graded D*, D, M, P, M1, P1

Qualification Information

Subject	Grades	QAN	Exam Board	Award Spec Code
GCSE Art	9-1	60180882	AQA	8202
GCSE Biology	9-1	60187529	AQA	8461
GCSE Chemistry	9-1	60187578	AQA	8462
GCSE Science: Trilogy	9-1	6018758X	AQA	8464
GCSE Computer Science	9-1	6018355X	OCR	J276
GCSE Product Design	9-1	60309842	AQA	8552
GCSE Drama	9-1	60185752	AQA	8261
GCSE English Language	9-1	60142923	AQA	8700
GCSE English Literature	9-1	60144476	AQA	8702
GCSE Food and Nutrition	9-1	60184218	AQA	8585
GCSE French	9-1	60181576	AQA	8658
GCSE Geography A	9-1	60181345	EdexcelPearson	1GA0
GCSE History	9-1	60180924	EdexcelPearson	1HI0
GCSE Maths	9-1	60147003	EdexcelPearson	1MA1
GCSE Panjabi	9-1	60310741	AQA	8683
GCSE Physics	9-1	60187517	AQA	8463
GCSE Physical Education	9-1	60182799	AQA	8582
GCSE Polish	9-1	6031185X	AQA	8688
GCSE Religious Studies A	9-1	60300796	EdexcelPearson	1RA0
GCSE Sociology	9-1	60307985	AQA	8192
BTEC First Award Travel	D*-P1	60065126	EdexcelPearson	BPRV8
BTEC TECH Award Health	D*-P1	60303955	EdexcelPearson	YPF47

Course List (Key Stage 5)

Please note:

- At A-level we offer 2 year courses with no examination taking place in Year 12 and certification in the summer of Year 13. These qualifications are graded A* – G.
- BTEC level 3 and OCR Cambridge Technical level 3 qualifications are graded D* – P

Qualification Information

Subject	Grades	QAN	Exam Board	Award Spec Code
Art A Level	A* – E	60144567	AQA	7202
Biology A Level	A* – E	60146254	AQA	7402
Design & Technology A Level	A* – E	60311332	AQA	7552
Cambridge Technical – Introductory Diploma ICT	D* – P	60046235	OCR	5349
English Literature A Level	A* – E	60153271	AQA	7712
History A Level	A* – E	60149735	AQA	7042
Maths A Level	A* – E	6031333X	EdexcelPearson	9MA0
Media A Level	A* – E	60311496	Eduqas (WJEC)	A680QS
Politics A Level	A* – E	60312233	EdexcelPearson	9PL0
Psychology A Level	A* – E	6014838X	AQA	7182
Philosophy and Ethics (RE) A Level	A* – E	60188686	OCR	H573
Sociology A Level	A* – E	60139948	AQA	7192
Business BTEC 30 credits	D*-P	60171558	EdexcelPearson	PXL61
Business BTEC 60 credits	D*-P	60171595	EdexcelPearson	PXL62
Health and Social Care BTEC 30 credits	D*-P	60171935	EdexcelPearson	YD991
Health and Social Care BTEC 30 credits	D*-P	60171972	EdexcelPearson	YD992
Applied Science BTEC 60 credits	D*-P	60174341	EdexcelPearson	YG215

Curriculum

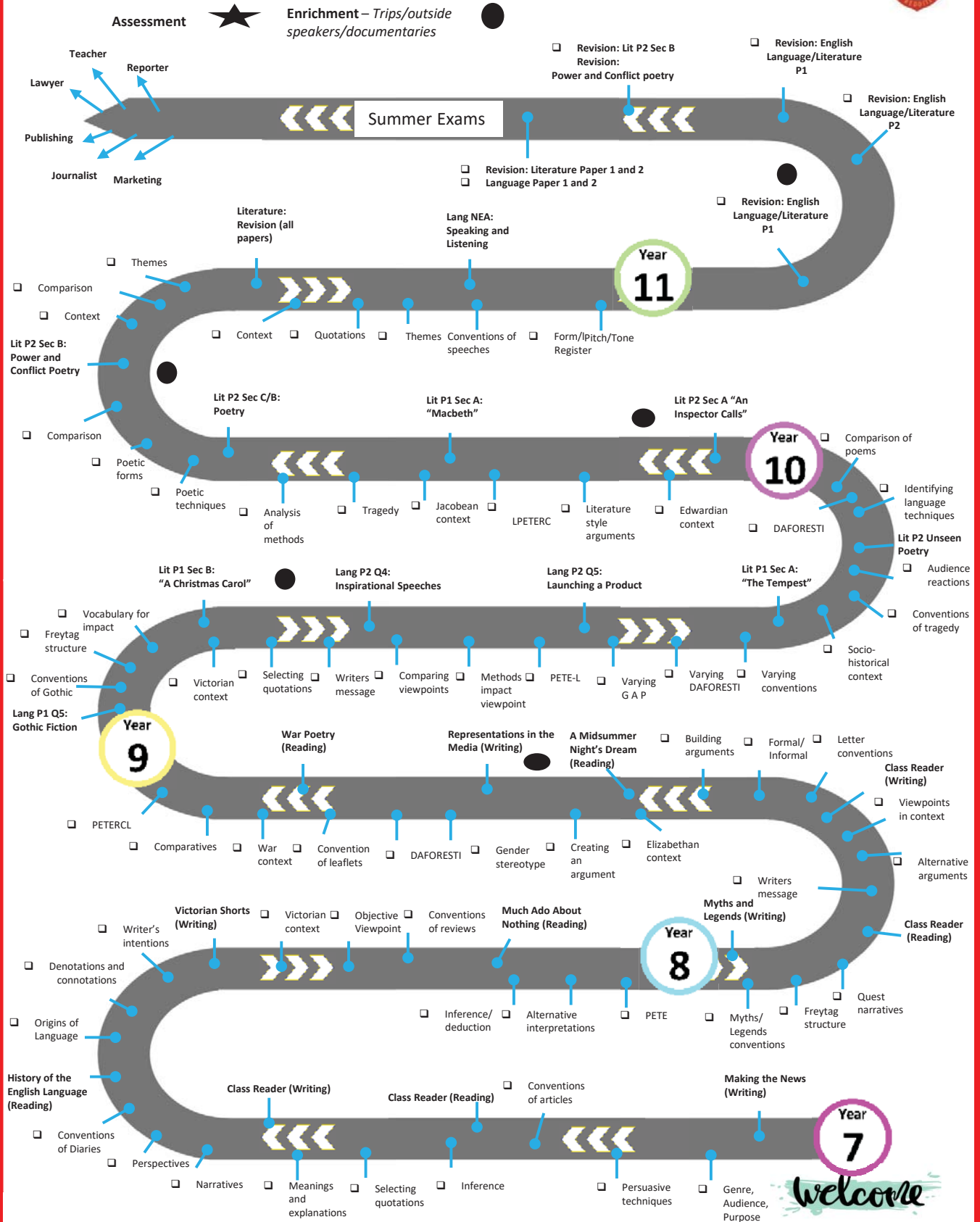
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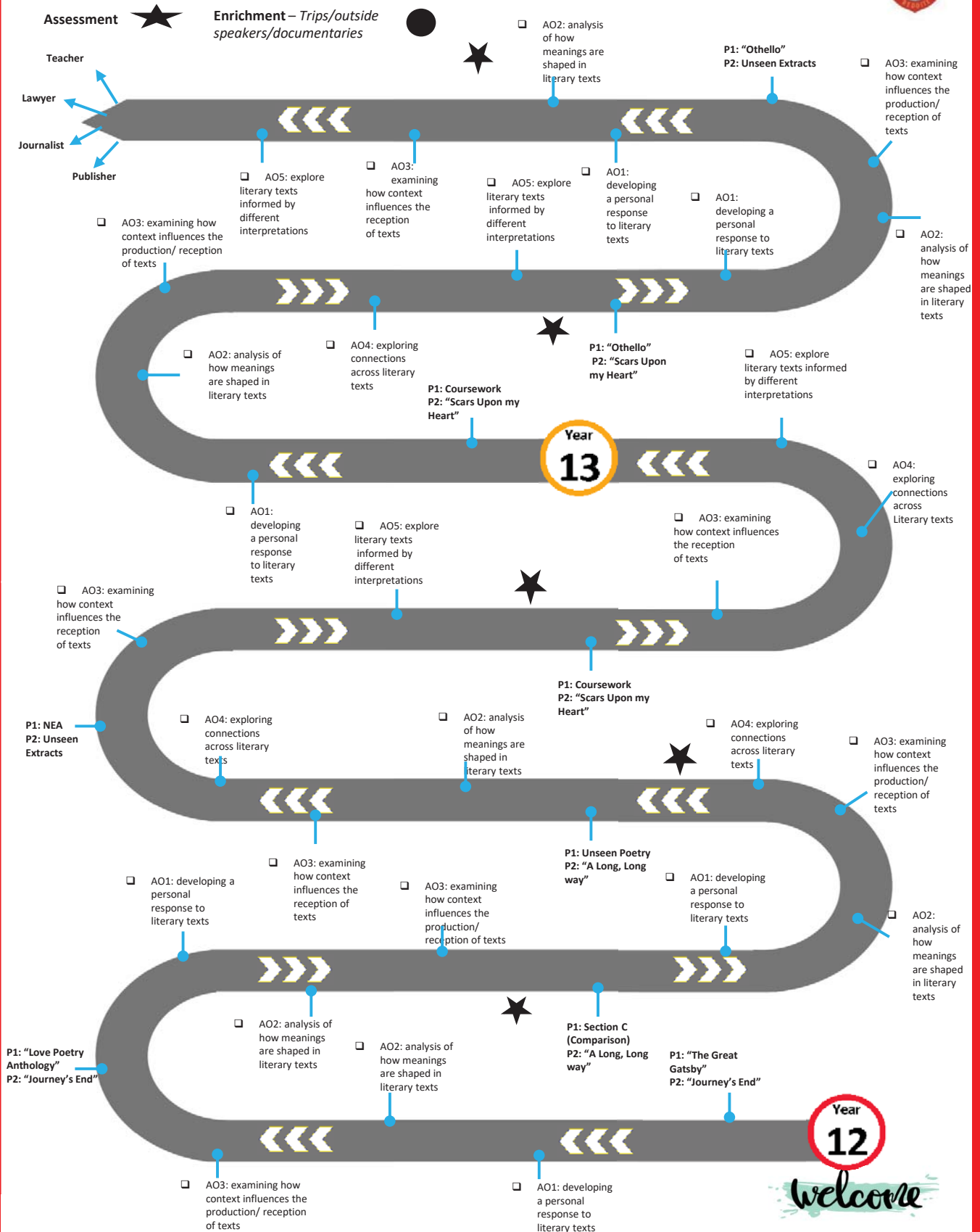
My English Learning Journey

Curriculum Intent: I study English to appreciate what forms the basis for our development, relationships and our understanding of the world around us. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning.



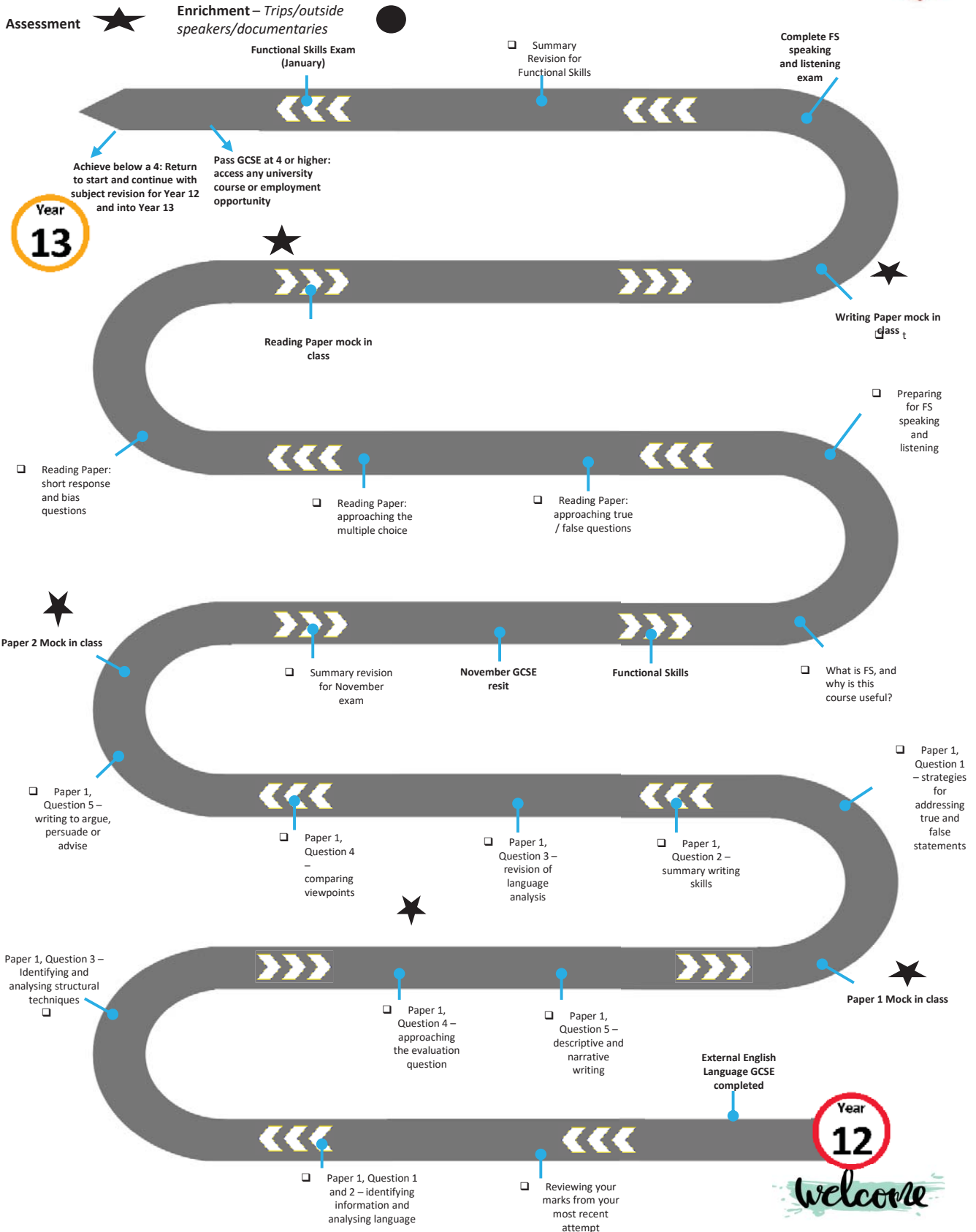
My A Level English Learning Journey

Curriculum Intent: I study English to appreciate what forms the basis for our development, relationships and our understanding of the world around us. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning.



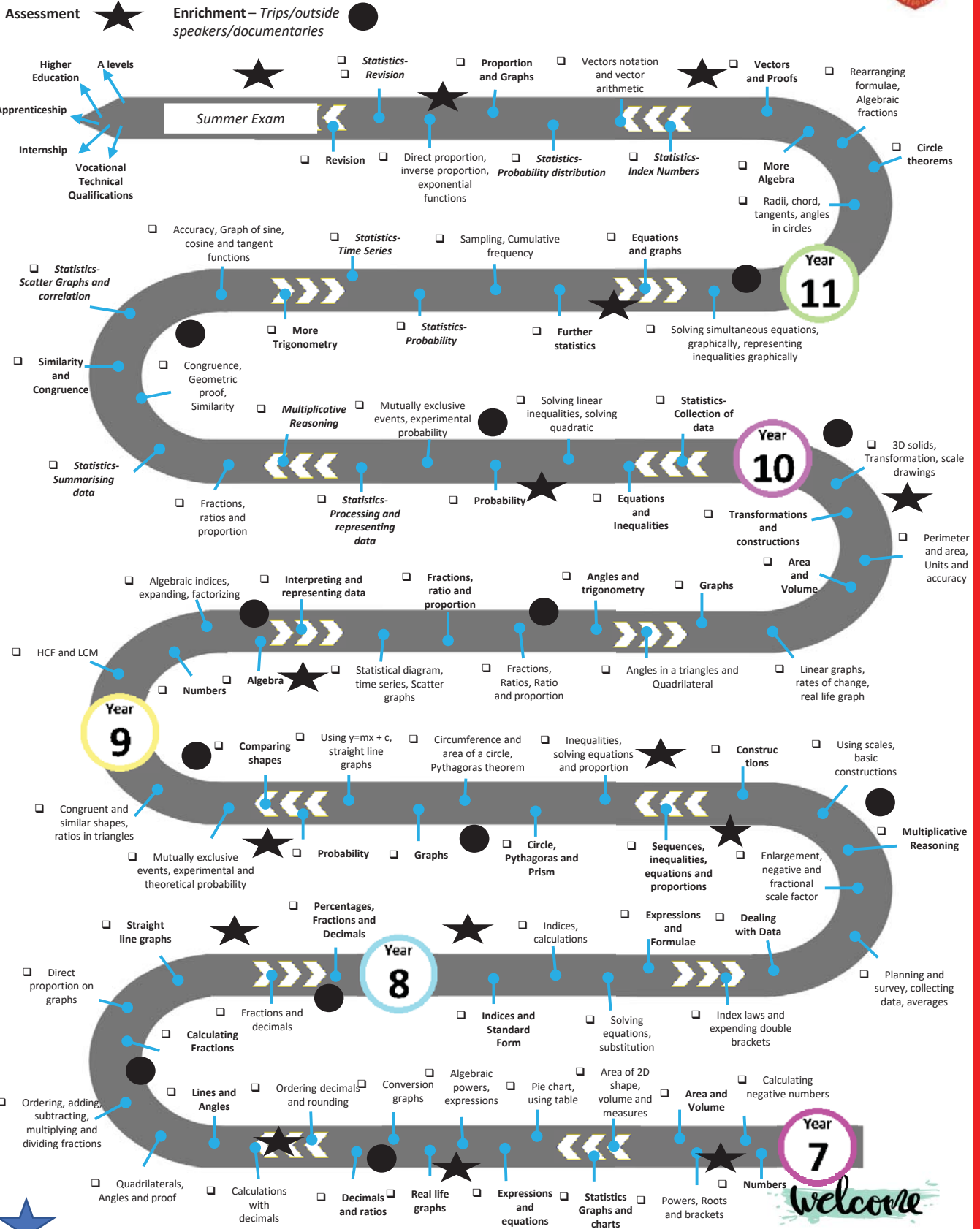
My GCSE Resit Learning Journey

Curriculum Intent: I study English to appreciate what forms the basis for our development, relationships and our understanding of the world around us. The study of English is key to our personal growth and, through the development of effective written and spoken communication, it is the foundation for all our learning.



My Maths Learning Journey

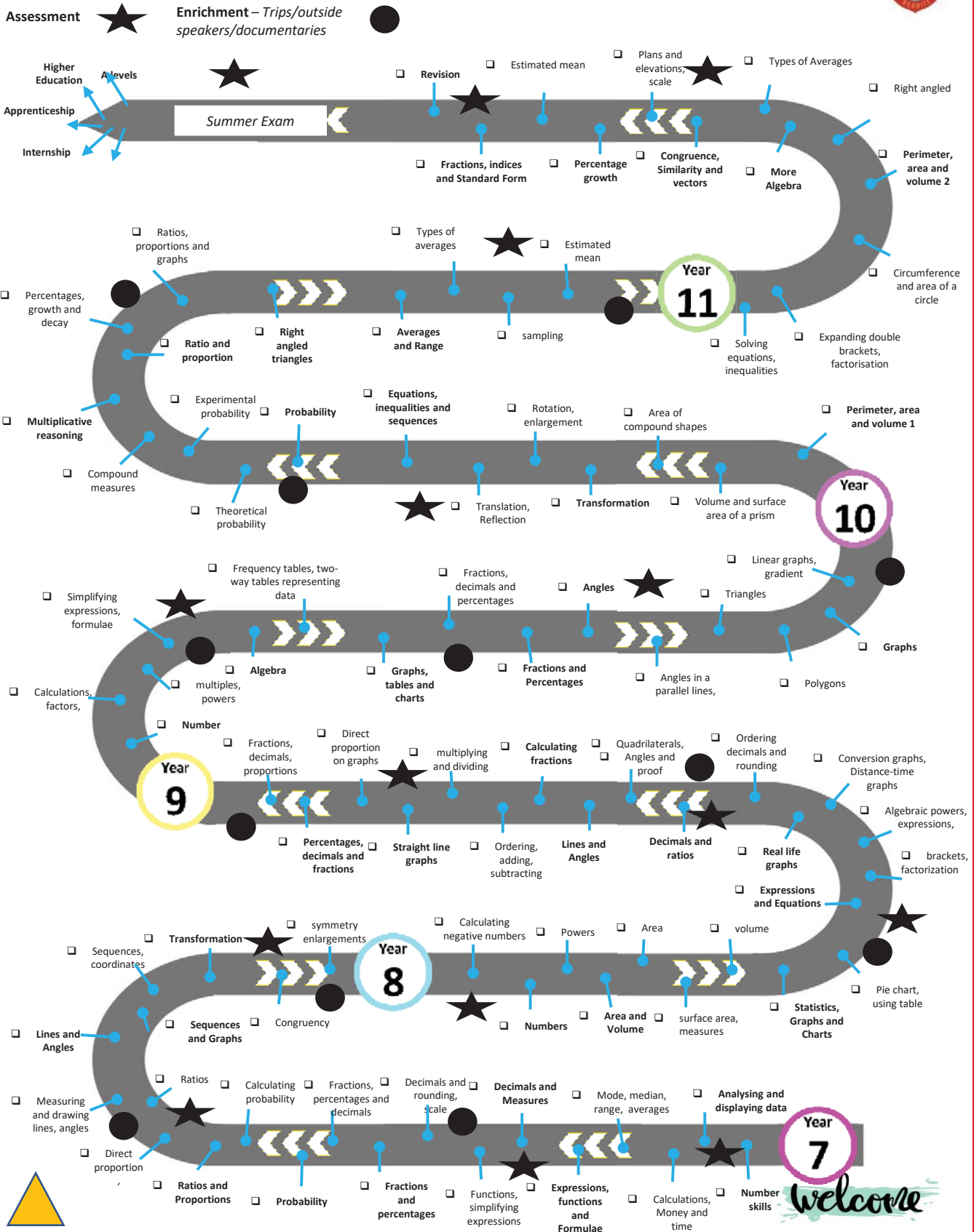
Curriculum Intent: I study Maths because it equips me with problem-solving skills, logical thinking, and the ability to analyse data. Maths is crucial for various subjects and real-life situations, from science and engineering to finance and everyday tasks. It helps us make informed decisions and opens career opportunities in diverse fields.



My Maths Learning Journey

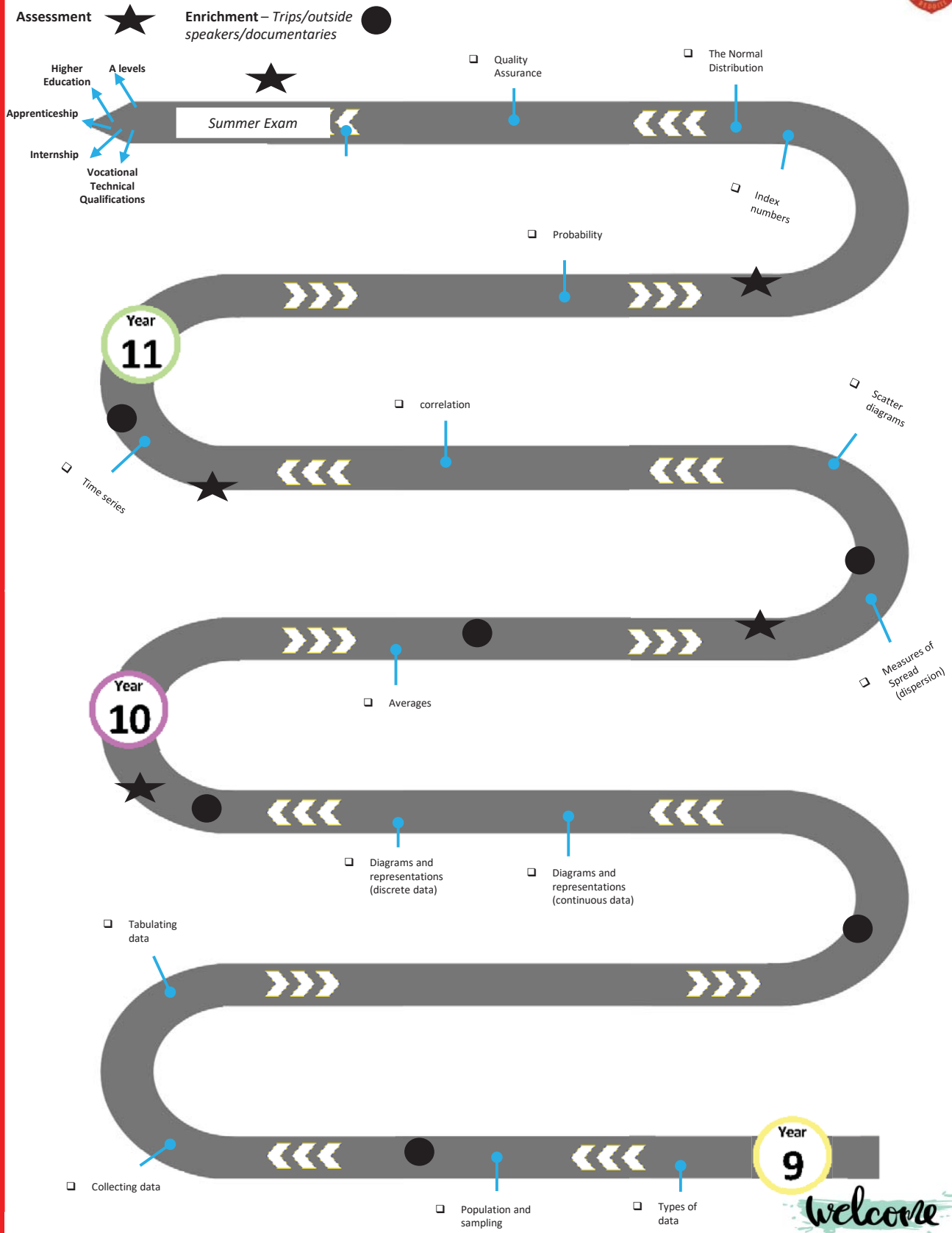


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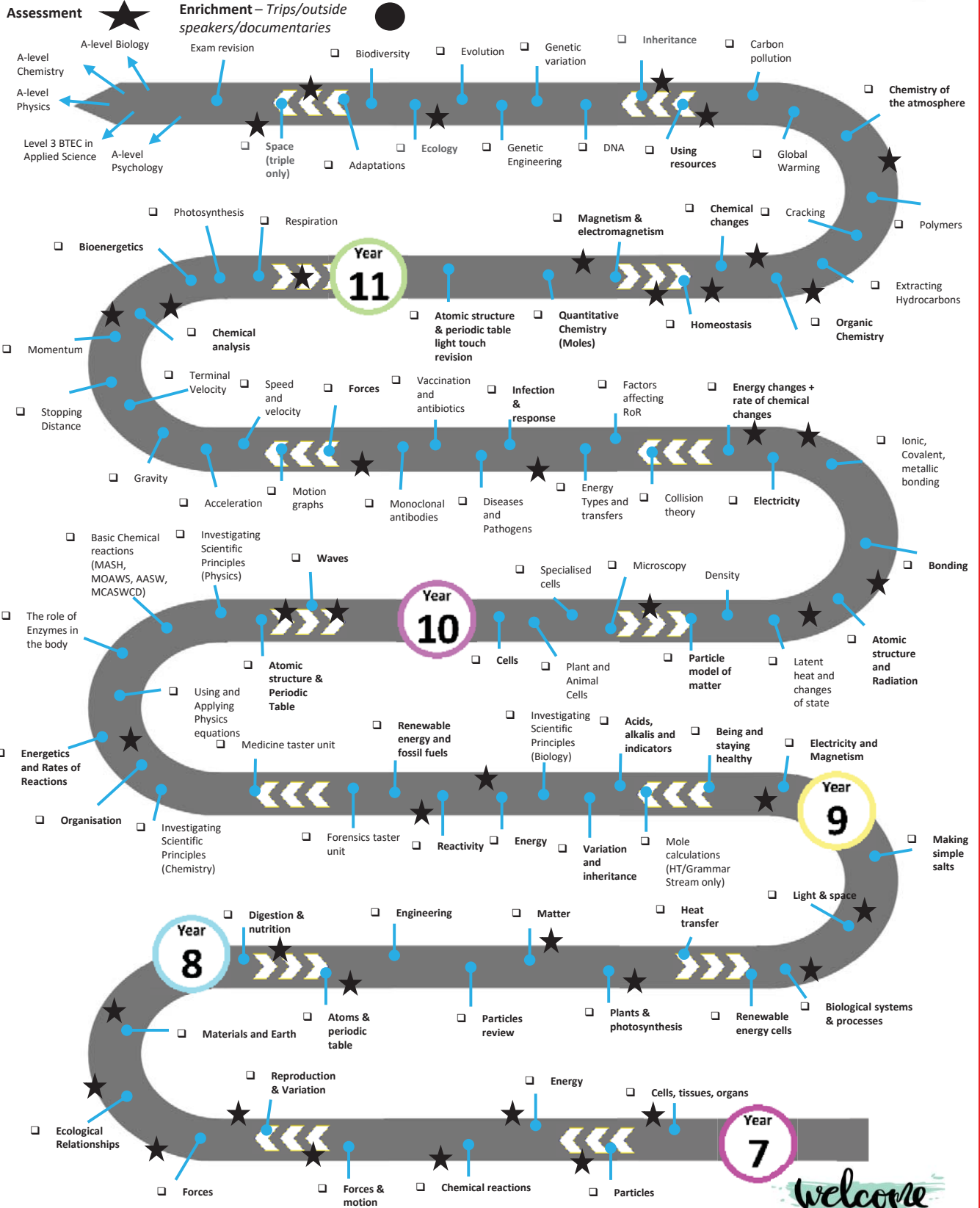
My GCSE Statistics Learning Journey

Curriculum Intent: I study Maths because it equips me with problem-solving skills, logical thinking, and the ability to analyse data. Maths is crucial for various subjects and real-life situations, from science and engineering to finance and everyday tasks. It helps us make informed decisions and opens career opportunities in diverse fields.



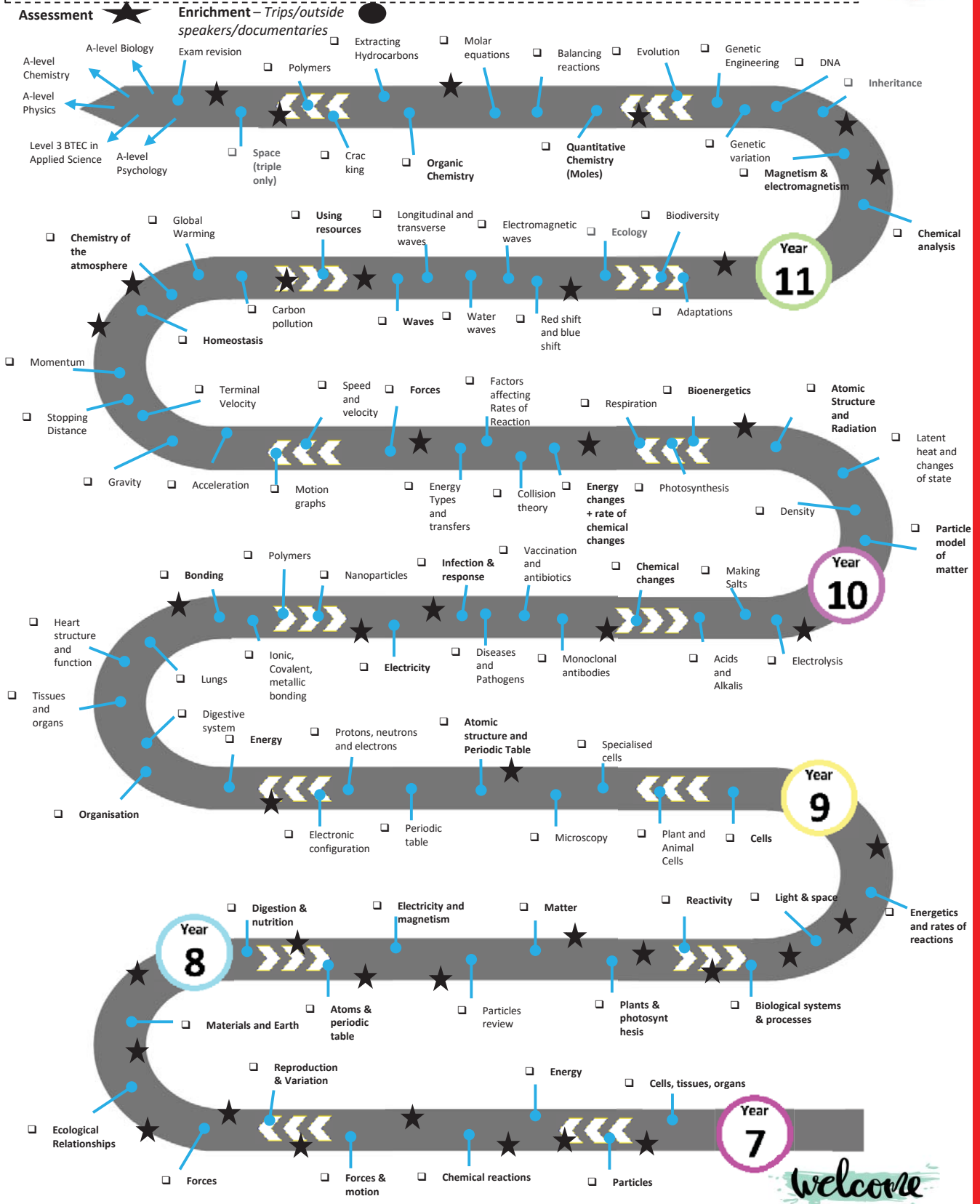
My Science Learning Journey

Curriculum Intent: I study Science because a deep understanding of science allows me to make a meaningful contribution to enhance my community and work towards the common good. In Biology I learn about life in all its forms, in Chemistry, about materials and resources and in Physics, about forces and energy. It helps to develop my natural curiosity and critical thinking and allows me to evaluate the ideas of those who have come before me.



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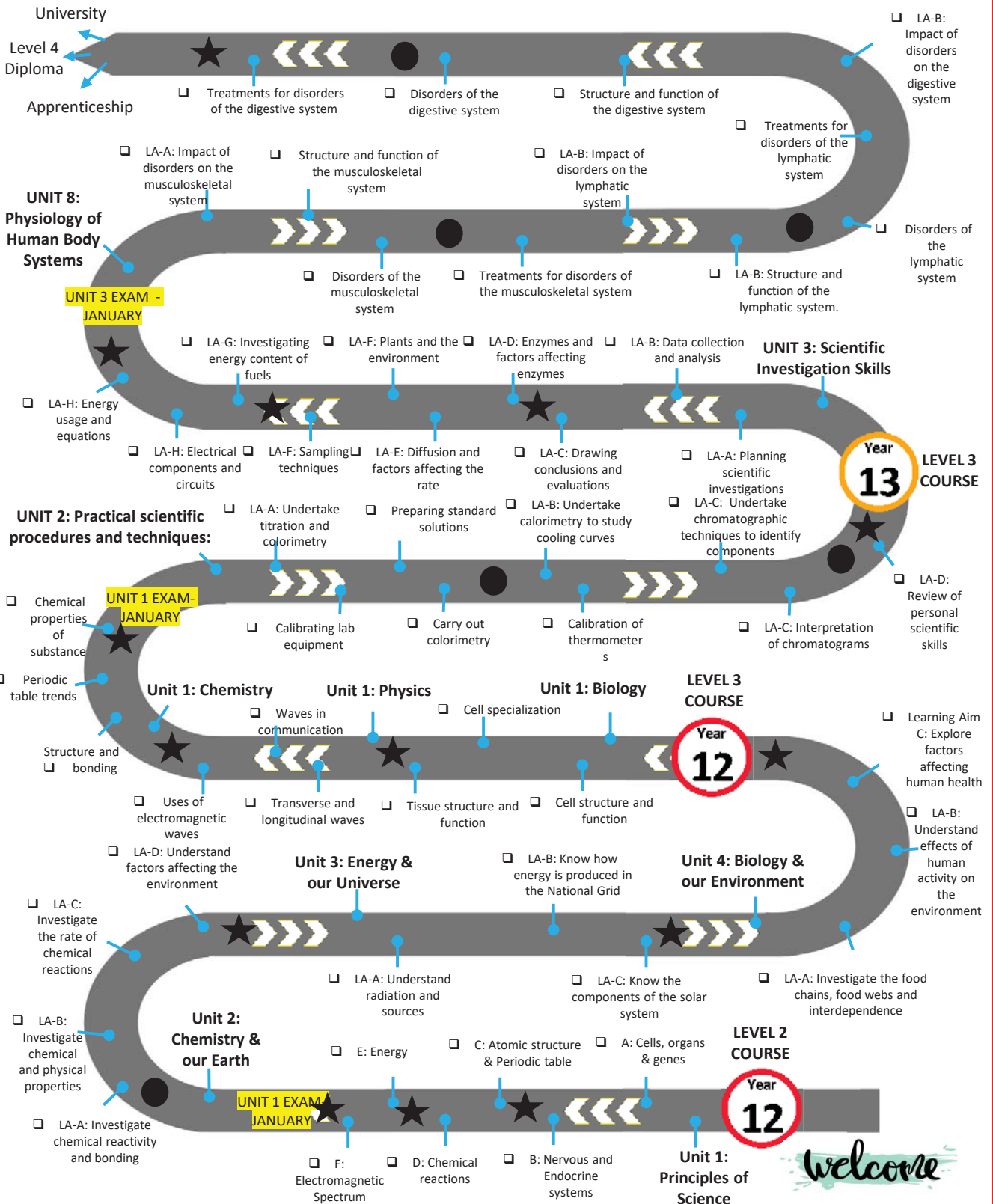
My Applied Science Learning Journey

Curriculum intent: A deep understanding of science will allow me to make a meaningful contribution to my community and work towards the common good in line with Catholic social teaching. This, in turn, will help me to develop my natural curiosity to think critically, achieve my aspirations and learn key skills for future careers. Science allows me to hold our leaders to account on critical subjects, correct mistakes of the past, and positively develop on the thinking of those who have come before me.



★ **Assessment**

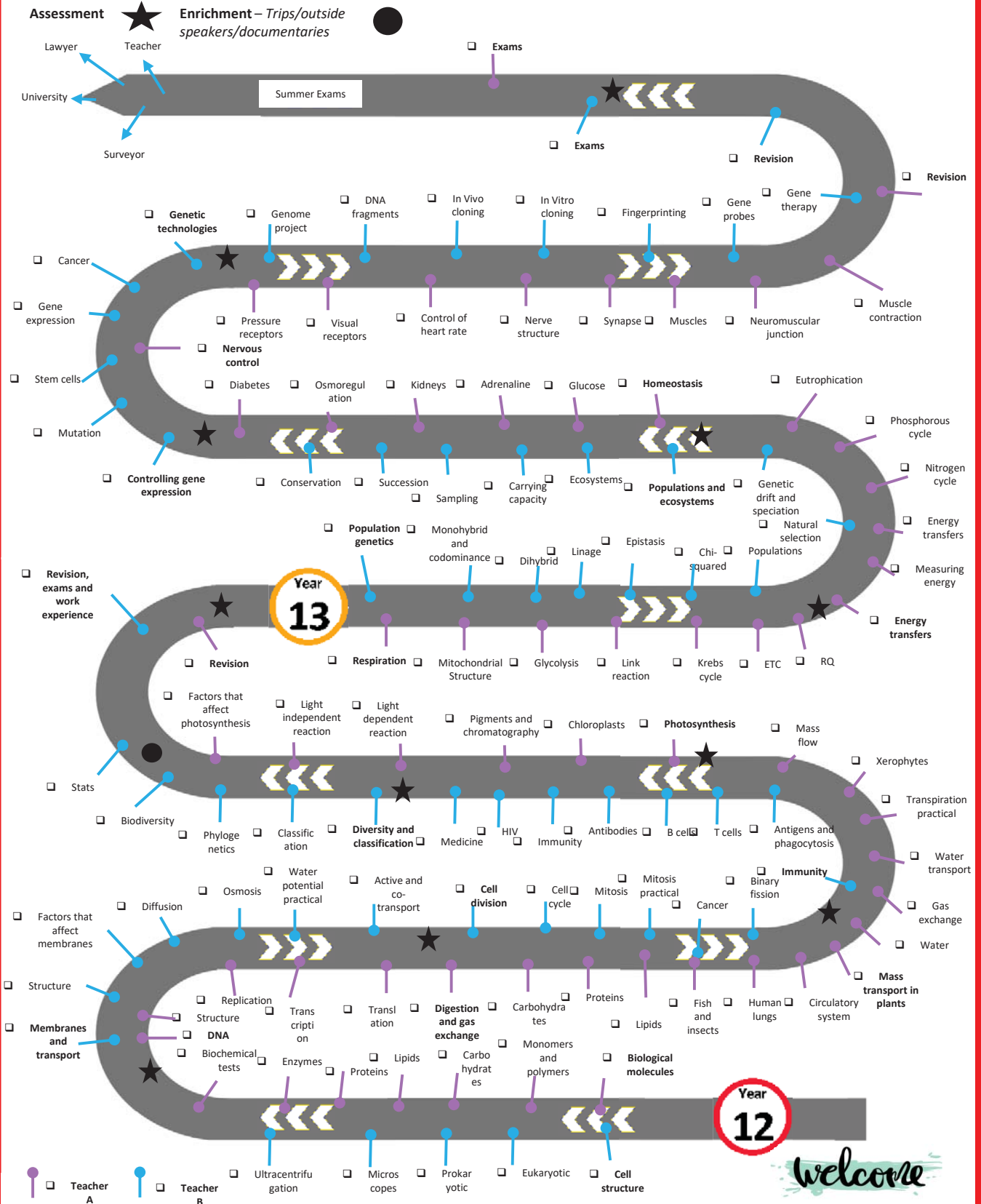
● **Trips/Speakers/project work**



My A Level Biology Learning Journey



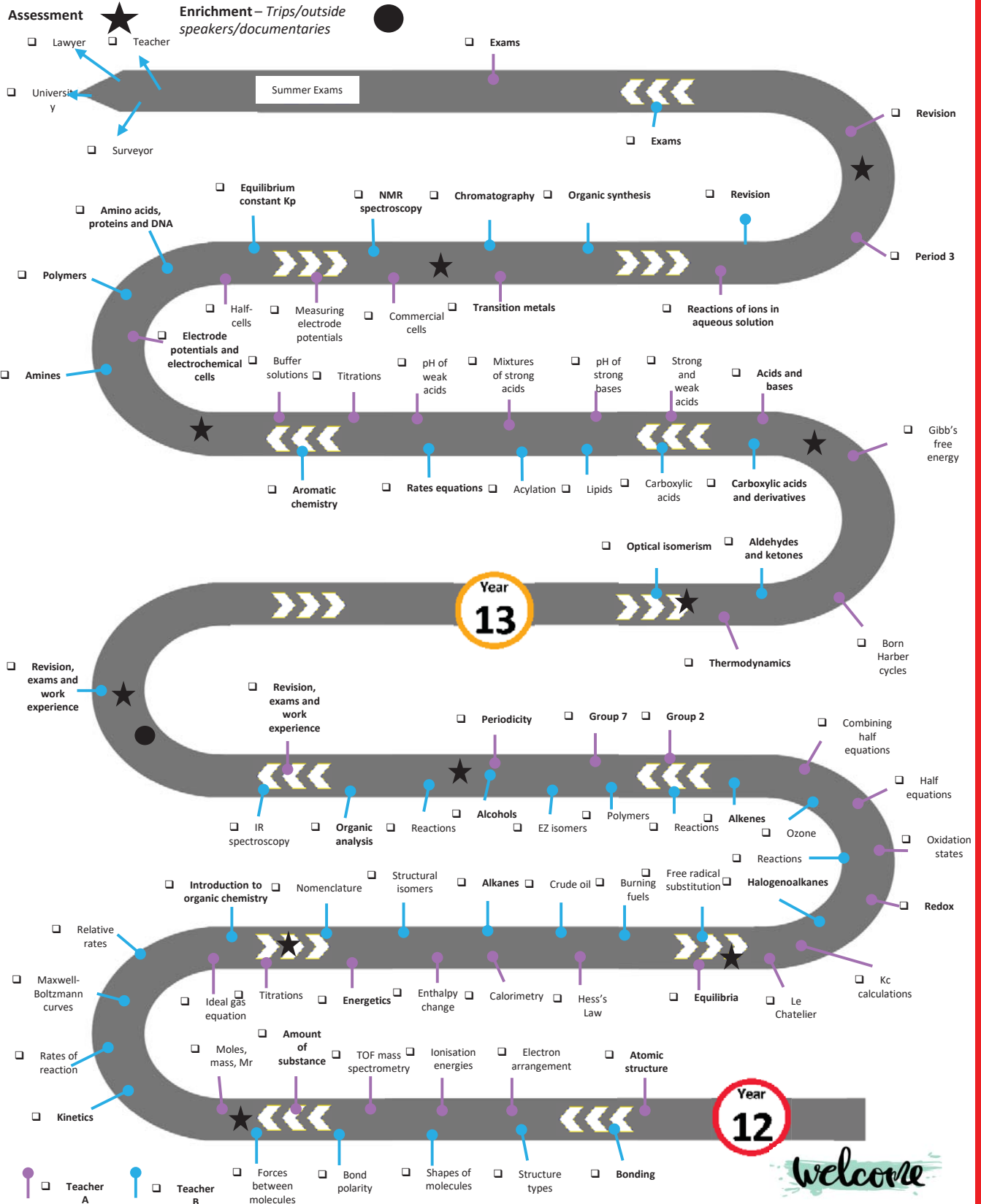
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My A Level Chemistry Learning Journey



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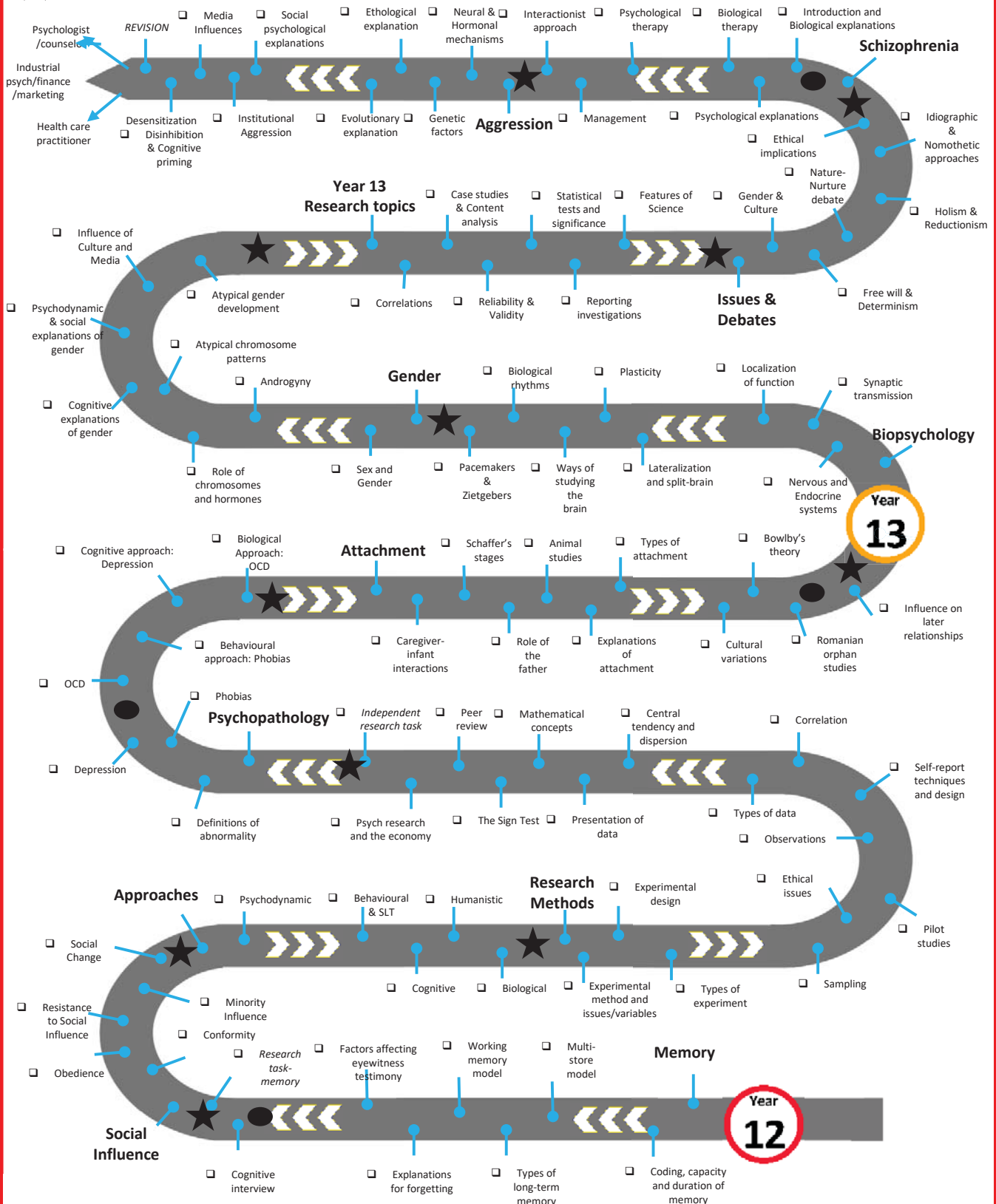
Your Psychology Learning Journey



Curriculum Intent: I study Psychology so I can develop my understanding of the mind and behaviour and achieve high academic outcomes alongside learning new and thought-provoking topics, like the development of key psychological approaches and the applications of psychology to society. I will also gain skills in research, mathematical analysis and an ability to evaluate theories and findings. I will acquire an awareness of Psychology-related issues in the world and be able to transfer this to any chosen future career.

★ **Assessment**

● **Trips/External speakers/Workshops**

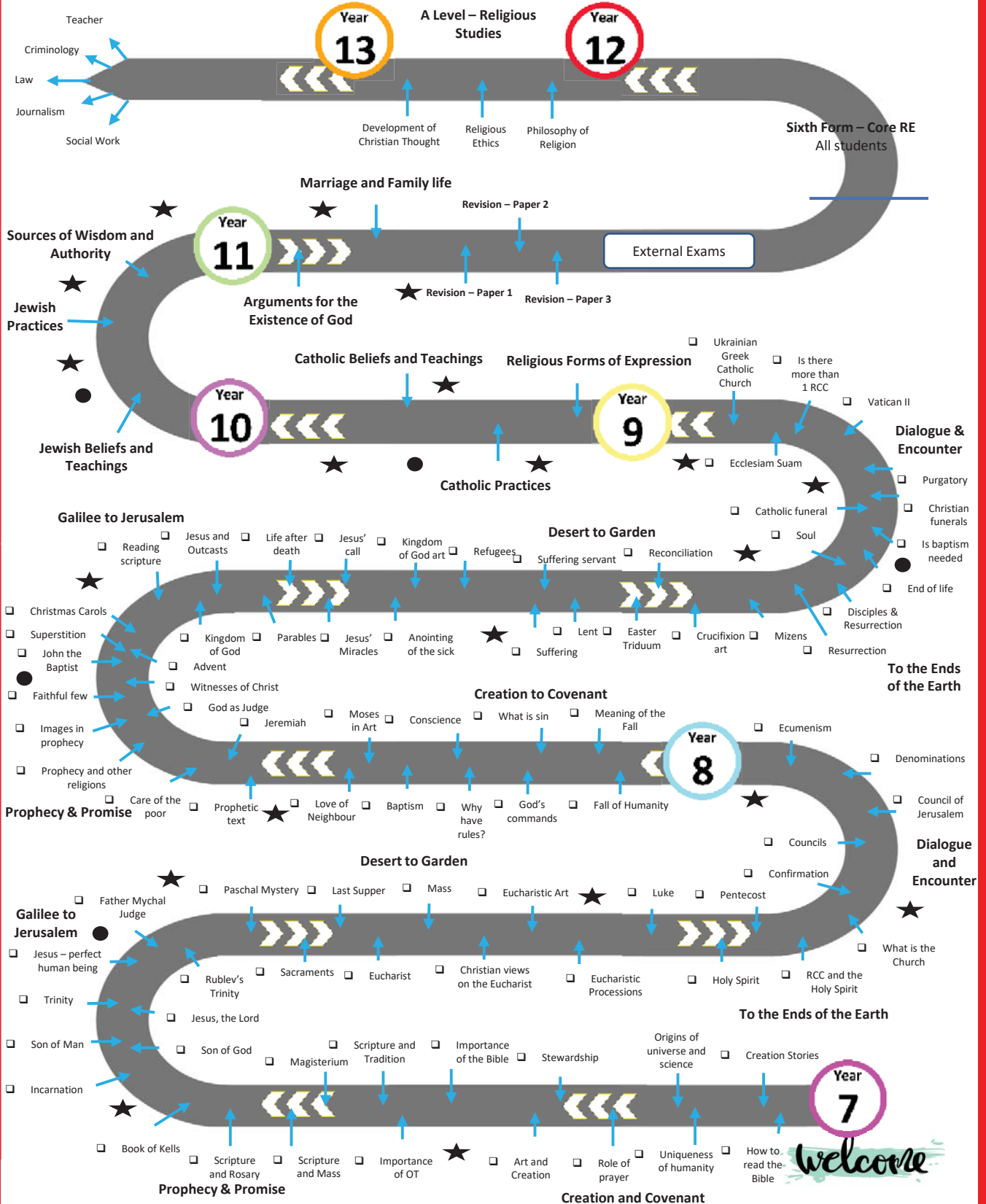


My Religious Education Learning Journey

Curriculum Intent: Religious Education, based on the principles of Catholic Social Teaching, inspires us to grow in self-awareness, and supports understanding of the spiritual, moral, social & cultural questions that surface again and again in our lives. RE encourages us, as young people, to value ourselves and the communities in which we live.



Assessment ★ **Enrichment – Trips/outside speakers/documentaries** ●

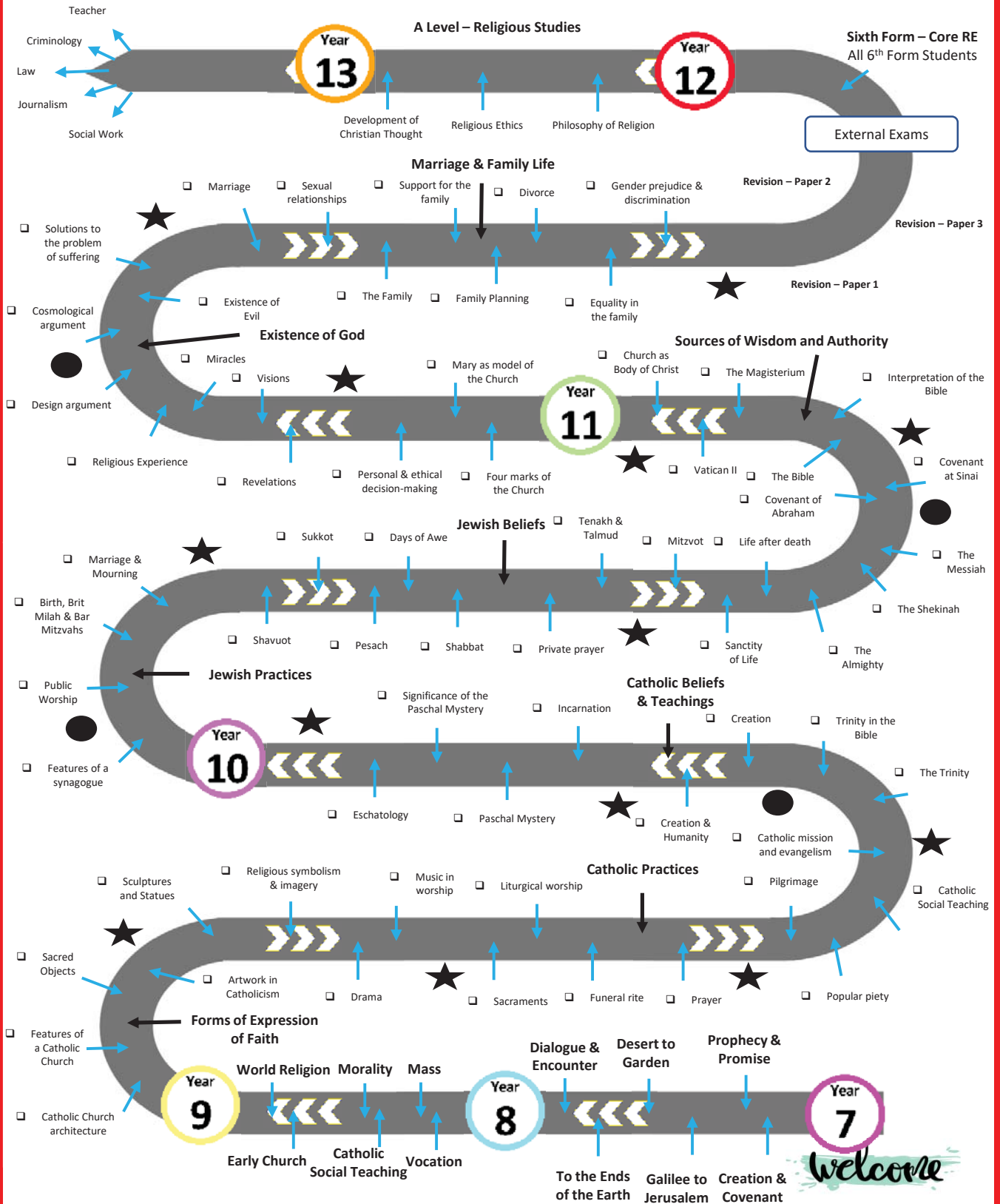


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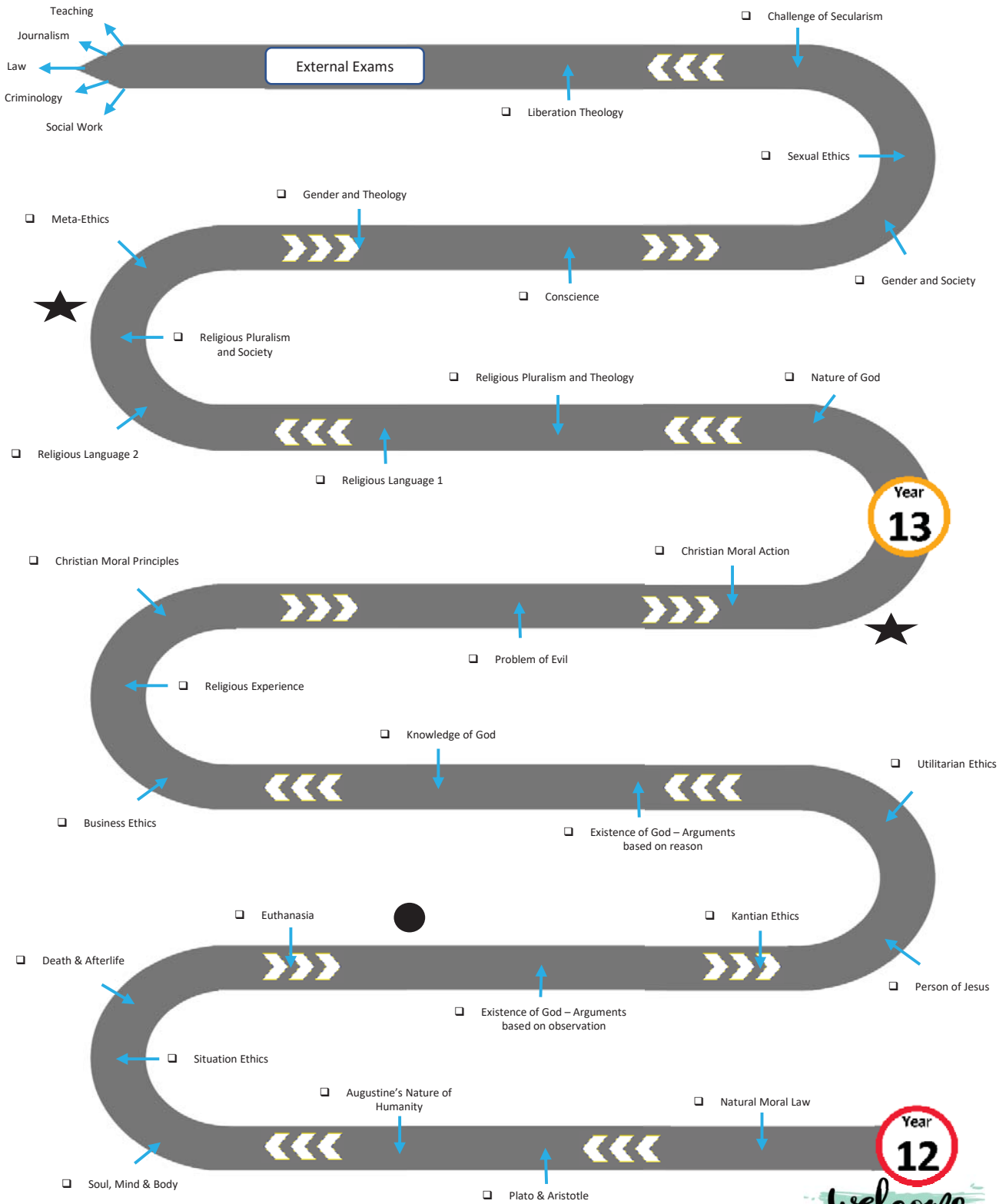


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Assessment ★ **Enrichment** – Trips/outside speakers/documentaries



My Citizenship Learning Journey

Curriculum Intent: Citizenship enables me to understand the society I live in. It gives me an insight into how Britain and the wider world work so that I am equipped to become an empathetic, active individual that can help to shape a better future.



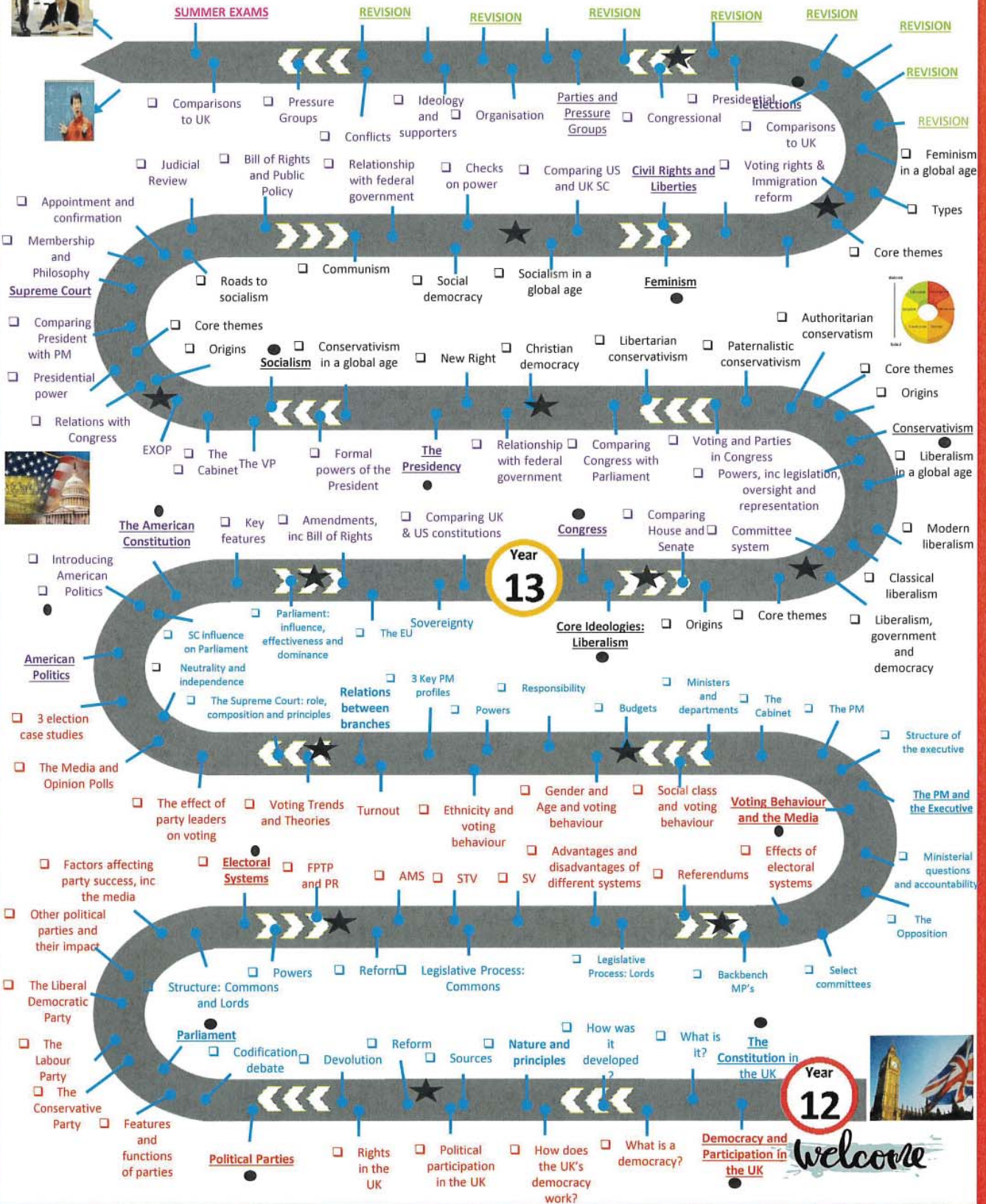
My A Level Politics Learning Journey

Curriculum Intent: Politics enables me to continue with the citizenship journey I studied at Key Stages 3 and 4. It furthers my understanding of the British political system, along with the origins of political ideas. It also provides me with an understanding of the American political system so that I can begin to understand international political issues and relationships and become an empathetic and active member of humanity.



Assessment ★

Enrichment – Trips/outside speakers/documentaries ●



Year 12

Welcome



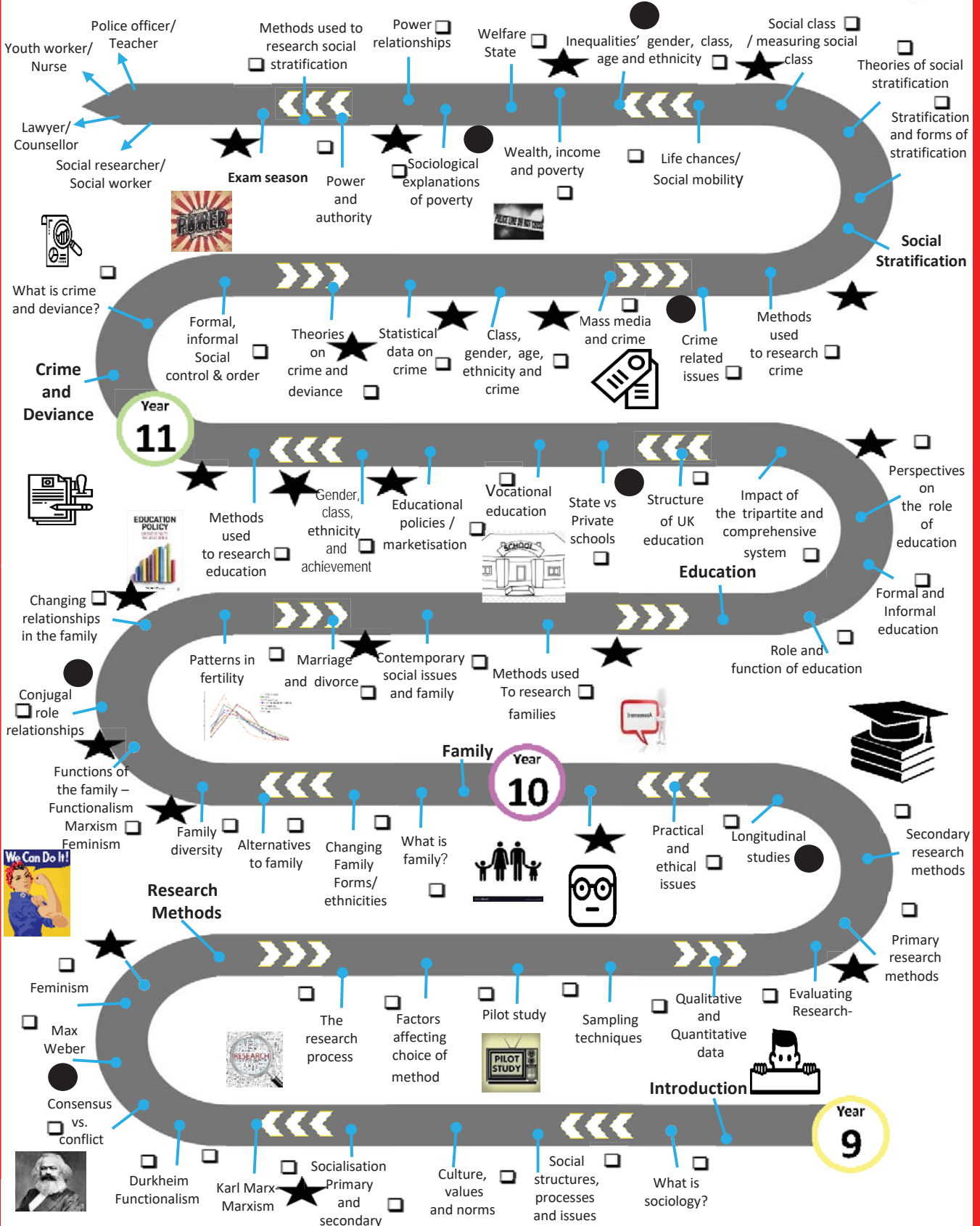
My GCSE Sociology Learning Journey

I study sociology to broaden my awareness of society and to help me to mature into a young responsible person for change in the world. The experience of the course will leave me with a more tolerant and empathetic understanding of contemporary society



★ **Assessment**

● **Enrichment** – Trips/outside speakers/documentaries



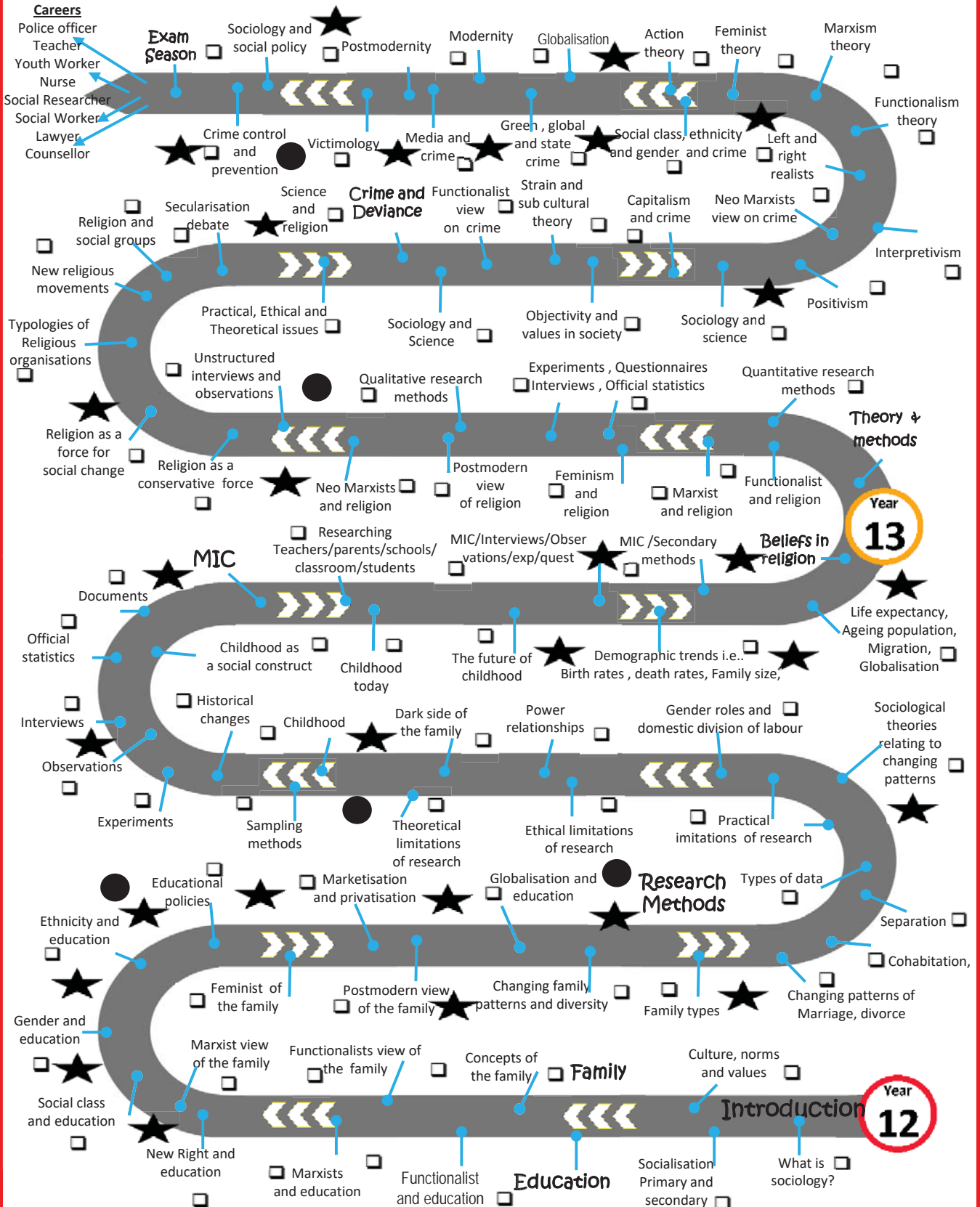
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★ Assessment

● Enrichment – Trips/outside speakers/documentaries



My History Learning Journey

Curriculum Intent: I study history so that I can learn about the diverse peoples and events of the past. The skills I will gain will help me to become a compassionate, thoughtful, and respectful citizen. I will reflect upon the impact local, national, and global histories have had upon both myself and the community of which I am part. I will also consider how these histories continue to shape the world in which I live today. I will be able to transfer the knowledge and skills I have learned into any chosen future career.



Assessment ★

Enrichment – Trips/outside speakers/documentaries ●

- Teacher
- Medicine
- Law
- Business
- Politician

Summer Exams

Revision: Paper Three

Revision: Paper Two

Weimar and Nazi Germany – The Weimar Republic, 1918-29 ★

Weimar and Nazi Germany – Nazi Control and Dictatorship, 1933-39 ★

Revision: Paper One

Year 11

Weimar and Nazi Germany – Life in Nazi Germany, 1933-39

Weimar and Nazi Germany – Life in Nazi Germany, 1933-39

British America – A Disrupted Society

Henry VIII and His Ministers – The Reformation and its Impact

Henry VIII and His Ministers – Henry VIII and Wolsey

British America – The Loss of an Empire ★ ●

British America – Settlement in North America

Henry VIII and His Ministers – Henry VIII and Cromwell

Year 10

Medicine in Britain – Medicine during the Industrial Revolution, 1700-1900

Medicine in Britain – Modern Medicine, 1900-present

Medicine in Britain – Medicine during the Renaissance, 1500-1700

Case Study: The Great Plague of 1665

Case Study: Edward Jenner and Smallpox ● ★

Historic Environment – Medicine on the Western Front, 1914-1918

Case Study: The Black Death

World War Two – Why did the Allies win?

World War Two – Britain and the War

World War One – Consequences

Year 9

Medicine in Britain – Medieval Medicine, 1250-1500

World War Two – The Holocaust

World War One – How was it fought?

World War One – Causes

Global History – West African Kingdoms

Industrial Revolution – The Lives of Ordinary People

Industrial Revolution – How did people gain their rights?

Year 8

Stuart England – Civil War and Revolution

Industrial Revolution – Causes

Case Study: Jack the Ripper – Whitechapel in the 19th Century

Tudor England – Religion and Reformation

Medieval England – Power and Authority

Local History – Chatham Dockyard

Year 7

Case Study: Black Death – Causes and Consequences

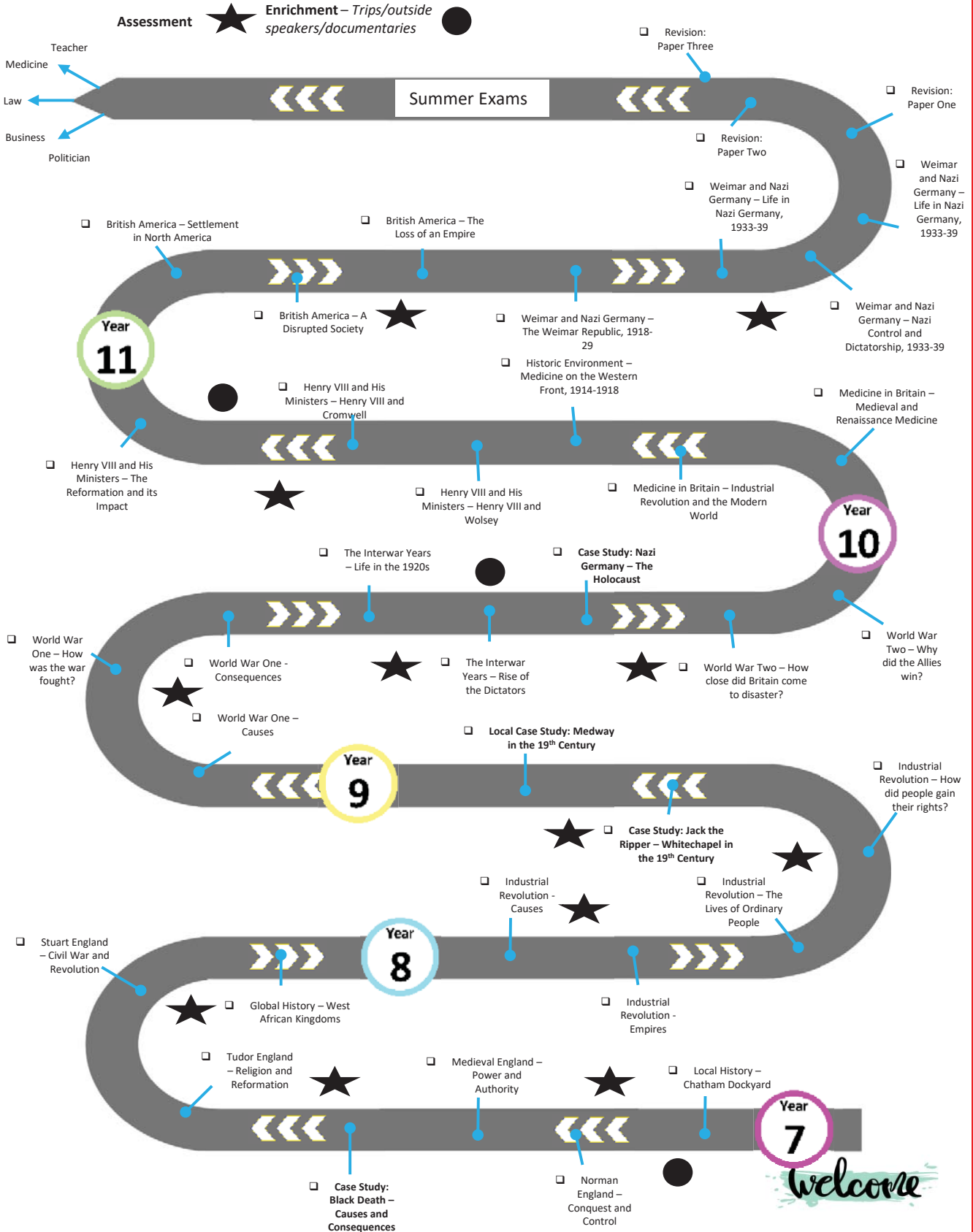
Norman England – Conquest and Control

Welcome

My History Learning Journey



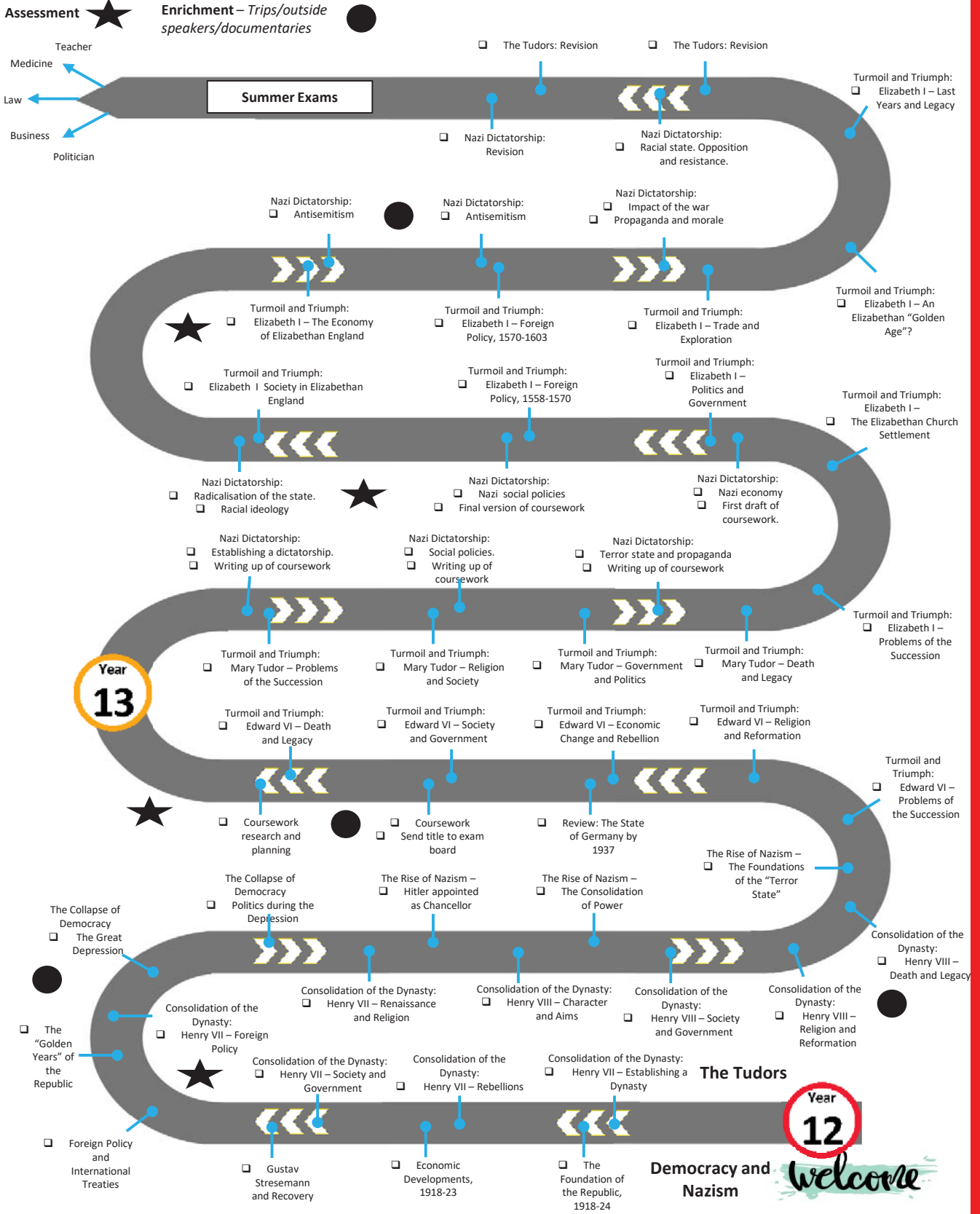
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My A Level History Learning Journey

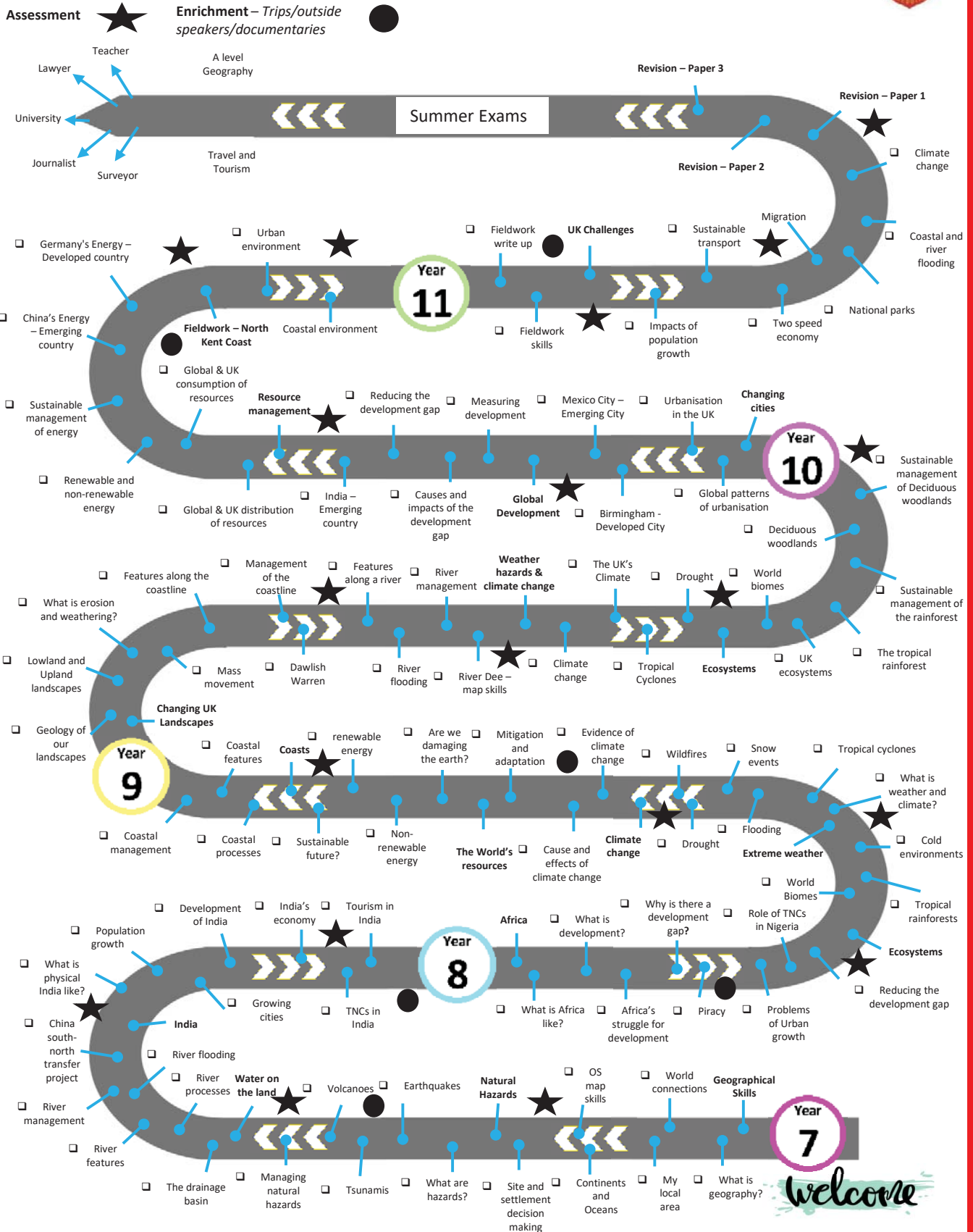


Curriculum Intent: I study history so that I can learn about the diverse peoples and events of the past. The skills I will gain will help me to become a compassionate, thoughtful, and respectful citizen. I will reflect upon the impact local, national, and global histories have had upon both myself and the community of which I am part. I will also consider how these histories continue to shape the world in which I live today. I will be able to transfer the knowledge and skills I have learned into any chosen future career.



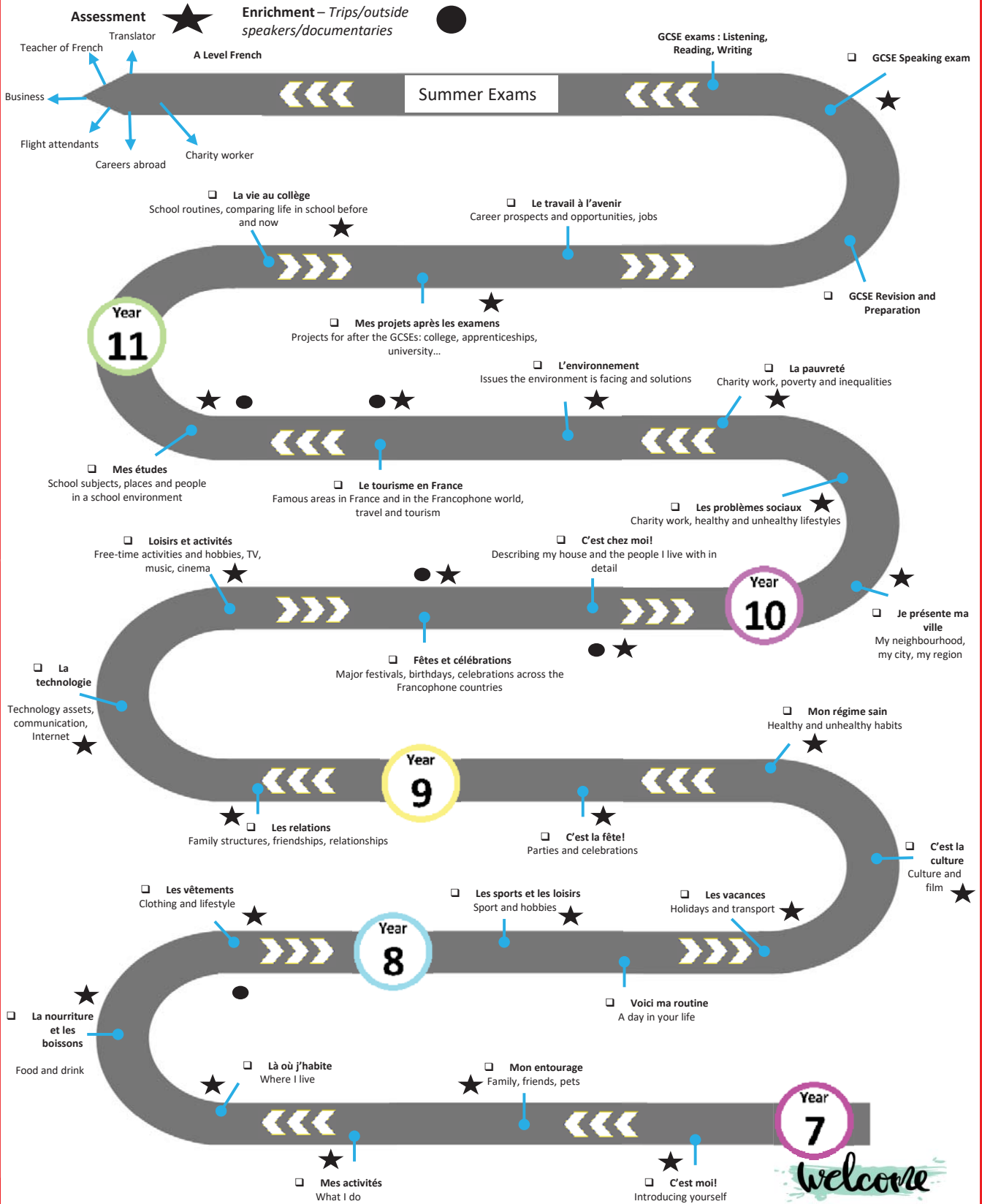
My Geography Learning Journey

Curriculum Intent: I study geography so I can learn about the diverse human and physical world that I live in. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen. I will be aware of the impacts I can have on the local, national and global community and environment. I will be able transfer the knowledge and skills into any chosen future career.



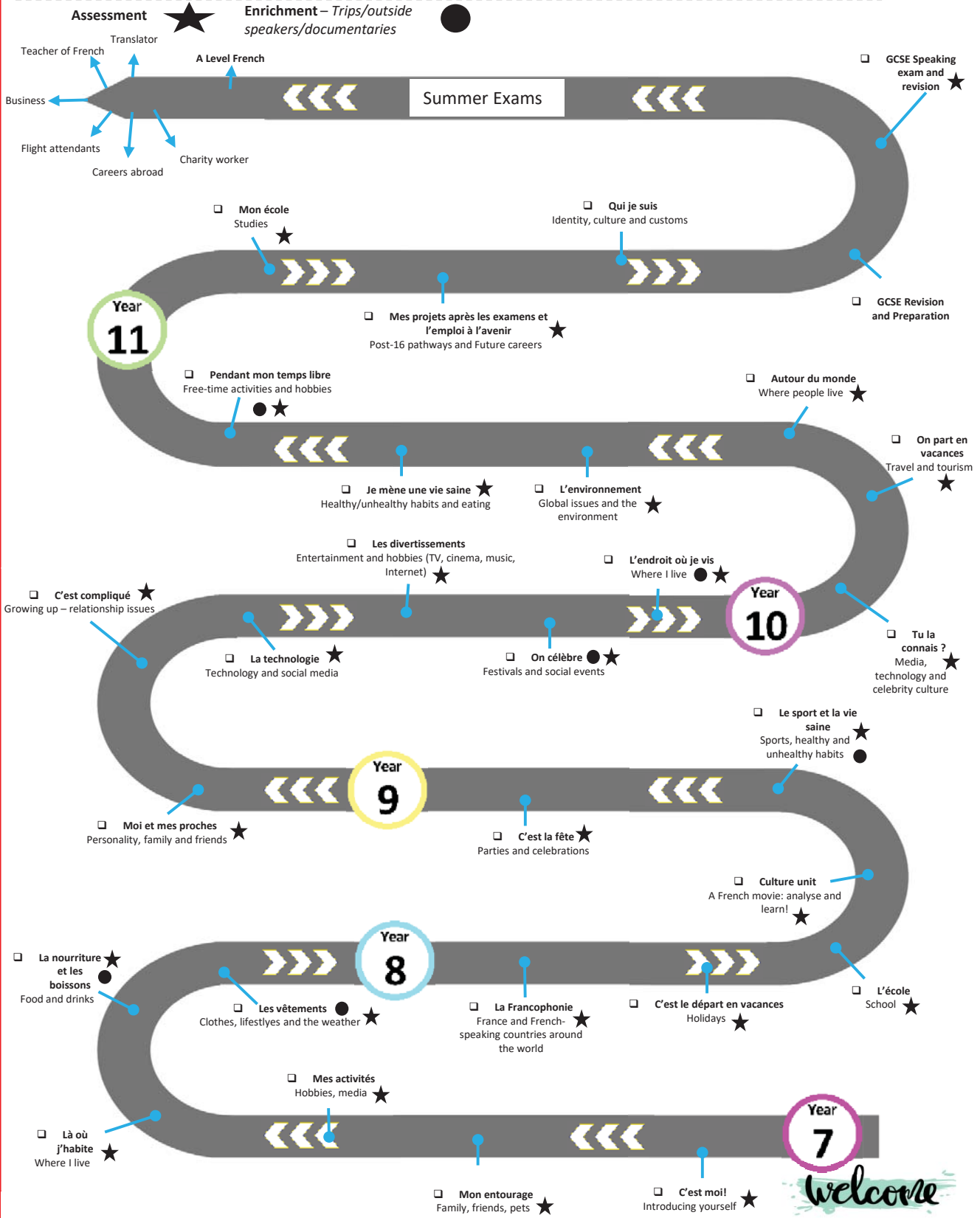
My French Learning Journey

Curriculum intent: I learn French to have a wide knowledge of the world and be an effective communicator. I learn with authentic French resources in order to be a great reader, speaker, writer and listener. In French, I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve my ability to work in a team and my leadership skills. I develop my understanding of other cultures in a globalised world and I become a more tolerant person.



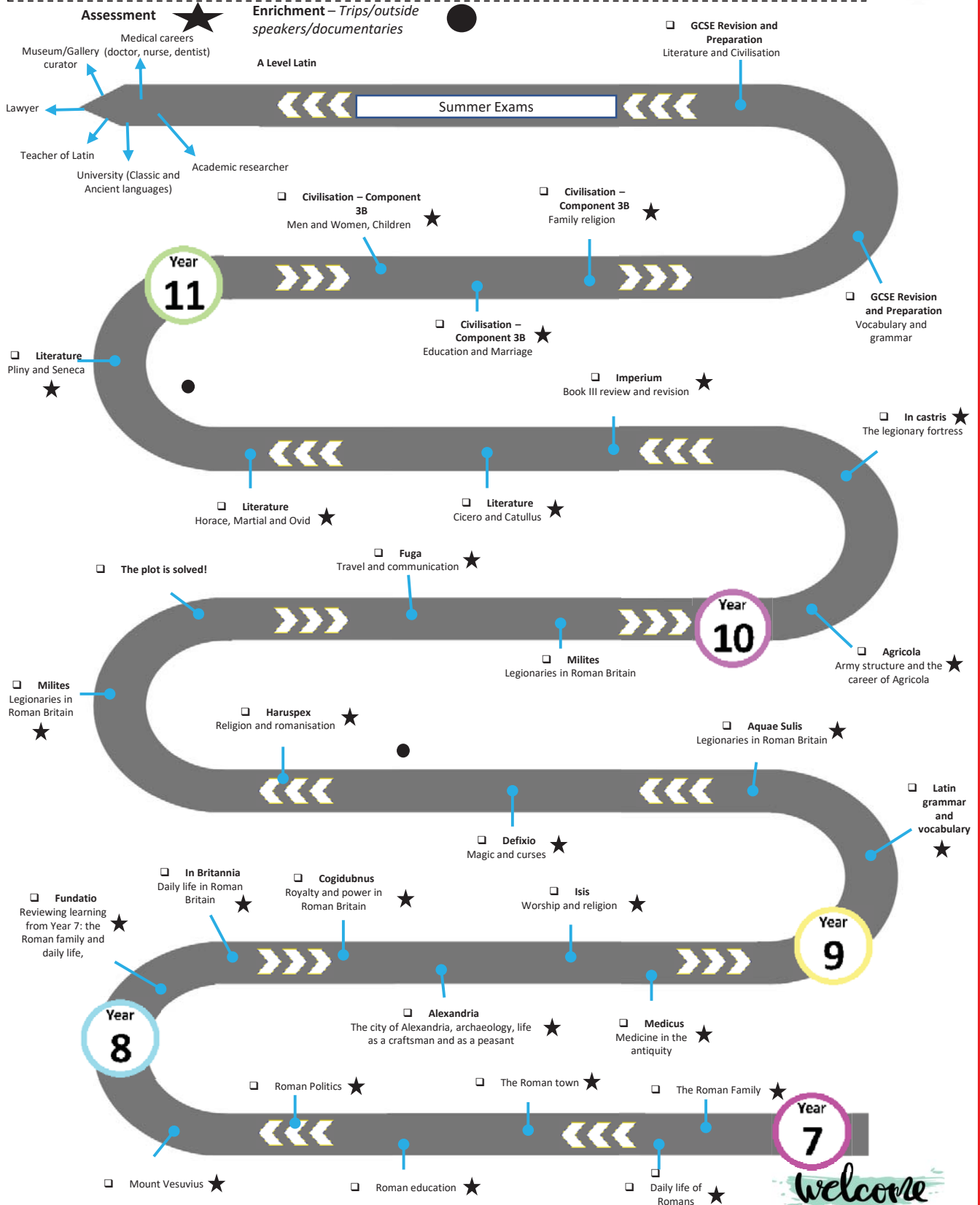
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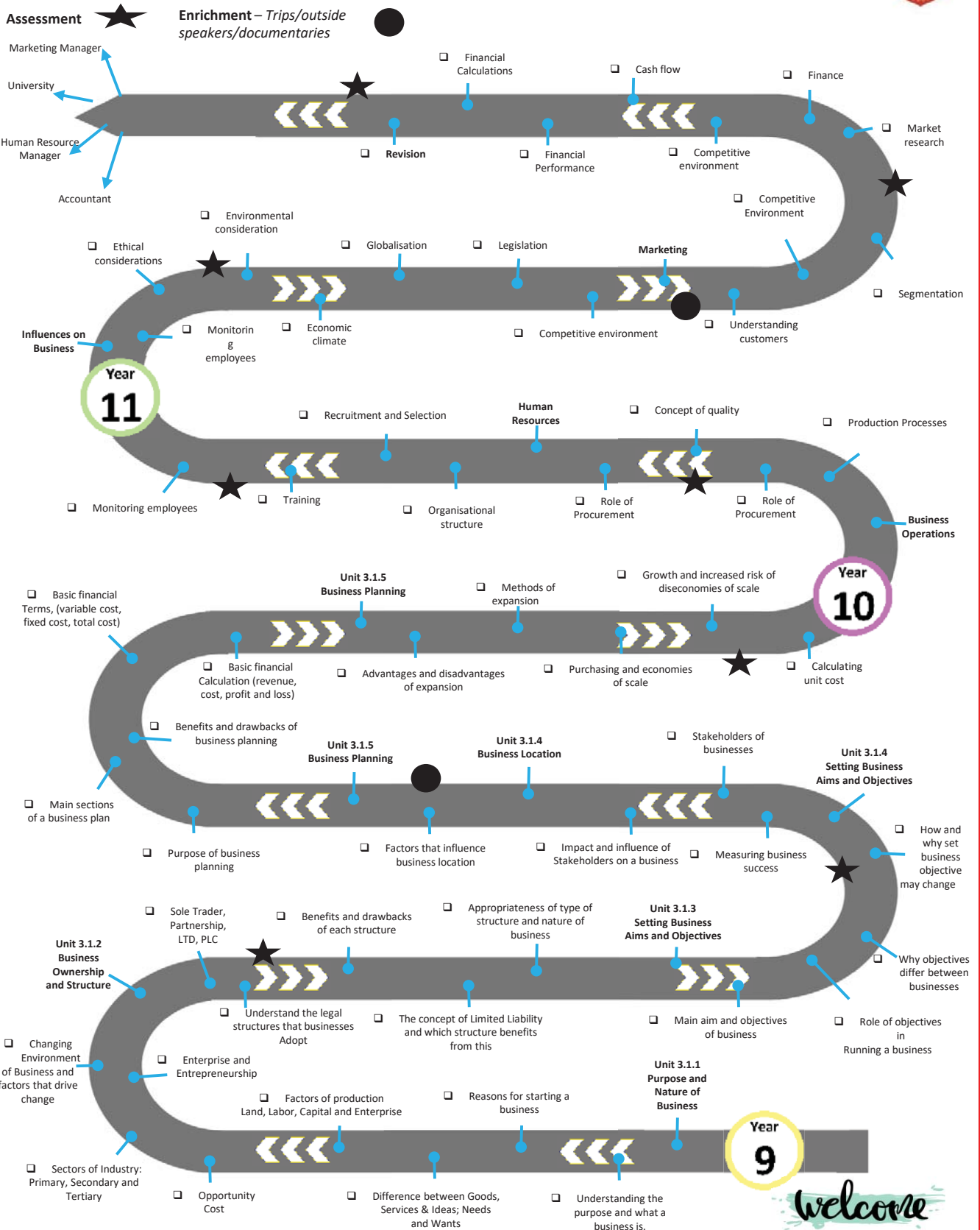
My Latin Learning Journey

Curriculum intent: I learn Latin because I have high expectations for myself and my learning. I explore the Roman Empire and its impact over literature and pictural arts. I learn to become unafraid to take risks when confronted with challenge, to work independently and to interact with others. I improve my ability to work in a team and my leadership skills. I explore these cultures through the lens of Catholic faith, which leads me to become a more tolerant human being.



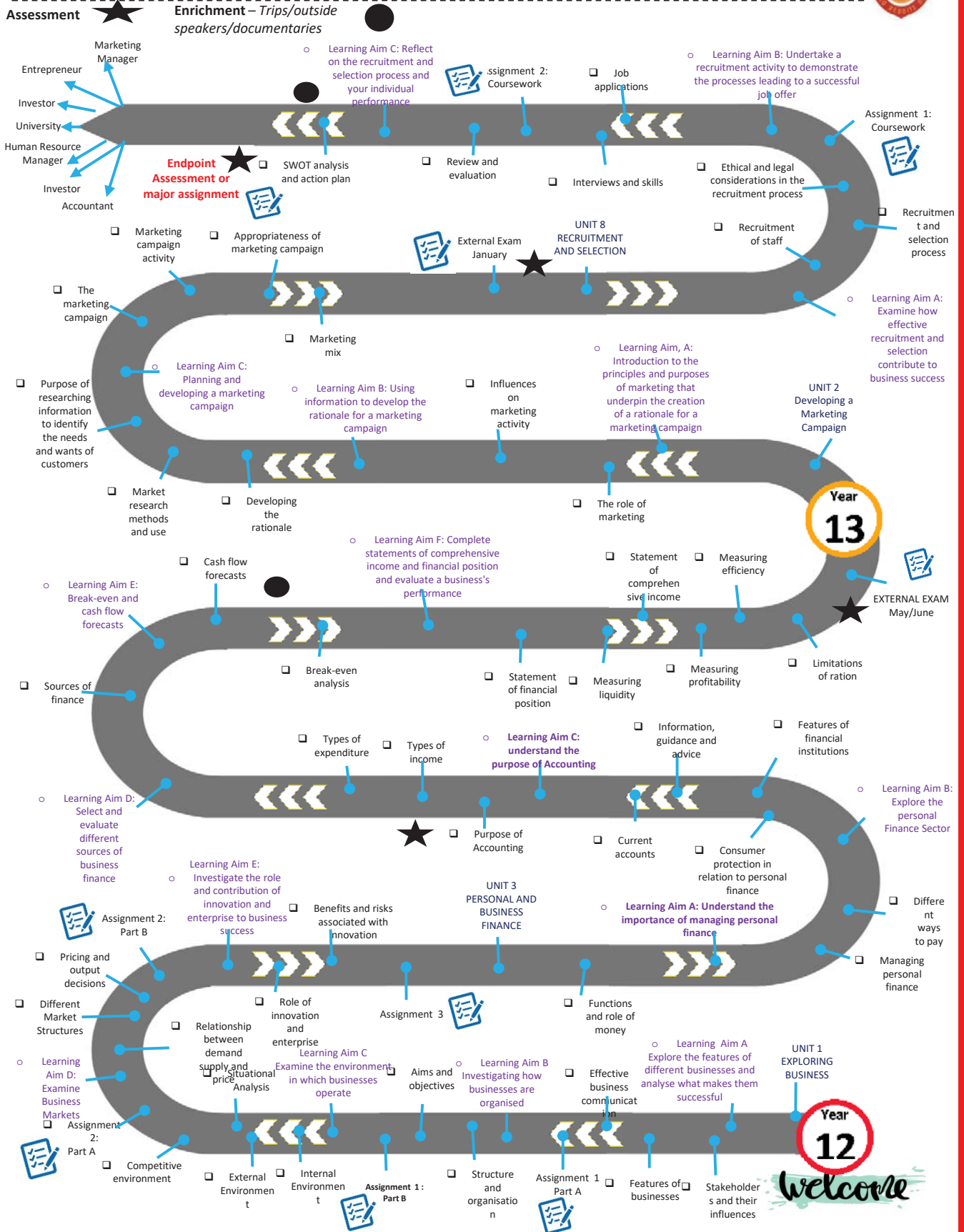
My Business Learning Journey

Curriculum Intent: I study business to understand the roles and functions of businesses in society as well as how organisations are structured to facilitate success. Business helps me develop an enterprising attitude, which means I am willing to take calculated academic and personal growth risks. Studying business makes me a critical thinker, problem solver, and ethical leader.



My Business Learning Journey

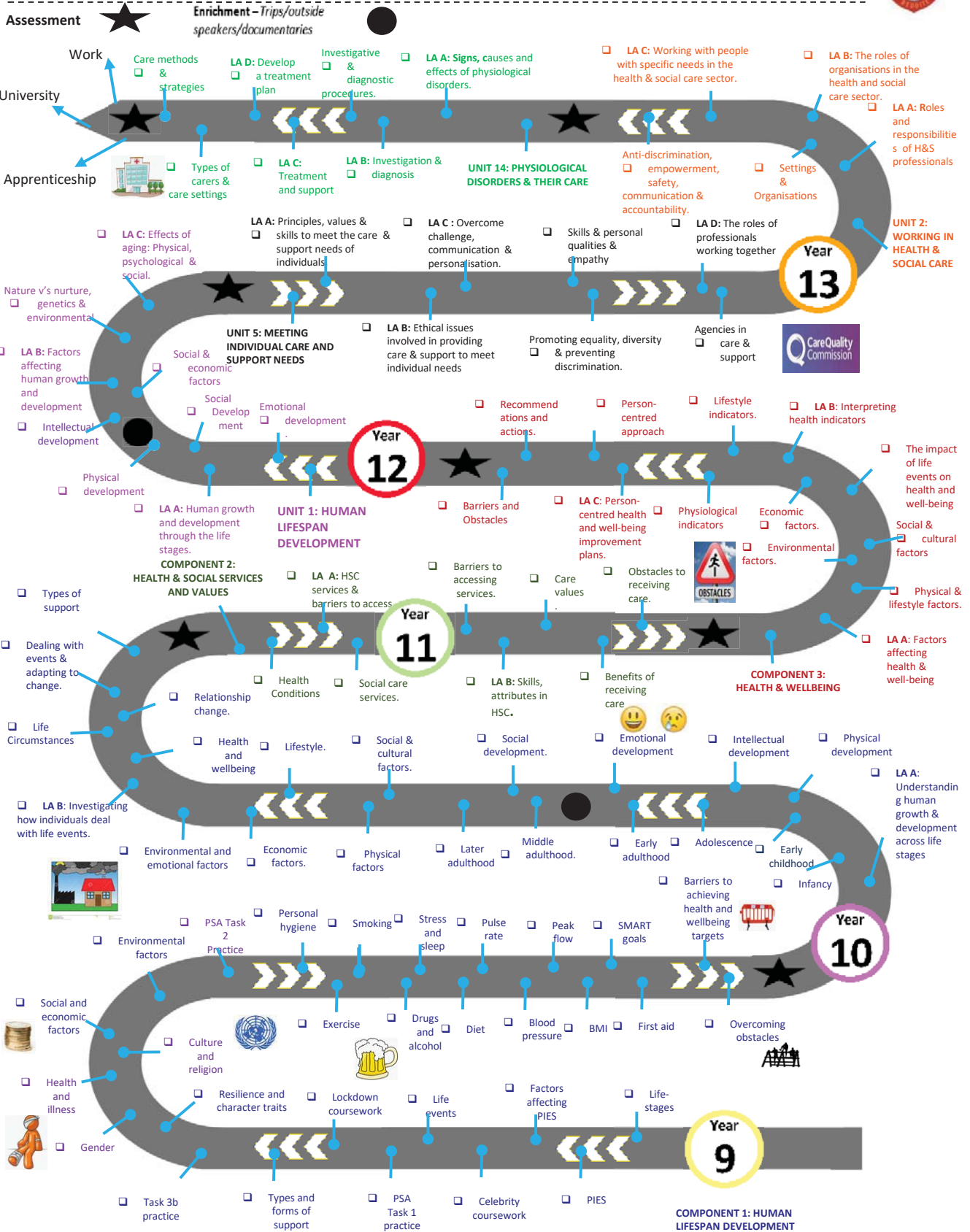
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My Health and Social Care Learning Journey



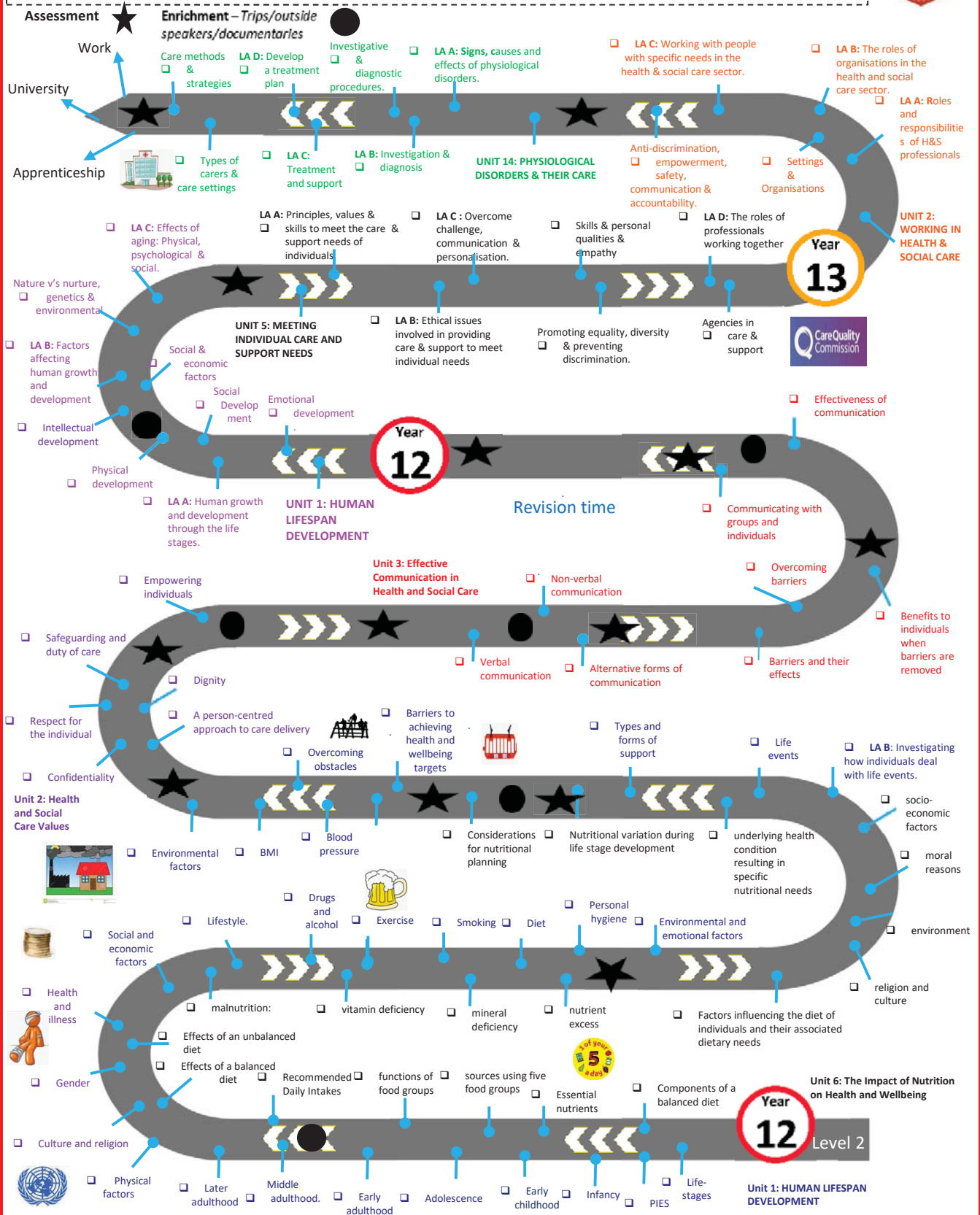
Curriculum Intent: I study Health and Social Care so I can learn about how we develop as individuals throughout our life and how to overcome barriers to my own health and wellbeing. The knowledge and skills I will gain will help me to become a responsible, respectful, caring and empathetic citizen. I will gain the skills I need to make informed decisions and choices to live a healthy and fulfilled life.



My Health and Social Care Learning Journey

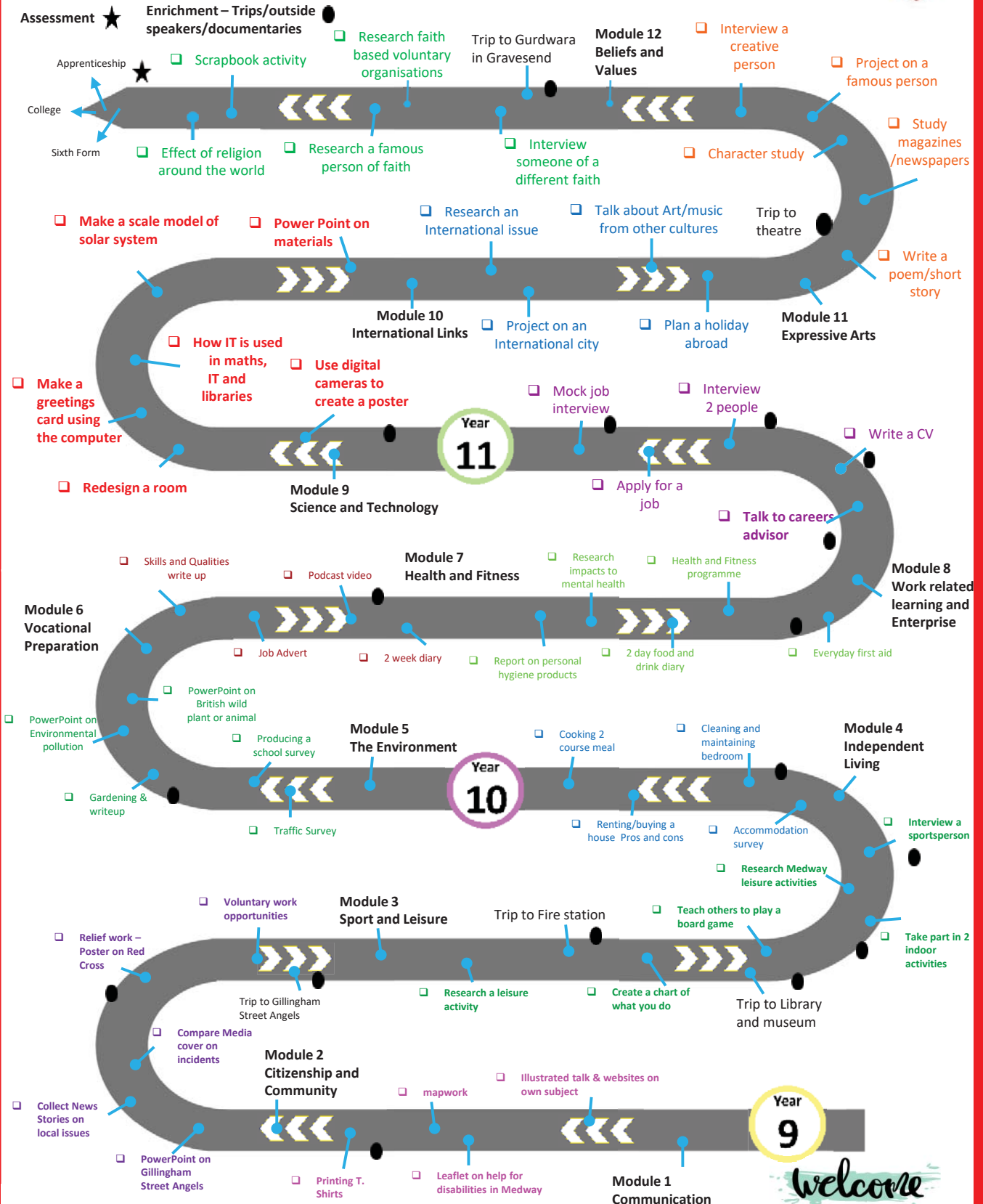


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My COPE Learning Journey

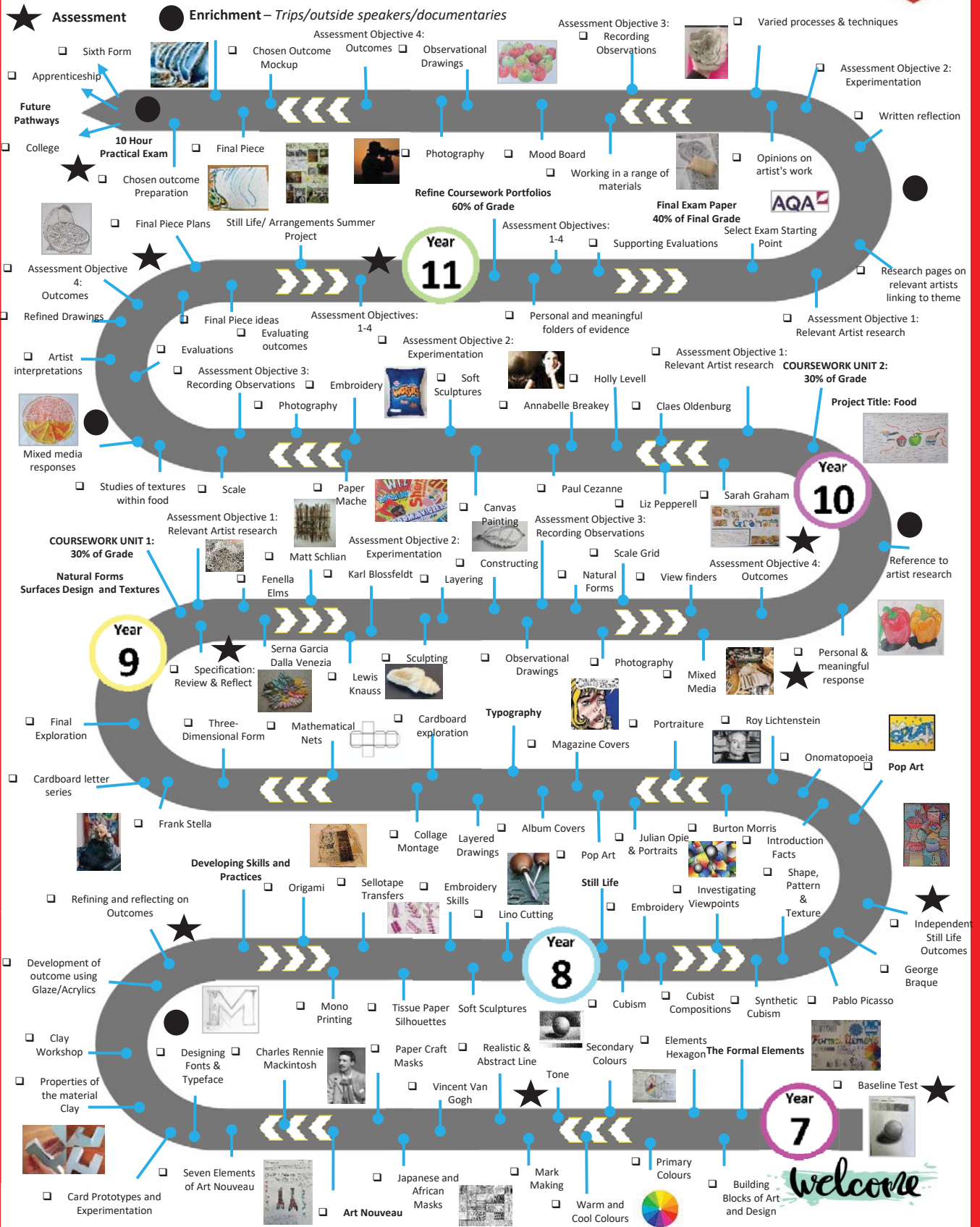
Curriculum Intent: The ASDAN Level 1 Certificate of Personal Effectiveness (COPE) is a substantial and wide-ranging qualification the purpose of which is to enable candidates to develop and demonstrate a range of personal, key and employability skills, to broaden their experience and manage their learning in a variety of real life contexts. It therefore aims to teach candidates to understand, take responsibility for and learn from rich activities, rather than simply to experience them.



My Art and Design Learning Journey



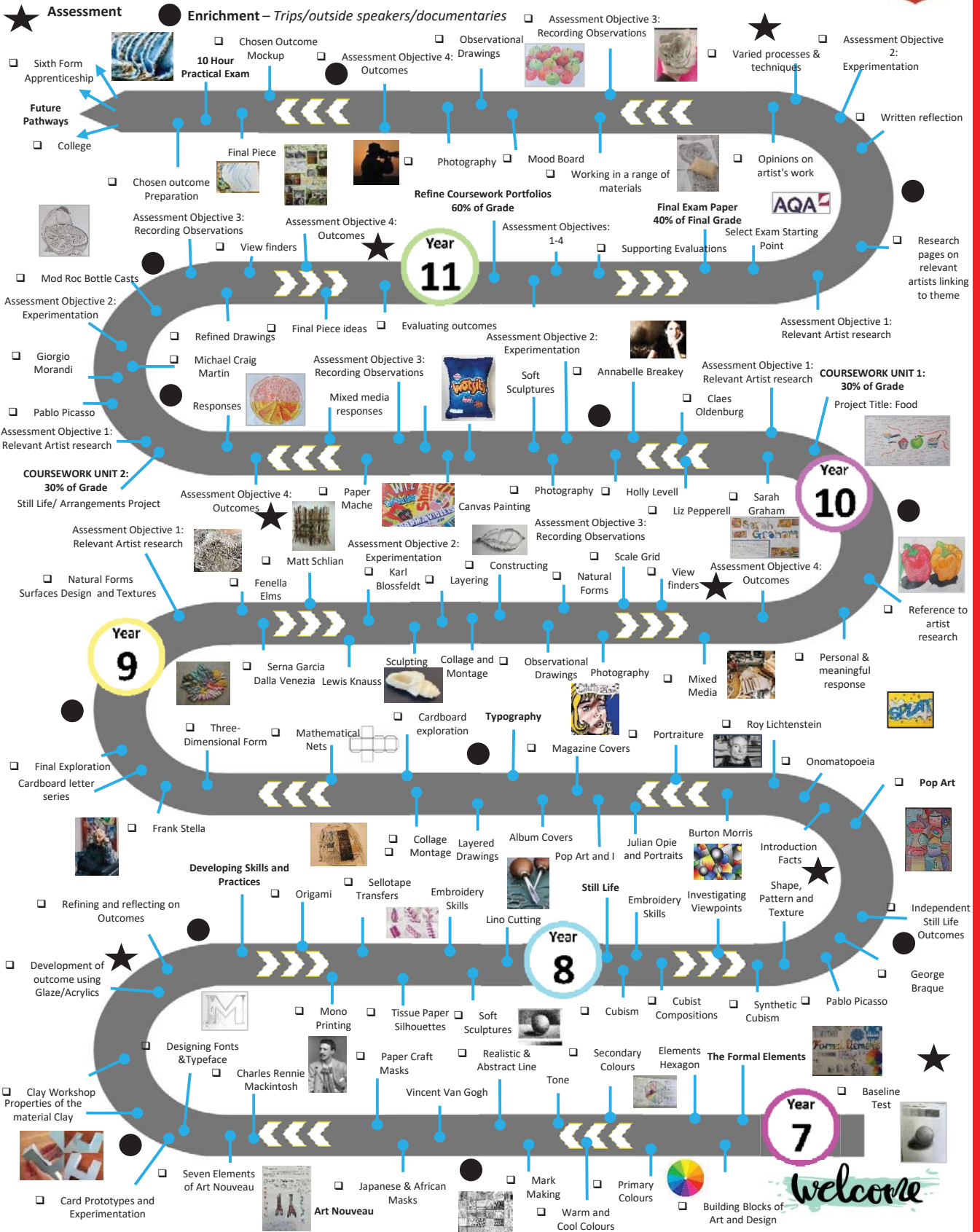
Curriculum Intent: I study Art and Design so that I have a better understanding of what different materials, techniques and processes are available to use in everyday practices. Reflecting on the work of others helps me to understand a range of cultural choices so I can make my own opinions and discuss these respectfully. I am able to apply a broad range of skills in a variety of different contexts which is helping me to become more confident in my own practice. All of the work I am experimenting with is helping me to understand my strengths and areas of developments. I will be able to transfer the knowledge and skills into any chosen future career.



My Art and Design Learning Journey



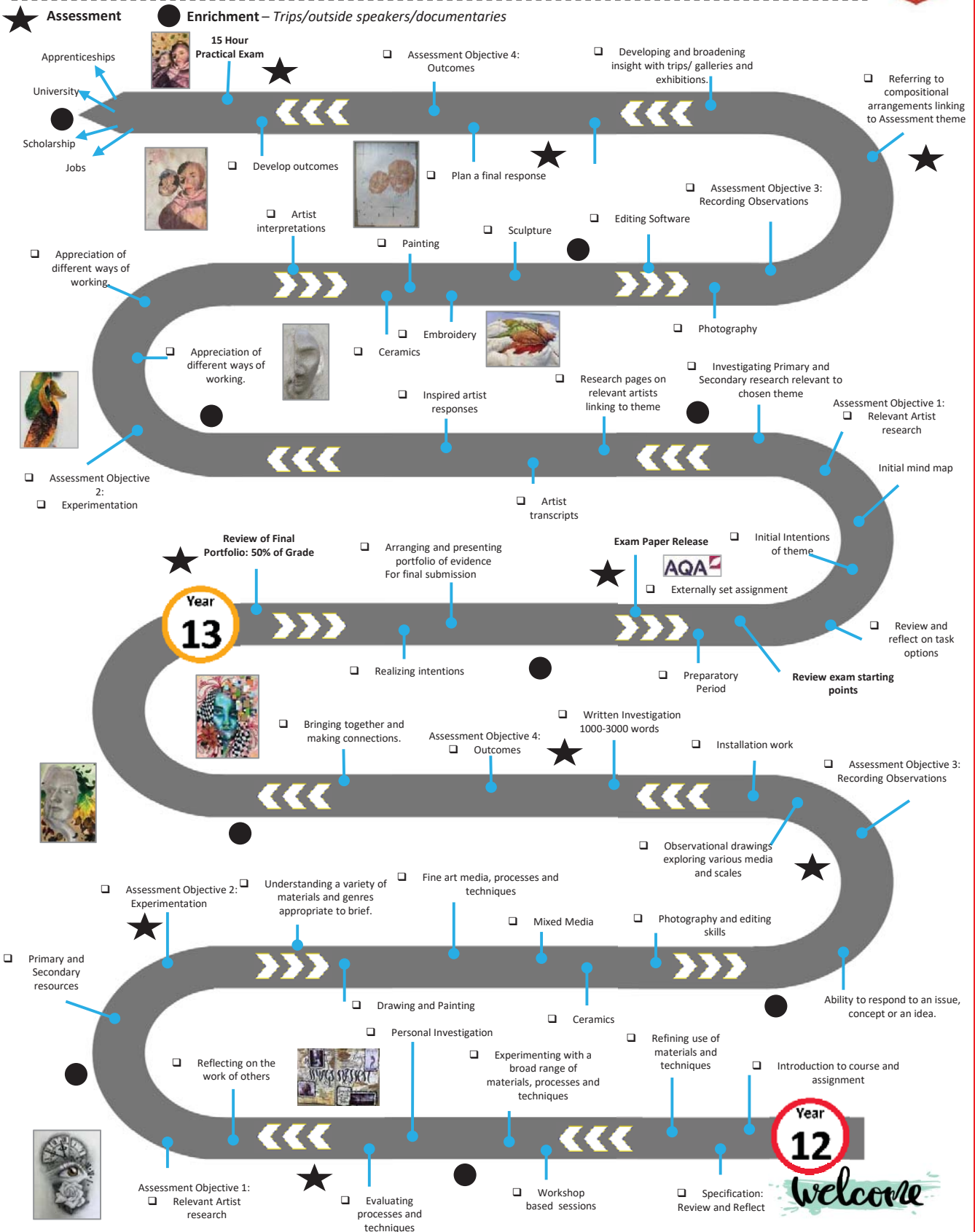
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My A-Level Art and Design Learning Journey



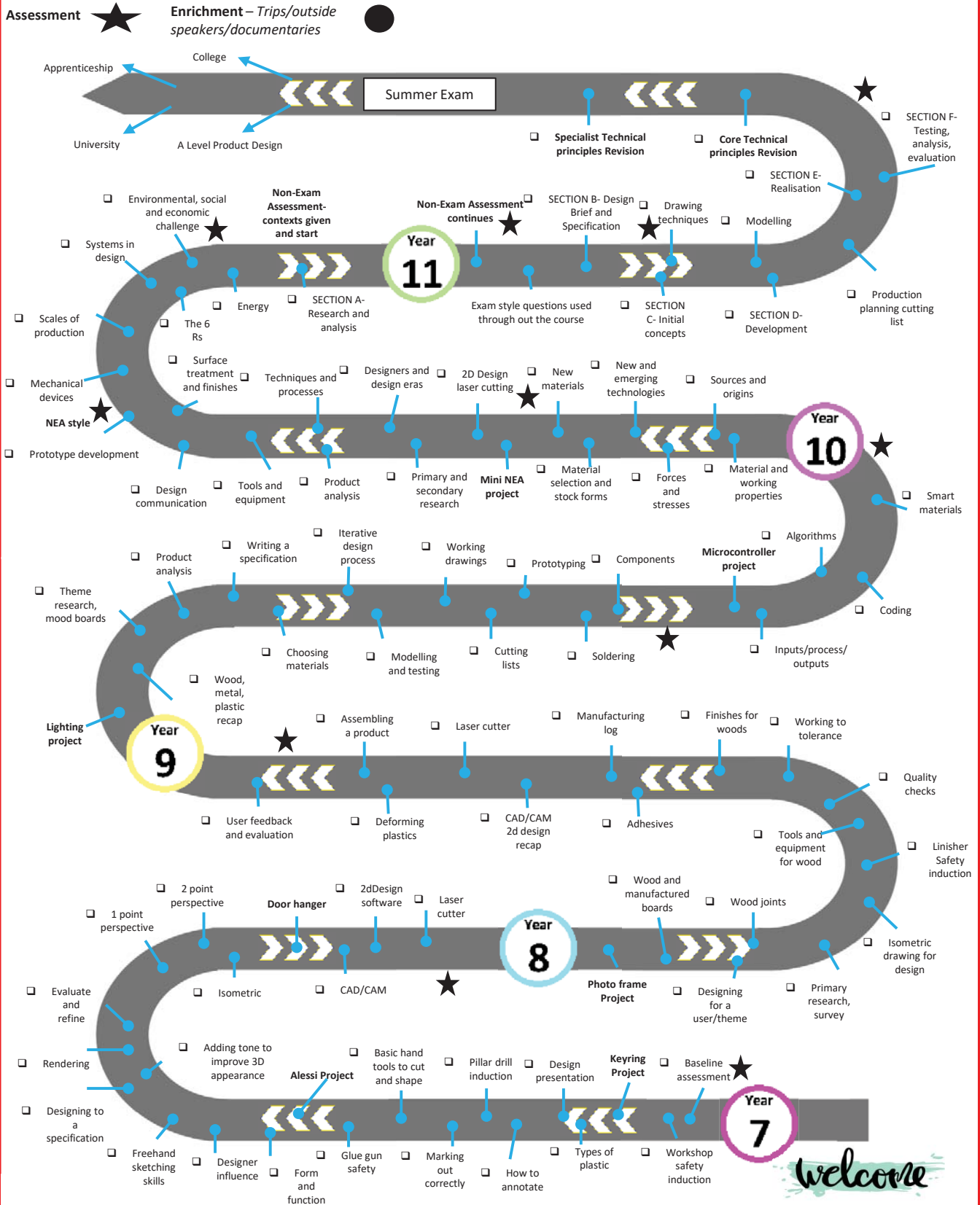
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My Design & Technology Learning Journey



Curriculum Intent: I study Design and Technology to encourage my creativity and problem-solving skills, which will empower me to approach challenges with an open and inventive mindset. Through hands-on experience and theoretical knowledge I will design and make my own solutions to a range of problems, and will consider the impact these have on the environment. These skills can be used across many other subjects and give me a great start on a career path within Design, Science, Engineering or Technology.

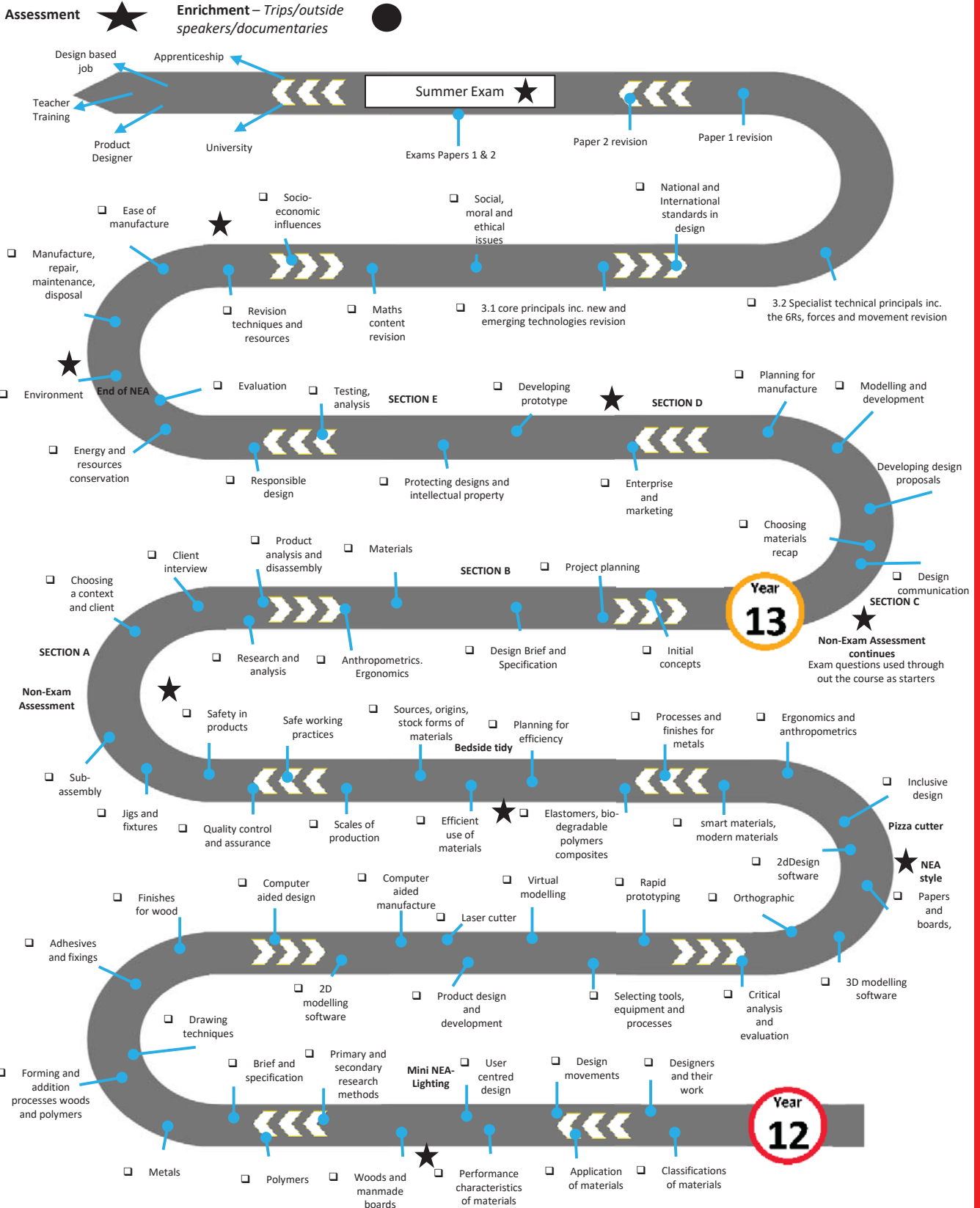


welcome

My Product Design Learning Journey



Curriculum Intent: I study Product Design to encourage my creativity and problem-solving skills, which will empower me to approach challenges with an open and inventive mindset. Through hands-on experience and theoretical knowledge I will design and make my own solutions to a range of problems, and will consider the impact these have on the environment. These skills can be used across many other subjects and give me a great start on a career path within Design, Science, Engineering or Technology.

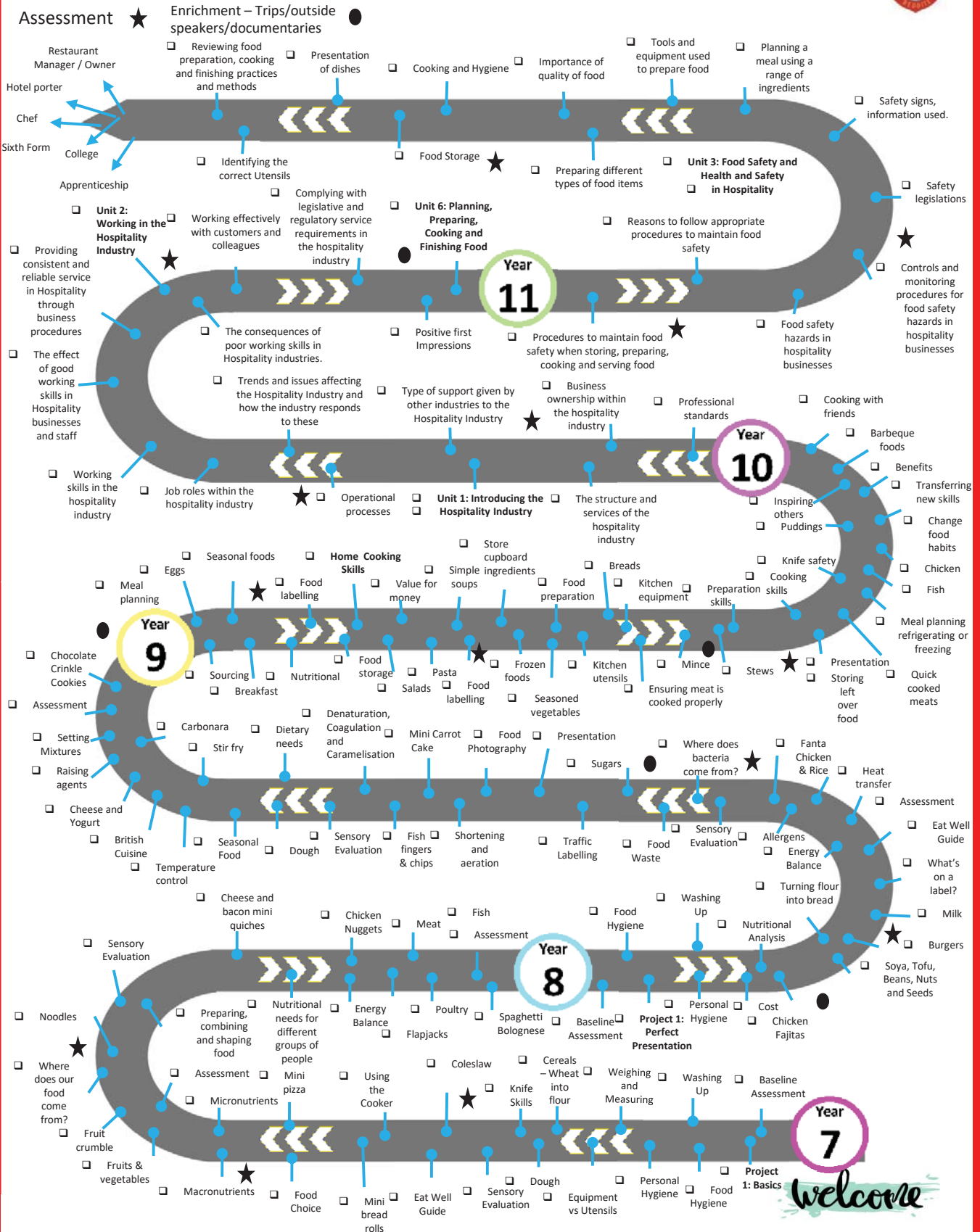


Your Food and Nutrition Learning Journey



Curriculum Intent: I am studying the importance of cooking food correctly to be able to cook safely for myself, my family and others.

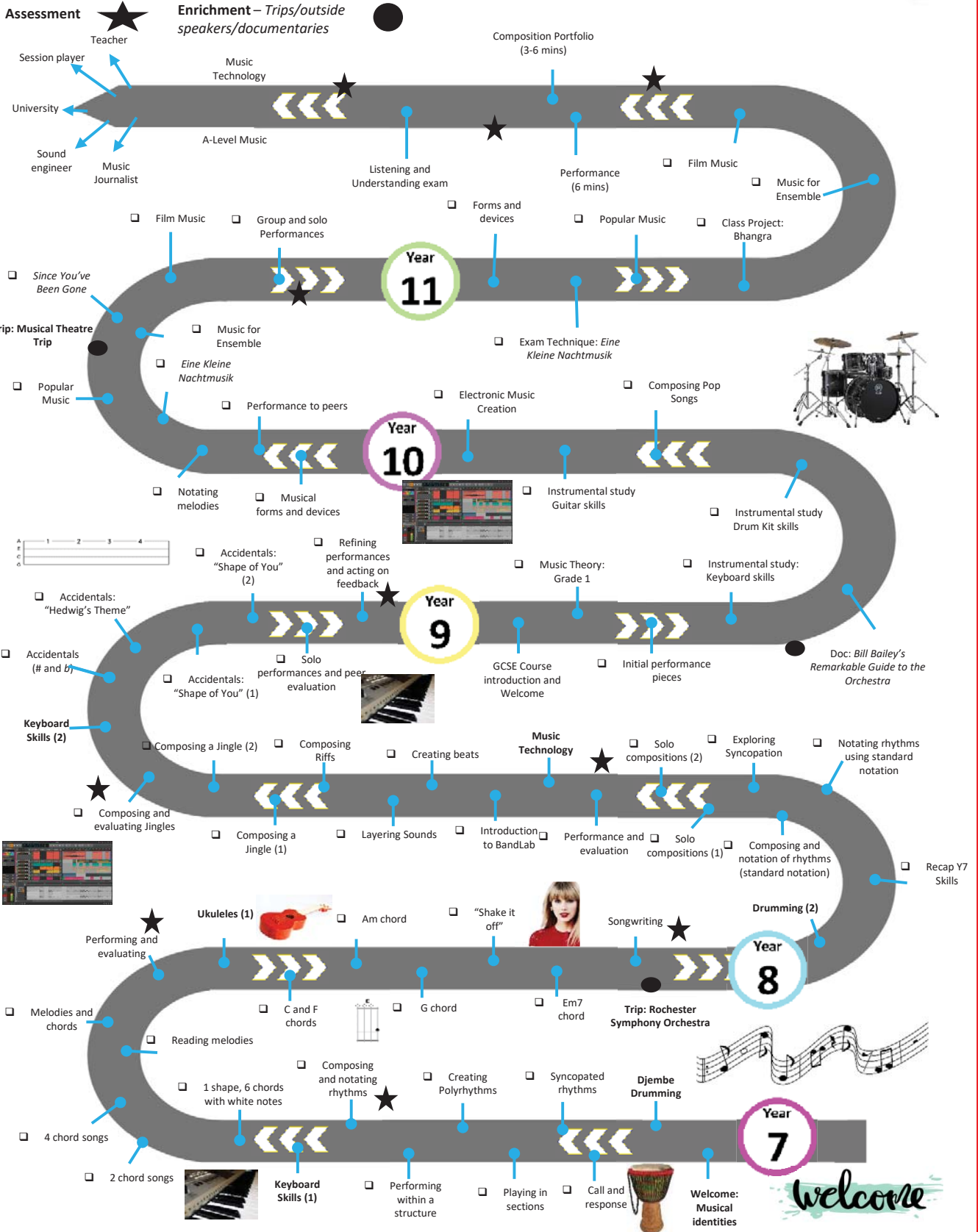
Hospitality is one of the largest industries in the UK so gaining the skills and knowledge needed will give me a great insight to how this industry works and open many adventures linking to food.



My Music Learning Journey



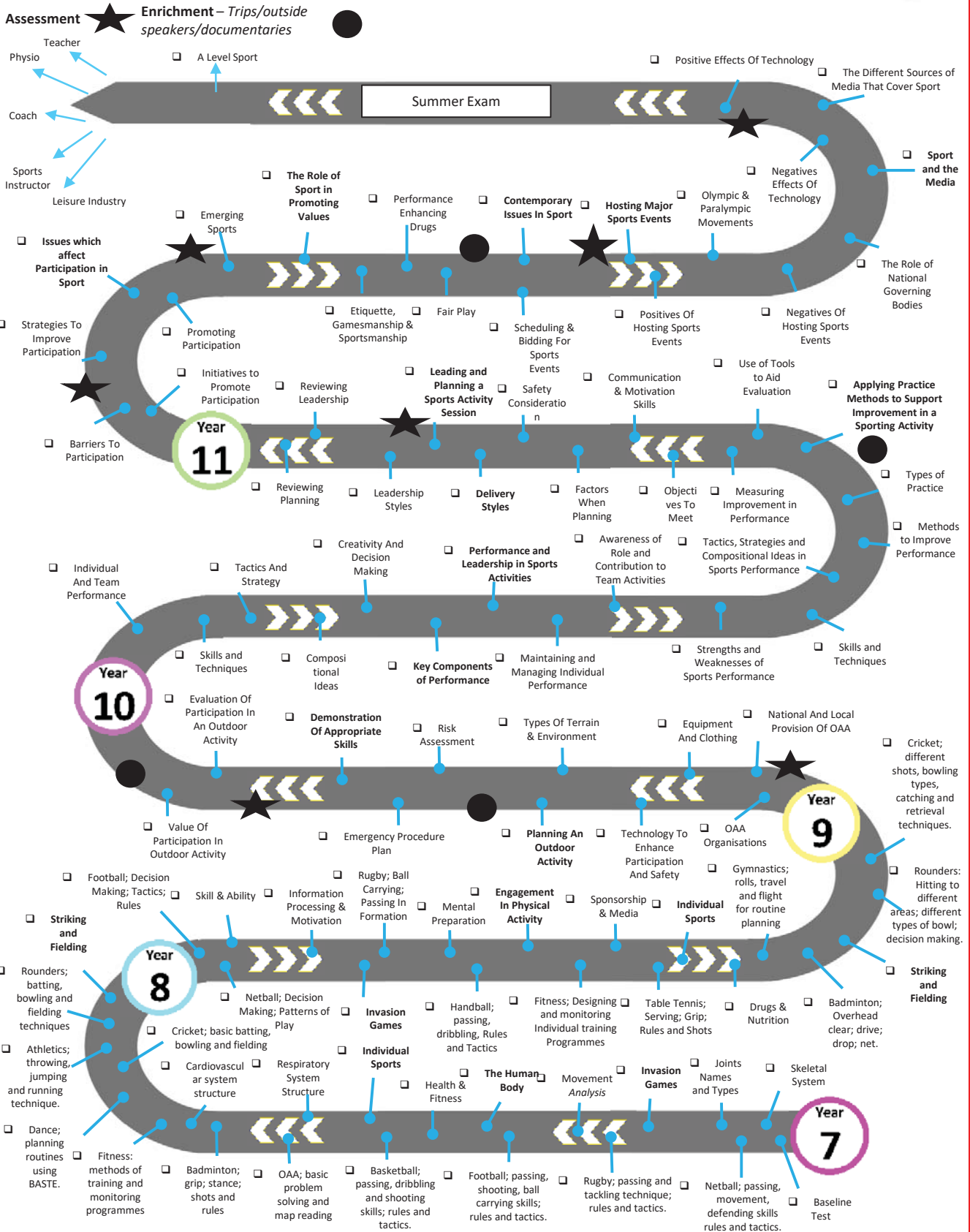
Curriculum Intent: I study music so I can develop a broad knowledge and love of the subject. The knowledge and skills I will gain will help me to become a creative and talented musician. I will explore music through performing on various instruments, composing my own music and listening to and appraising music composed by others. I will be able transfer the knowledge and skills into any chosen future career.



My Sport Studies Learning Journey

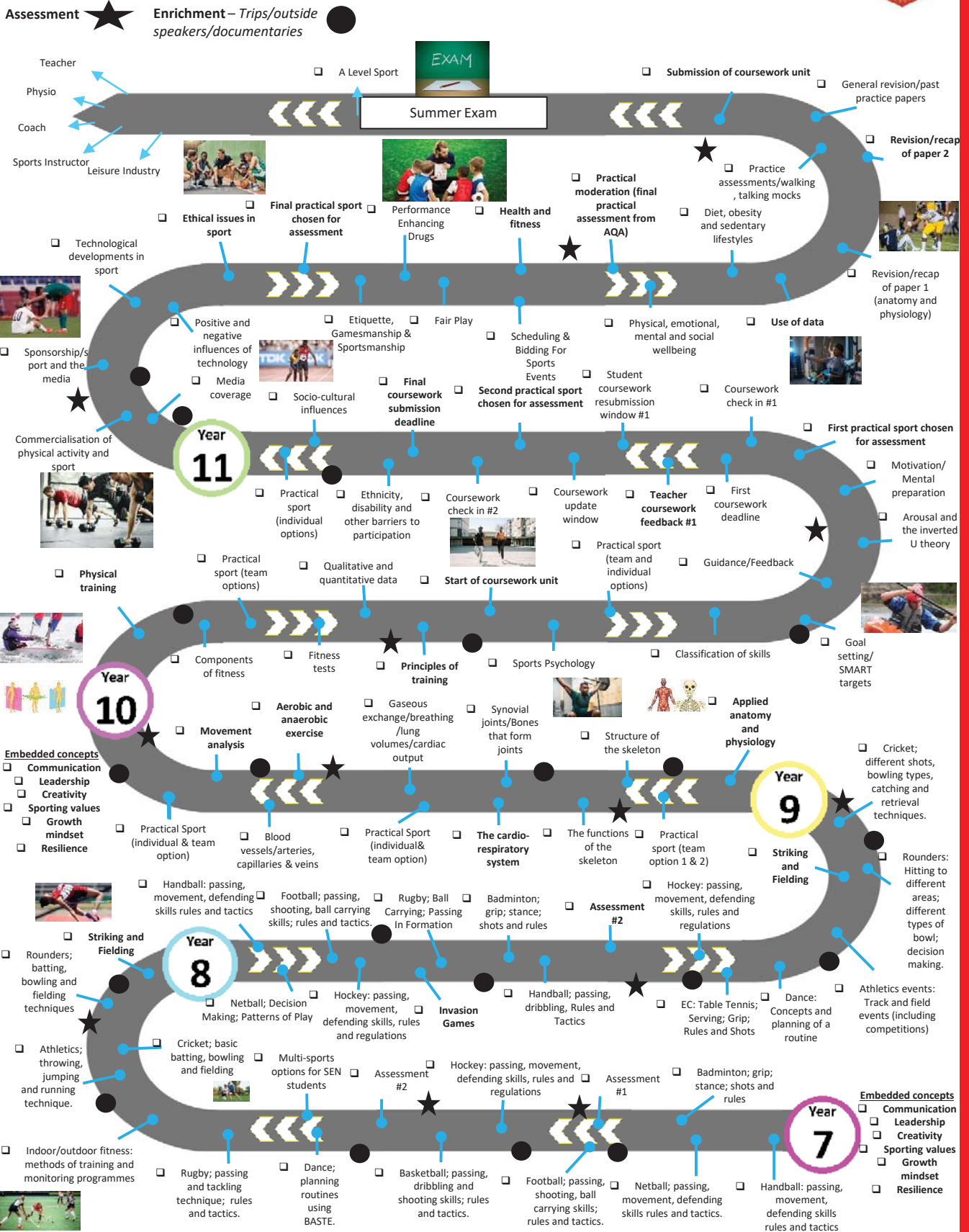


Curriculum Intent: I study sport so that I have a better understanding of what different sports and physical activities entail. Reflecting on my own activity and performance, I am able to identify strengths and areas for improvement. I can develop specific sport knowledge and skills that helps to promote well-being and show respect to others. The inclusive curriculum encourages an enjoyment and love for sport. I am able to experience a number of sports that will allow me to continue participating in physical activity after leaving school.



My PE Learning Journey

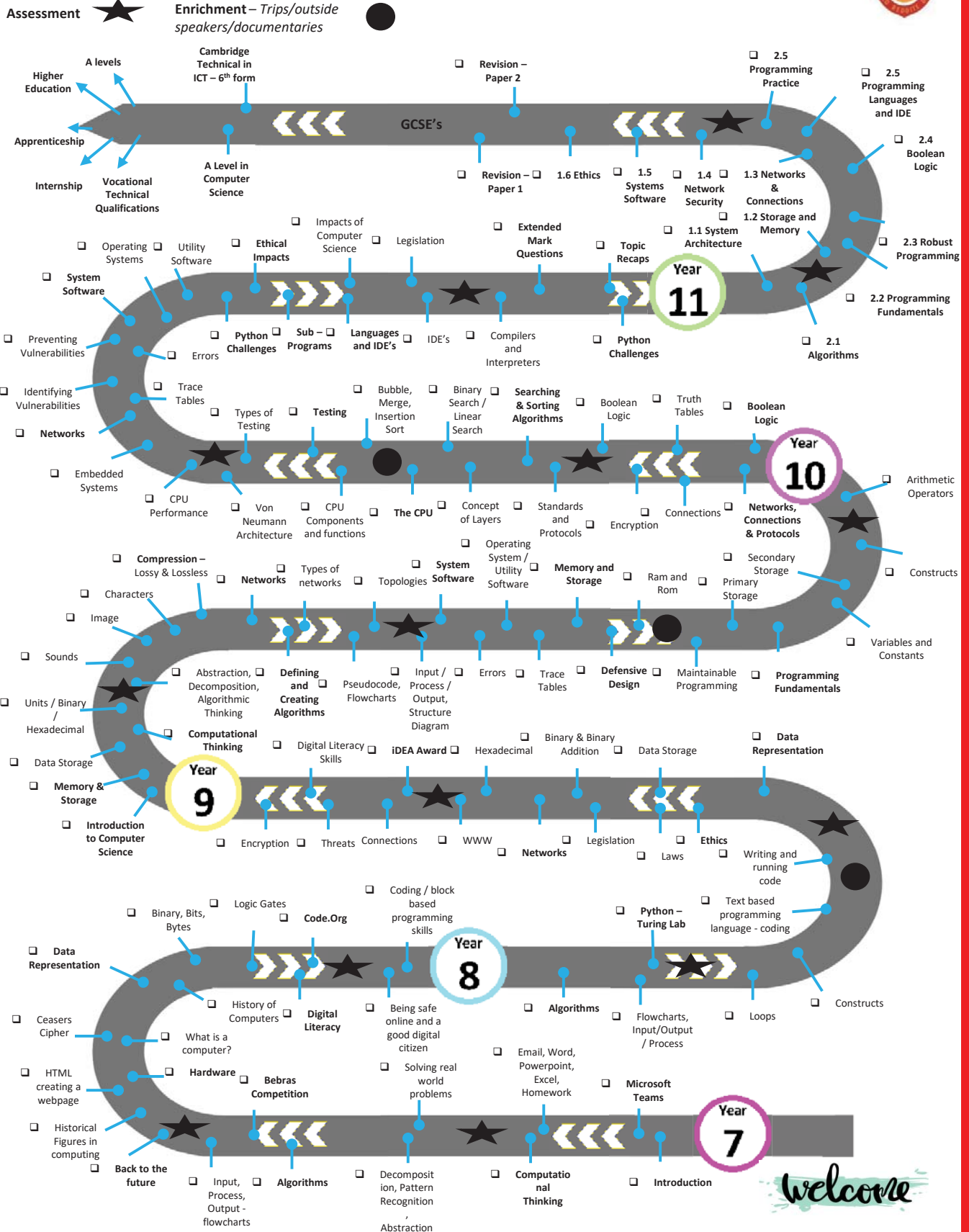
Curriculum Intent: I study GCSE PE to understand physical activity, sport and wellbeing better. I will learn how to participate and compete in several different sports with a good understanding for the rules and regulations in each of these sports. I will study anatomy and physiology and will have a better understanding of the human body and how it operates during physical activity. I will also study some of the ethical issues surrounding sport and how they impact sport. I will also learn how to interpret and use data effectively to understand sporting trends.



My Computing Learning Journey



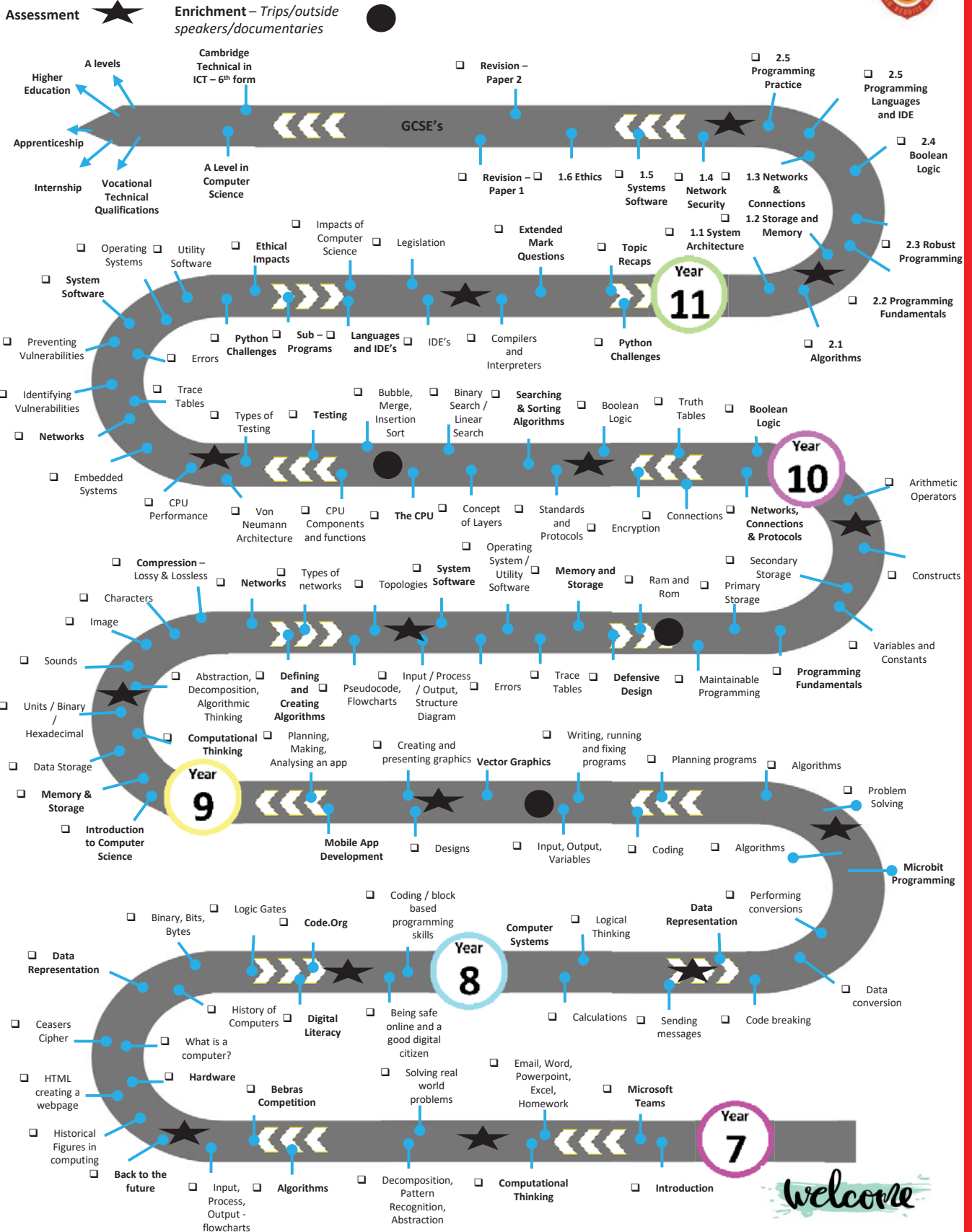
Curriculum Intent: I study computing so I can learn about the skills of the digital age; computing, IT and digital literacy. I will develop the skills to be able to solve everyday problems and learn new programming skills to allow me to write programs of code. Learning about the ethical impacts of computing will enable me to become a responsible, respectful, caring and empathetic citizen. I will be able transfer the knowledge and skills into any chosen future career.



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St. John Fisher

CATHOLIC COMPREHENSIVE SCHOOL

'St. John Fisher Catholic Comprehensive School inspires students, spiritually and educationally forming them through Faith so that they can achieve their aspirations and contribute to their community.'

