

Click on the links below to find out more about the subjects your child will be studying

Year 7	Year 8	Year 9
Year 7 - Art	Year 8 – Art	Year 9 – Art
Year 7 - Computing	Year 8 – Computing	Year 9 – Computing
Year 7 - Drama	Year 8 – Drama	Year 9 – Drama
Year 7 - English	Year 8 – English	Year 9 – English
Year 7 - French	Year 8 - French	Year 9 - French
Year 7 – Geography	Year 8 – Geography	Year 9 – Geography
Year 7 – History	Year 8 – History	Year 9 – History
Year 7 - Maths	Year 8 – Maths	Year 9 – Maths
Year 7 – Music	Year 8 – Music	Year 9 – Music
Year 7 – PE	Year 8 – PE	Year 9 – PE
Year 7 – PSHE	Year 8 – PSHE	Year 9 – PSHE
Year 7 - RE	Year 8 – RE	Year 9 – RE
Year 7 Science	Year 8 – Science	Year 9 – Science
Year 7 Technology	Year 8 – Technology	Year 9 – Technology

Year 7 – Art

When	Topic	Assessment	What can a parent do to support?
Half Term 1 of Rotation	6 formal elements. In this topic we look at the six formal elements – line, tone, colour, pattern, form and texture. We learn about how these words are used to describe art, and how they are used in a practical way to make art.	Drawing skills - homework and in class.	Parental support with homework and research task at the end of the project. Encourage observational drawing from real life too. Support by ensuring they have equipment
		Drawing skills and artist research/presentation	
Half Term 2 of Rotation	Fantastic creatures. In this topic we explore colour in more detail, and look at the contemporary sculptor A.J.Fosik who makes colourful busts of creatures. We analyse his work and have a go at creating a layered, textured piece inspired by his work.	A J Fosik research and descriptions and paper collage experiments	Parental support with homework and artist study poster. If possible parents can look online at Fosik’s work. Support by ensuring they have equipment
		Paper collage experiments and A J Fosik style mask	

Additional Information.

Students do one term of Art as part of a rotation with Drama and Music.

Artists looked at; Van Gogh, Henri Matisse. A J Fosik.

Helpful Books / Useful Websites

<https://hardleyart.wordpress.com/the-formal-elements-in-art/>

<https://www.ajfosik.com>

Staff Contacts

Mrs Hannah Littleton – Subject Leader for Art

hannah.littleton@stjohnfisherschool.org.uk

Mrs Lucy Lester – Art and Textiles Teacher

lucy.lester@stjohnfisherschool.org.uk

Year 7 – Computing

When	Topic	Assessment	What can a parent do to support?
Autumn 1	<u>How Computers Work</u> In this unit, we look at e-safety and how computers work. We look at the different devices and how computers are networked.	All work is assessed from presentations and homework tasks.	Talk as a family about how you use computers and what to do to stay safe. Look as a family at what devices you use and how they communicate.
Autumn 2	<u>Spreadsheets</u> In this unit, we look at how to use a spreadsheet. We learn the basic functions and formula.	There is a final assessment task project to see what they have learnt.	If you have a computer with Excel at home, encourage your child to show you what they can do.
Spring 1 Rotation	<u>MicroBit</u> We start learning to program using MicroBit.	There is a final task to show the skills that have been learnt.	Allow your child to go on the MicroBit website to practise some of the skills.
Spring 2 Rotation	<u>HTML</u> In this topic, we learn how websites are made and the code that is used.	There is a final task to show the skills that have been learnt.	Talk about which websites you like and what makes them good.
Summer 1 Rotation	<u>Business</u> In this rotation, students will be learning about the basic skills required to set up a business.	They will be assessed on their market research skills within small project.	Parents can help with filling in questionnaires.
Summer 2	Review of Year End of year tests Some fun Scratch projects.	The end of year test is the final assessment.	Talk to your child to see what they have been learning. Let students download Scratch or use online.

Additional Information

During Year 7, students rotate around 3 topics. They will not necessarily do them in this order.

Helpful Books / Useful Websites

Microbit: <https://www.microbit.org/>

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

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty

karen.griffin@stjohnfisherschool.org.uk

Mrs Bushra Begum – Computing Teacher

bushra.begum@stjohnfisherschool.org.uk

Mr Arinze Echendu – Business Studies and Computing Teacher

arinze.echendu@stjohnfisherschool.org.uk

Year 7 – Drama

Students study Drama for one term on an Expressive Arts Carousel

Topic	Themes/Assessment	What can a parent do to support?
Introduction to Drama	This topic is an introduction to drama with an aim to develop student's confidence, physicalisation and voice through a series of teacher lead activities. Students work in mixed ability groups and this unit is non-assessed.	Encourage students to engage in group work and to have the confidence to perform in front of others.
Working with a script	Students will study a script and will take part in an assessment that explores two contrasting scenes that explore their initial development of vocal and physical skills.	Encourage them to read and rehearse their lines. Discussion with students about the script that they are studying.
Devising Theatre	Students will be given a set of stimuli and they will explore the themes and effects that these stimuli have on them. Assessment will be based on how they work as part of a group to create a story and develop key scenes that has been inspired by a stimulus.	Encourage students to perform with others in mixed ability groups and discuss with them how to work effectively as part of a team.
Creative Adaptation	Students will be given an existing story, such as a fairy-tale or a fable. They will adapt this story for a performance onstage utilising the skills that they have acquired this term. Assessment will focus on the progress that they have made over the course of the term with developing their practical skills, demonstrated through the performance of their own adaptation.	Discussion with students about the existing story and consider adaptations of books and theatre that already exist.

Staff Contacts

Ms Walker: Teacher for Drama

Mr K Plane; Expressive Arts Faculty Leader



Year 7 – English

Y7	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	The Gothic	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. Students will analyse a selection of Gothic texts and short stories 2. Students will have one lesson a fortnight dedicated to literacy and reading for pleasure. <p><u>Writing</u></p> <ol style="list-style-type: none"> 3. Students will also be writing an opening chapter to their own gothic story. 	<ul style="list-style-type: none"> • We want to encourage the students to read for pleasure. Let them see you enjoy reading at home. • They will be planning an entire narrative for homework over the half term – discuss their plans with them and help them shape their ideas. • Encourage them to write at home and focus on accuracy. • Help them to learn the key terms and spellings on the KO.
Term 2 13 weeks (until Easter)	The Moral Compass	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. Students will read the Shakespeare text 'Much Ado about Nothing' and complete a task based on gender roles and expectations <p><u>Writing</u></p> <ol style="list-style-type: none"> 2. Students will be completing a diary entry as one of the characters. 	<ul style="list-style-type: none"> • Discuss the main characters and events in 'Much Ado about Nothing'. There are many online summaries of the play. • Discuss how a play is different to any other type of text and help your child to become familiar with the key terms linked to Drama. • Help them to learn the key spellings on the KO.
Term 3 15 weeks (until the end of the year)	War: poetry and protest	<p><u>Reading</u></p> <ol style="list-style-type: none"> 1. They will be exploring different forms of poetry and exploring how the poets use language, structure and form to show their attitude towards war. <p><u>Writing</u></p> <ol style="list-style-type: none"> 2. This will be a piece of descriptive writing based around an image of war. 	<ul style="list-style-type: none"> • Expose students to different types of poetic structures. • Discuss your attitudes to war and fighting. The more viewpoints they uncover, the more understanding they will have. • Use the KO to help them learn their spelling and key word lists.

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. 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. They will also have a CGP Spelling, punctuation and grammar books which they will be working through. Please do help them to explore the rules behind the use of language and keep encouraging accuracy in their writing and spoken language.

Useful websites:

BBC Bitesize, BBC Skillswise, CGP online

Year 7 – French

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Qui suis-je? : être verb and structures using this verb to introduce oneself, countries, cognates, preferences, character description	Speaking (<i>short role-play task</i>)	- Be positive about language learning. It can be challenging, but always try to be encouraging and supportive.
Autumn 2	J'ai un animal: avoir verb, pets, colour adjectives, describing pets using colour and character adjectives	Listening, Reading (<i>comprehension questions</i>) and Writing (<i>short paragraph from memory</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	Ma famille et moi: Recap of être and avoir verbs, family members, physical descriptions (eyes/hair), extended descriptions of people we know	Speaking (<i>description of a photo and follow-up questions</i>)	- Encourage them to use Memrise or Quizlet to learn vocabulary. Ask them how many points they have for the week.
Spring 2	J'aime le collège: school subjects, opinion phrases, justifications, -ER verbs in the present tense	Listening, Reading (<i>comprehension questions</i>) and Writing (<i>paragraph from memory</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	Où habites-tu? : location, places in town, activities we can do around our local area, opinions about where we live	No formal assessment	
Summer 2	Revision for PPE Project work (<i>after PPE</i>): Selling a sibling/a celebrity on E-bay (re-using structures seen during the year and applying them to a different context)	Speaking (<i>general conversation</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

Staff Contacts Miss Rodriguez



Year 7 – Geography

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Place Geography	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	<p>Watch news programmes and talk about the location and characteristics of the countries that are mentioned.</p> <p>Discuss major physical features of the world such as continents, rivers, mountain ranges, oceans, deserts, and islands.</p>
Autumn 2	Basic Skills in Geography		<p>Make sure students have basic equipment and pencil crayons. Encourage students to give directions using points of the compass.</p> <p>Consider why things are drawn at different scales. Practise using 4 figure grid references and keys on any maps you might come across.</p>
Spring 1	Map Skills		
Spring 2	Industry		<p>Talking to students about employment and what it is like to work.</p> <p>Discussing different types of employment that are available and what are the advantages and disadvantages of each.</p>
Summer 1	Industry		
Summer 2	Weather		<p>Talking about the weather.</p> <p>Watching and discussing weather forecasts.</p> <p>Taking students outside to experience the weather.</p>



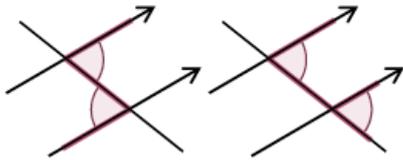
Year 7 – History

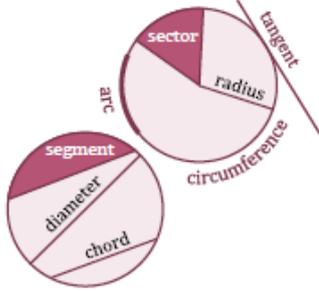
When	Topic	Assessment	What can a parent do to support?
Autumn 1	History skills	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing.</p> <p>There is an end of Year examination testing historical skills, knowledge and understanding covered throughout the year.</p>	<p>Watch any documentaries about the Romans and the Roman empire and or the Anglo Saxons</p> <p>Discuss notions of time and time periods e.g. BC, AD, medieval, Tudor, Victorian. Visit Peterborough museum or Flag Fen.</p>
Autumn 2	Why did William win the battle of Hastings?		<p>Watch any documentary about William the Conqueror and the Normans. Visit Longthorpe Tower in Peterborough to see the medieval paintings. Visit any local churches.</p>
Spring 1	What mattered to Medieval minds?		
Spring 2	Why was it so hard to be a medieval king?		<p>Watch documentary programmes about the discovery of Richard III in Leicester. Visit Leicester Cathedral and the visitors centre.</p>
Summer 1	Medieval Realms at war		
Summer 2	The Tudors and the Church		<p>Visit Peterborough Cathedral to see the tomb of Catherine of Aragon. Visit any historic houses linked to the Tudors.</p>

Staff Contacts Miss Cox

Year 7 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with										
Autumn 1	Place value and rounding, adding and subtracting, multiply and divide, indices, expand and factorise, algebraic fractions.	<p>Expanding brackets A4</p> $p(q + r) = pq + pr$ $\rightarrow 5(x - 2y) = 5x - 10y$ $(x + a)(x + b) = x^2 + ax + bx + ab$ $\rightarrow (2x - 3)(x + 5)$ $= 2x^2 - 3x + 10x - 15$ $= 2x^2 + 7x - 15$ <p>Reverse of expanding is factorising - putting an expression into brackets.</p> <p>Laws of indices A4</p> <p>For any value a:</p> $a^x \times a^y = a^{x+y}$ $\frac{a^x}{a^y} = a^{x-y}$ $(a^x)^y = a^{xy}$ $\rightarrow \left(\frac{2pq^4}{p^3q}\right)^3 = \frac{8p^3q^{12}}{p^9q^3} = \frac{8q^9}{p^6} \text{ or } 8q^9p^{-6}$										
Autumn 2	Angles in lines and shapes. Triangles and quadrilaterals. Congruence and similarity. Handling data, averages and frequency diagrams.	<p>Averages S4</p> <p>Mode: most frequently occurring Median: put the data in numerical order, then choose the middle one Mean = $\frac{\text{total of items of data}}{\text{number of items of data}}$</p> <p>Angle facts</p> <p>Equal angles in parallel lines: always use correct terminology...</p>  <p>Alternate angles Corresponding angles</p>										
Spring 1	Fractions, decimals and percentages. Formulae and functions, expanding and factorising.	<p>Calculating with fractions N8</p> <p>Adding or subtracting fractions; use a common denominator...</p> $\rightarrow \frac{4}{5} - \frac{1}{3} = \frac{12}{15} - \frac{5}{15} = \frac{7}{15}$ <p>Multiplying fractions; multiply numerators and denominators...</p> $\rightarrow \frac{4}{7} \times \frac{2}{3} = \frac{8}{21}$ <p>Dividing fractions; "flip" the second fraction, then multiply...</p> $\rightarrow \frac{2}{7} \div \frac{5}{6} = \frac{2}{7} \times \frac{6}{5} = \frac{12}{35}$ <p>Fractions, decimals N10</p> <p>Fraction is numerator \div denominator</p> $\rightarrow \frac{5}{8} = 5 \div 8 = 0.625$ <p>Use place values to change decimals to fractions. Simplify where possible.</p> $\rightarrow 0.45 = \frac{45}{100} = \frac{9}{20}$ <p>Learn the most frequently used ones:</p> <table border="1" data-bbox="667 1883 995 1957"> <tbody> <tr> <td>$\frac{1}{2}$</td> <td>$\frac{1}{4}$</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{5}$</td> <td>$\frac{3}{4}$</td> </tr> <tr> <td>0.5</td> <td>0.25</td> <td>0.1</td> <td>0.2</td> <td>0.75</td> </tr> </tbody> </table>	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{3}{4}$	0.5	0.25	0.1	0.2	0.75
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0.5	0.25	0.1	0.2	0.75								

Spring 2	Working in 2D, measuring lengths and angles, area and transformations.	<p>Transformations G7, G8</p> <p>Reflection • Line of reflection</p> <p>Translation • Vector</p> <p>Rotation • Centre of rotation • Angle of rotation • Clockwise or anticlockwise</p> <p>Enlargement • Centre of enlargement • Scale factor (if SF < 1 the shape will get smaller).</p>
Summer 1	Probability experiments and theory. Mutually exclusive events. Measures and accuracy. Estimation and calculator methods.	<p>Standard units N13</p> <p>1 tonne = 1 000 kilograms 1 kilogram = 1 000 grams</p> <hr/> <p>1 kilometre = 1 000 metres 1 metre = 100 centimetres = 1 000 millimetres 1 centimetre = 10 millimetres</p> <hr/> <p>1 day = 24 hours 1 hour = 60 minutes = 3 600 seconds 1 minute = 60 seconds</p> <p>Probability P8, F</p> $p = \frac{n(\text{equally likely favourable outcomes})}{n(\text{equally likely possible outcomes})}$ <p>$p = 0$ impossible $0 < p < 0.5$ unlikely $p = 0.5$ evens $0.5 < p < 1$ likely $p = 1$ certain</p>
Summer 2	Solving linear equations, quadratic equations, simultaneous equations, inequalities, circles, circle theorms, construction and loci.	<p>Parts of a circle G9</p>  <p>Simultaneous equations A19</p> <p>→ Solve $\begin{cases} 2x + 3y = 11 \\ 3x - 5y = 7 \end{cases}$</p> <p>Multiply to match a term in x or y</p> $\begin{cases} 10x + 15y = 55 \\ 9x - 15y = 21 \end{cases}$ <p>Add or subtract to cancel... $19x = 76$, so $x = 4$</p> <p>Finally, substitute and solve... $2 \times 4 + 3y = 11$, so $y = 1$</p>

Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

Useful Websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

Foundation 1 revision

1	Place Value	Video	Answers
2	Ordering Numbers	Video	Answers
3	Reading Scales	Video	Answers
4	Negative Numbers	Video	Answers
5	Fractions of an Amount	Video	Answers

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

Staff Contacts: This year the team are led by Mr Goddard, Miss White is deputy leader and key stage 3 leader is Mrs Helcoop.

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

Year 7 – Music

	Content	Assessment	How can parents/Home Support?
Half Term 1	Baseline Skills – Piano/Class Band Students to be assessed on musical understanding, performance skills including rhythm, melody and chords, evaluating others and existing instruments and interests.	Throughout the topic through performance listening and composing	Encourage students to learn keywords featured on knowledge organiser and help them memorise the notes used on a piano. Encourage students to listen to a variety of music and describe what they can hear using musical keywords
Half Term 2	Elements of Music through STOMP Students to use rhythm as a way to learn about tempo, texture, dynamics, structure and STOMP to understand instruments and their properties	Through group and class performances of rhythmic ideas	Encourage students to describe sounds and music they hear using keywords such as pitch, tempo and dynamics. Help students find everyday objects that could make good instruments
Half Term 3	Pachelbel’s Canon – Structure and Ground Bass Students to develop chords, melody and group playing skills by playing differentiated parts on the piano. Studying a famous classical piece of music	At several assessment points throughout the topic performing different parts individually and in groups	Encourage students to practice at home or using practice rooms at lunchtime.
Half Term 4	Introduction to Ukulele Skills Students to develop chords and instrument playing skills through learning several songs on ukulele.	Assessment will be completed with individual, group and class performances of songs using the chord progressions	Discuss keywords and features of the Ukulele featured on knowledge organisers
Half Term 5	Singing/Find Your Voice/Rap Students to use voices, rap and singing to produce music acapella. Structure, melody, harmony, pitch and tonality will be explored and singing in a round using 4 chord song.	Students will be assessed on the effort, enthusiasm, tune and confidence of their vocals throughout the topic	Encourage students to sing the songs they listen to at home with lots of praise and support to improve their confidence.
Half Term 6	Group Band Project – Class Battle of the Bands Students to use skills learnt throughout the year to put together a group performance from a list of songs and instruments to perform to the class/an audience	Assessment will be based on independence and group work skills as well as music produced in the final concert.	Encourage students to practice with their peers using practice rooms at break and lunch and learn lyrics to songs if they are singing

Staff Contacts

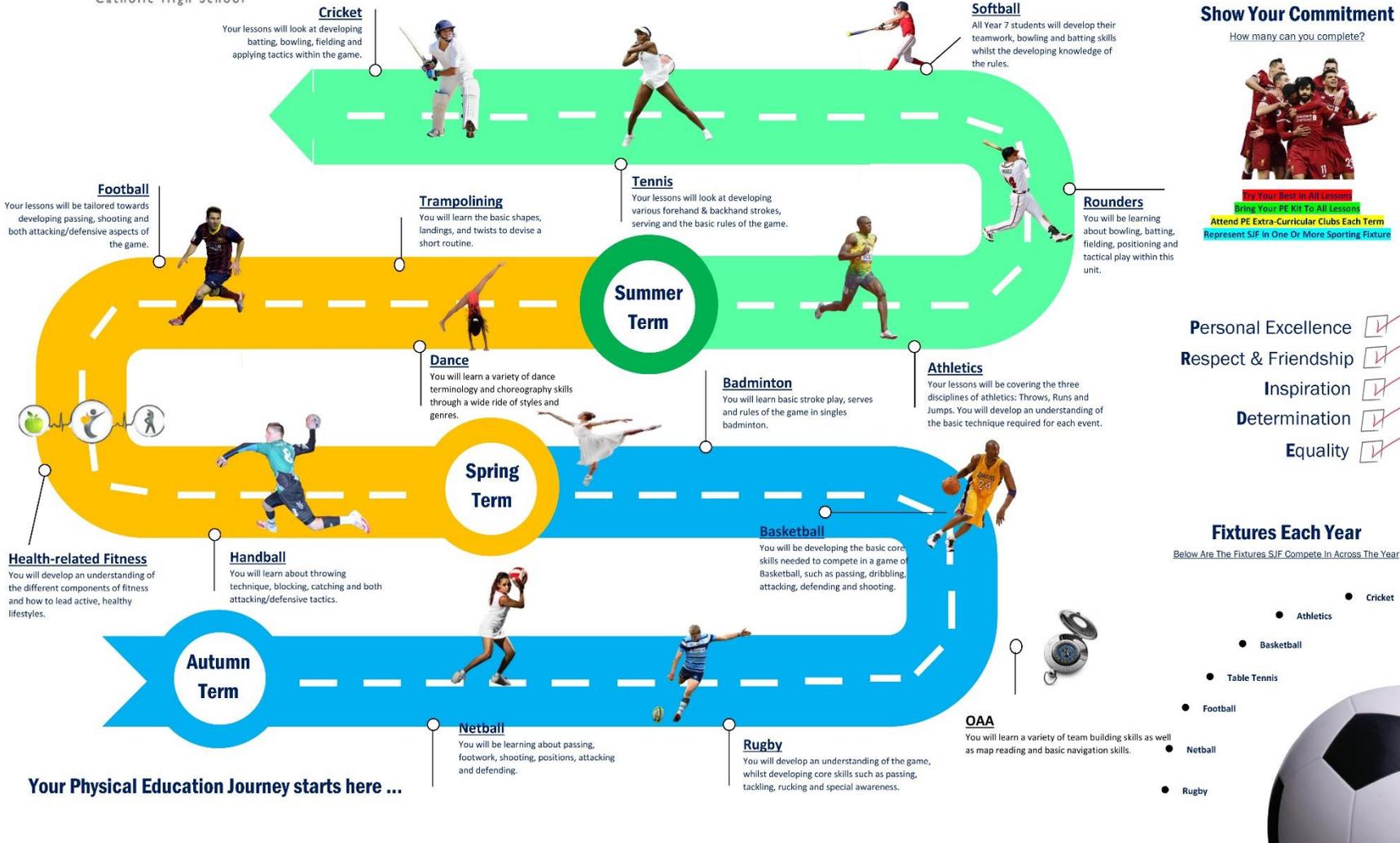
Mrs Harmson



St John Fisher Physical Education Journey

Year 7 – Creating a Love for Physical Education

St John Fisher
Catholic High School



Show Your Commitment

How many can you complete?



- Try Your Best In All Lessons
- Bring Your PE Kit To All Lessons
- Attend PE Extra-Curricular Clubs Each Term
- Represent SJF In One Or More Sporting Fixture

- Personal Excellence
- Respect & Friendship
- Inspiration
- Determination
- Equality

Fixtures Each Year

Below Are The Fixtures SJF Compete In Across The Year

- Cricket
- Athletics
- Basketball
- Table Tennis
- Football
- Netball
- Rugby



Additional Information

Extra Curricular Clubs include: Athletics – Track/Field, Badminton, Basketball, Benchball, Boxercise, Cricket, Dodgeball, Dance, Football, Futsal, Fitness, Rugby, Rounders, Table Tennis, Tennis, Trampolining. The school also run the Duke of Edinburgh Award at KS4.

Helpful Books / Useful Websites

<https://www.doddlelearn.co.uk/app/login>

<https://twitter.com/sjfexpressive>

Staff Contact

Mr Plane

Year 7 – PSHE

Students embark on a carousel of five PSHE and Citizenship topics during year 7, and typically have four lessons on each topic. This year, all groups will also spend the first half term discussing their experience of lockdown, how they felt and how to take positive from this experience.

	Content	Assessment	What can a parent do to support?
Topic 1 Identity and Diversity	Diversity in the UK Immigration Personal identity Challenging stereotypes	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.
Topic 2 Community	Belonging to a community Being a good citizen Rights and responsibilities Effects of rumours/ bullying		Watch the news as a family and talk about some of the issues that link to the PSHE topics.
Topic 3 Relationships	Values, rights and responsibilities The importance of communication Feelings during puberty		Encourage your child to be aware of what is happening in the local community and get involved as a family.
Topic 4 Physical Health	Healthy Eating and exercise Effects of eating disorders Dangers of drugs The Law regarding using and dealing drugs		Encourage your child to get involved with cooking and planning meals to support healthy eating.
Topic 5 IAG	Range of careers and job sectors Transferable skills Unifrog Content of a CV		Be available to talk through any friendship difficulties your child may have and offer advice.
			Check internet security settings in the house are appropriate and monitor your child's use.

Staff Contact: Mrs Moins



Year 7 – RE

When	Topic	Assessment/HW	What can a parent do to support?
Term 1 Autumn 1 (September-October)	<p>The first area is the foundation of the Catholic church because we are trying to induct all students from Catholic and non-Catholic schools into the basic beliefs and teachings of the Catholic church.</p> <p>Key topics: Belonging to a community . Why is catholic church a community? and St John Fisher. The Catholic church Local church and diocese Apostolic Catholic church</p>	<p>CCQ: why is the local church important. Outline three ways the local church helps keeping community together. Explain two things Catholics believe about Trinity.</p>	<p>Help revise the key words: Monotheism: Christians in ONE God who is able to do anything. They would describe God as Trinity(God the Father, God the Son, God the Holy Spirit) OMNIPOTENT: This means that God is seen as ALL-POWERFUL OMNISCIENT: This means that God is all knowing OMNIBENEVOLENT: This means that God is all-Loving IMMANENT: This means that God is active in the world- in the form of Jesus TRANSCEDENT This means that God is separate from time and space INCARNATION This means “in flesh” – God coming to earth in the form of Jesus The Creed: Statement of Christian beliefs. Magisterium: The Pope and Bishops who are guided by the Holy Spirit. Their main role is guide the church and interpret the Bible and the teachings of the church.</p>
Autumn 2 October-December)	<p>Continue with the foundation of the Catholic church</p> <p>Topics: The Creed: Faith in action Religious leaders Bible and Bible skills. Prayer</p>	<p>Outline three religious readers in the Catholic church. What is their role? Outline three books from the Bible(OT) Explain why Bible is important for Catholics. Explain two reasons why the Bible is important for Catholics Explain two reasons why Catholics regard the Bible as a source of guidance and teaching. Outline three different interpretations of the authority of the Bible Outline three different levels of magisterium Explain two reasons why magisterium is important for Catholics Prepare for end of unit test</p>	<p>Help revise key words: The creed, Monotheism, incarnation Help revise for hw task. Check in the planner for any communication from RE department</p>
Term2 Spring 1 January-February)	<p>LIFE OF THE CATHOLIC CHURCH</p> <p>Topics: What are the sacraments? Baptism Confirmation Eucharist Reconciliation</p>	<p>Outline three sacraments of initiation Explain two reasons why baptism is important. Eucharist is the most important sacrament’. Do you agree? Give two reasons for your opinion. Why do you think people would disagree with you?</p>	<p>Help revise key words: Sacraments, Transubstantiation, memorial, Liturgy, Doxology, soteriology</p>

Spring 2 February – April)	Sacraments continued. Anointing of the sick Marriage	What is annulment? What are vows, why is catholic marriage permanent? Prepare for end of unit test	Continue helping to revise key words and planning of hw task. Check in the planner for any communication from RE department
Term 3 Summer 1 (April-May)	EARLY LIFE OF JESUS AND PASCHAL MYSTERY Topics: Part one-Life of Jesus Who is Jesus? Jesus Baptism Jesus mission Jesus the teacher and his miracles Topics: Part two-Paschal mystery The Holy Week: Palm Sunday The last supper The garden of Gethsemane		Keywords-help them revise the key words: Paschal mystery, Resurrection, Triduum. Check in the planner for any communication from RE department
Summer 2 May-July	Paschal mystery continued: Topics Good Friday The two trials of Jesus The way of the cross Holy Saturday Resurrection Part 2: Hinduism Topics Introduction to Hinduism-a journey to India The Trimurti Hindu creation story Hindu deities Diwali Worship at home and in the temple Hindu birth customs Revision and progress test	Outline three roles of played by Brahmah, Vishnu and Shiva. Do you think Brahmah is more important than Shiva? Give two reasons for your opinion? Give two reasons why people may disagree with you. Compare the Hindu and Christian creation stories CCQQ on creation in Hinduism Summer project on Hinduism	Check in the planner for any communication from RE department

Additional Information (optional)

Useful Websites:

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

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

Staff Contacts: Miss O'Connor, Dr Karangi, Miss James, Miss Khan, Mr Reilly.

Year 7 - Science

When	Topic	Assessment	What can a parent do to support?
Autumn 1	'Building Blocks of Life' (Cells, Photosynthesis)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits. Look at their work and give praise
Autumn 2	'Life Processes' (Digestion, respiration, gas exchange)	Writing tasks Class quizzes Investigations End of topic test	Help students look at nutrients on food packets.
Spring 1	'Building Blocks of Matter' (Particles; Atoms, elements & compounds)	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	'Chemistry' (Pure and impure substances, Periodic table)	Writing tasks Class quizzes Investigations End of topic test	Look together at a periodic table. Ask students to discuss what they have learnt.
Summer 1	'Matter and Energy' (Chemical reactions, Materials and Energetics')	Writing tasks Class quizzes Investigations End of topic test	Encourage your child to start revising now, discuss techniques, monitor progress
Summer 2	Consolidation, intervention and revision	End of Year exam	Review revision progress & help them revise

Useful resources:

CGP KS3 Science revision guide

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

Staff Contacts:

Head of Faculty: Miss R Bennett

KS3 Co-Ordinator: Mr C Johnson

Year 7 – Technology

When	Topic	Assessment	What can a parent do to support?
Rotation 1 - Food	Hygiene and safety Knife skills Using the hob and the oven Accurate measuring of ingredients Healthy eating and nutrition.	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 class, homework 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 Pattern design Batik technique Tie dye technique Properties of fabrics Basic sewing machine skills Using a needle and thread Making pop poms	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 wood work Basic Computer Aided Design Construction methods and finishes. Looking at basic mechanisms.	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 pictures to enhance their design. All the equipment and materials are provided for the project. During the homework cycle it would be valuable to students for parents to give feedback on the design tasks set.

Additional Information

During Year 7, students rotate around 3 subjects. They will not necessarily do them in this order.

Helpful Books / Useful Websites

School produced recipe book

BBC Bitesize

www.foodafactoflife.org.uk

www.nhs.uk Choices

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty

karen.griffin@stjohnfisherschool.org.uk

Mrs Lucy Lester – Art and Textiles Teacher

lucy.lester@stjohnfisherschool.org.uk

Mrs Pam Wynne – Food Teacher

pam.wynne@stjohnfisherschool.org.uk

Mr Allan Sidney – Product Design Teacher

allan.sidney@stjohnfisherschool.org.uk

Year 8 – Art

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Still Life. In this topic we explore still life – creating artwork based on observing the shape and look of objects. We explore the Cubist art movement, and experiment with drawing, collage and oil pastels.	Drawing skills. Experimenting with oil pastels, blending and colour selection	Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment
Autumn 2		Experimenting with oil pastels, blending and colour selection. Collage experiments and final piece idea	
Spring 1	Glorious Food. In this topic we learn about two artists who create artwork inspired by food. We analyse their art and create art based on our prior learning about observation and colour.	Mind-map and artist comparisons with some research. Experimenting with coloured pencil and watercolours	Parental support with homework and artist study poster. Support by ensuring they have equipment
Spring 2		3D experiments – building a cake from cardboard inspired by Peter Anton	
Summer 1	Illustrated insects. In this topic we learn about illustration, and how art can support written text. We analyse art by two contemporary artists, and build on our observation skills. We also learn how to experiment with new media.	Further artist studies and drawing skills tasks – experiments with mixed media	Parental support with homework and artist study poster. Support by ensuring they have equipment
Summer 2		Ink and watercolour paintings inspired by Abby Diamond	

Additional Information.

Artists looked at; Picasso, Cezanne. Peter Anton, Wayne Thiebaud, Abby Diamond.

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>

Staff Contacts

Mrs Hannah Littleton – Subject Leader for Art

hannah.littleton@stjohnfisherschool.org.uk

Mrs Lucy Lester – Art and Textiles Teacher

lucy.lester@stjohnfisherschool.org.uk

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	<u>Business</u> 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>

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty

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Mrs Bushra Begum – Computing Teacher

bushra.begum@stjohnfisherschool.org.uk

Mr Arinze Echendu – Business Studies and Computing Teacher

arinze.echendu@stjohnfisherschool.org.uk

Year 8 – Drama

Students study a selection of topics from the following list:

Topic	Themes/Assessment	What can a parent do to support?
Foley Sound and Silent Movies	<p>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.</p> <p>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.</p>	<p>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.</p>
World War One	<p>This topic offers a variety of approaches that can develop a multitude of skills. Students may explore the play 'War Horse' and develop some of their puppetry skills in correlation to those used in the production. They will also carry out research into roles of the war. They may also have the opportunity to adapt war poetry for the stage and create their own original war letters.</p> <p>Assessment is based on the progression of work they complete in lessons and the given scenario at the end of the topic.</p>	<p>Discussion with students about the impact of the war that can be seen today. Talk about how life has changed over the past 100 years.</p>
Ernie's Incredible Illucinations	<p>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.</p> <p>Assessment is through devising and performing in groups to show how the story of their illucination develops.</p>	<p>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.'</p>
Greek Theatre	<p>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.</p>	<p>Encourage students to research different elements of Greek Theatre. Help students with learning their lines for their performance as a member of the chorus.</p>
Trestle Masks	<p>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.</p>	<p>Look at the Trestle Masks web site, it gives information about the use of mask work: www.trestle.org.uk</p>
Sam's Story	<p>Students explore the story of Sam, a teenage boy who decides to steal a game station from his friend over the Christmas period. Assessment is through devising and performing in groups to show how the story of Sam develops.</p>	<p>Discussion with student about how stealing affects and life decisions are important and an important part of growing up.</p>

Staff Contacts

Ms G Walker: Subject Leader, Drama

Year 8 – English

Yr 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 on 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. We will cover such topics as slang, accent, dialect and discuss the prejudices that others might form based on the way that they speak. 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

Staff Contacts

L Winlock



Year 8 – Geography



When	Topic	Assessment	What can a parent do to support?
Autumn 1	Plate Tectonics	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessments based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	<p>Watch news programmes or use the internet to research and talk about any earthquakes or volcanoes that occur.</p> <p>Discuss why earthquakes and volcanoes can have different impacts depending on the magnitude and location of the event.</p>
Autumn 2	Ecosystems and Rainforests		<p>Watch television programmes that examine life in deserts, grasslands and woodlands.</p> <p>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.</p>
Spring 1			
Spring 2	Brazil		<p>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.</p>
Summer 1	Coasts and Glaciation		<p>Take students on a visit to the seaside and have a close look at the beach and cliffs. What is really going on?</p> <p>Talk about why so many people like to go to the coast for a holiday.</p>
Summer 2	Environmental Issues		<p>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.</p>

Year 8 – History

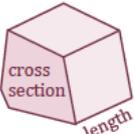
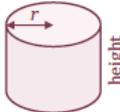
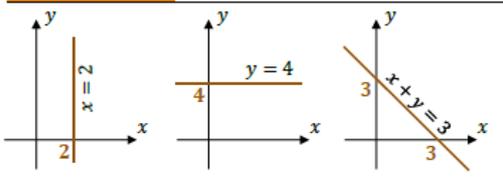
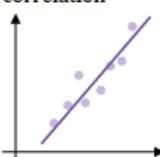
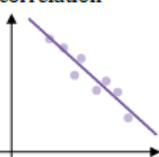
When	Topic	Assessment	What can a parent do to support?
Autumn 1	Tudors and Elizabeth I.	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing.</p> <p>There is an end of Year examination testing historical skills, knowledge and understanding covered through the year.</p>	Visit Peterborough Cathedral to see the tomb of Catherine of Aragon. Visit any historic houses linked to the Tudors.
Autumn 2	Black Tudors; their untold story		Watch any documentary about Tudor life. Visit this website: https://www.bbc.co.uk/programmes/b082x0h6
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 Naseby Battlefield.
Spring 2	Later Stuarts: plague, fire and power.		Discuss the meaning behind Bonfire Night. Think about what caused the Great Fire of London. Visit the Monument in London or the Museum of London.
Summer 1	Why do historians still talk about the British Empire?		Find out what countries were once in the European empires: British Empire, the French Empire, Portuguese and Spanish empire.
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

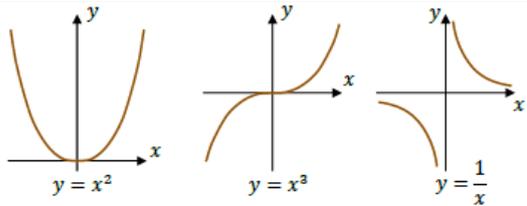
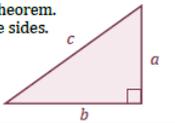
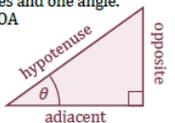
Staff Contacts Miss Cox

HISTORY

Year 8 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with										
Autumn 1	Ratio and proportion, Percentage change. Factors powers and roots.	<p>Division using ratio R5</p> <p>Use a ratio for unequal sharing → Divide £480 in the ratio 7 : 5 $7 + 5 = 12$, then $£480 \div 12 = £40$ $7 \times £40 = £280$, $5 \times £40 = £200$ (check: $£280 + £200 = £480$ ✓)</p> <p>Ratio and fractions R8</p> <p>Link between ratios and fractions → Boys to girls in ratio 2 : 3 $\frac{2}{5}$ are boys, $\frac{3}{5}$ are girls.</p> <p>Percentages R9</p> <p>y percent of x = $\frac{y}{100} \times x$ → Increase £58 by 26%. $\frac{26}{100} \times £58 = £15.08$ $£58 + £15.08 = £73.08$</p> <p>y as a percentage of x = $\frac{y}{x} \times 100\%$ → The population of a town increases from 3 500 to 4 620. Find the percentage increase. $\frac{1\ 120}{3\ 500} \times 100\% = 32\%$ Note: fraction = $\frac{\text{increase}}{\text{original}}$</p> <p>Learn the most frequently used ones:</p> <table border="1"> <tr> <td>$\frac{1}{2}$</td> <td>$\frac{1}{4}$</td> <td>$\frac{1}{10}$</td> <td>$\frac{1}{5}$</td> <td>$\frac{1}{100}$</td> </tr> <tr> <td>50%</td> <td>25%</td> <td>10%</td> <td>20%</td> <td>1%</td> </tr> </table>	$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$	50%	25%	10%	20%	1%
$\frac{1}{2}$	$\frac{1}{4}$	$\frac{1}{10}$	$\frac{1}{5}$	$\frac{1}{100}$								
50%	25%	10%	20%	1%								
Autumn 2	Graphs of a straight line and curve. Working in 3D, volume of a prism, surface area.	  <p>Volume of cylinder = $\pi r^2 \times \text{height}$ Volume of prism = area of cross section \times length</p> <p>Standard graphs A12</p> 										
Spring 1	Averages and spread. Scatter graphs and correlation. Calculating with roots and indices, exact calculations and standard form.	<p>Standard form N9</p> <p>Standard form numbers are of the form $a \times 10^n$, where $1 \leq a < 10$ and n is an integer.</p> <p>Correlation S6</p> <p>Positive correlation</p>  <p>Negative correlation</p> 										

Spring 2	Quadratic functions, sketching functions and real life graphs.	
Summer 1	Pythagoras' Theorem, Trigonometry, vectors. Sets, tree diagrams.	<p>Right angled triangles</p> <p>Pythagoras Theorem. Links all three sides. No angles. $a^2 + b^2 = c^2$</p>  <p>Trigonometry. Links two sides and one angle. SOH CAH TOA</p>  <p>$\sin\theta = \frac{\text{opp}}{\text{hyp}}$ $\cos\theta = \frac{\text{adj}}{\text{hyp}}$ $\tan\theta = \frac{\text{opp}}{\text{adj}}$</p> <p>Use "2ndF" or "SHIFT" key to find a missing angle</p>
Summer 2	Sequences, compound units, direct and indirect proportion. Examinations in the Sports Hall.	<p>nth term of an arithmetic (linear) sequence is $an + d$ → nth term of 5,8,11,14,... is $3n+2$ (always increases by 3; first term is $3 \times 1 + 2 = 5$.) Geometric sequence; multiply each term by a constant ratio → 3, 6, 12, 24, ... (ratio is 2) Fibonacci sequence; make the next term by adding the previous two ... → 2, 4, 6, 10, 16, 26, 42, ...</p>

Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

Useful Websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

Foundation 1 revision

1	Place Value	Video	Answers
2	Ordering Numbers	Video	Answers
3	Reading Scales	Video	Answers
4	Negative Numbers	Video	Answers
5	Fractions of an Amount	Video	Answers

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

Staff Contacts: This year the team are led by Mr Goddard, Miss White is deputy leader and key stage 3 leader is Mrs Helcoop.

Year 8 - Music

	Content	Assessment	How can parents/Home Support?
Half Term 1	Baseline Skills – Piano/Class Band Students to be assessed on musical understanding, performance skills including rhythm, melody and chords, evaluating others and existing instruments and interests.	Throughout the topic through performance listening and composing	Encourage students to learn keywords featured on knowledge organiser and help them memorise the notes used on a piano. Encourage students to listen to a variety of music and describe what they can hear using musical keywords
Half Term 2	Elements of Music through STOMP Students to use rhythm as a way to learn about tempo, texture, dynamics, structure and STOMP to understand instruments and their properties	Through group and class performances of rhythmic ideas	Encourage students to describe sounds and music they hear using keywords such as pitch, tempo and dynamics. Help students find everyday objects that could make good instruments
Half Term 3	Pachelbel's Canon – Structure and Ground Bass Students to develop chords, melody and group playing skills by playing differentiated parts on the piano. Studying a famous classical piece of music	At several assessment points throughout the topic performing different parts individually and in groups	Encourage students to practice at home or using practice rooms at lunchtime.
Half Term 4	Introduction to Ukulele Skills Students to develop chords and instrument playing skills through learning several songs on ukulele.	Assessment will be completed with individual, group and class performances of songs using the chord progressions	Discuss keywords and features of the Ukulele featured on knowledge organisers
Half Term 5	Singing/Find Your Voice/Rap Students to use voices, rap and singing to produce music acapella. Structure, melody, harmony, pitch and tonality will be explored and singing in a round using 4 chord song.	Students will be assessed on the effort, enthusiasm, tune and confidence of their vocals throughout the topic	Encourage students to sing the songs they listen to at home with lots of praise and support to improve their confidence.
Half Term 6	Group Band Project – Class Battle of the Bands Students to use skills learnt throughout the year to put together a group performance from a list of songs and instruments to perform to the class/an audience	Assessment will be based on independence and group work skills as well as music produced in the final concert.	Encourage students to practice with their peers using practice rooms at break and lunch and learn lyrics to songs if they are singing

Staff Contacts

Mrs Harmson



St John Fisher Physical Education Journey

Year 8 – Broadening Sporting Experience and Refining Skills



Your Physical Education Journey starts here ...

Show Your Commitment

How many can you complete?



- Try Your Best In All Lessons
- Bring Your PE Kit To All Lessons
- Exchange High CBOT 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
- Rugby



Year 8 – RE

When	Topic	Assessment/HW	What can a parent do to support?
Term 1 Autumn 1 (September- October)	CREATION OF THE WORLD Topics: Creation of the world Theological truth Creation in Genesis 2 The fall and original sin Imago Dei Creation and the nature of humanity Stewardship	Outline three features of creation as described by Genesis 1. Explain two different interpretations of the account of creation in Genesis. It is hard to believe the biblical accounts of creation. Do you agree? Give two reasons for your point of view.	Help revise Key words: Benevolent, Big bang, Evolution, Ex-nihilo, omnipotent, steward, original sin.
Autumn 2 October- December) <u>Philosophy and Ethics</u>	Revelation Visions Miracles Religious experience	Outline three characteristics of God shown by the revelation in Jesus Christ. Explain two reasons why revelation is important for Catholics Explain two reasons why visions prove God exists. Outline three Biblical miracles	Help revise Key words: Incarnation, revelation, hallucination, apparition, miracle, prayer, numinous, conversion Help plan homework task
	The design argument The Cosmological argument The existence of suffering Solutions to problem of suffering	Outline three feature of the problem of evil and suffering for Catholics Explain two reasons why the cosmological argument is important for Catholics Explain two reasons why design argument is important for Catholics	Help revise Key words: Design, evolution, cosmological, natural and moral suffering, omnipotent, omniscient, Help plan homework task
Term2 Spring 1 January- February) <u>Relationship and Families</u>	Marriage Sexual relationship The family Support for the family contraception	Outline three Christian beliefs about marriage Explain two reasons why Catholics get married Explain two purposes of a Catholic marriage Outline three Christian beliefs about marriage Explain two reasons why Catholics are against people having sex before they are married. Explain two reasons why parishes help families	Help revise Key words: Celibacy, cohabitation, faithfulness, monogamy, promiscuity, homosexuality, remarriage Help plan homework task
Spring 2 February – April)	Family planning Divorce annulment and marriage Equality of men and women Gender prejudice and discrimination	Outline three roles of ministry Catholic women are allowed to perform. Explain two reasons why Catholics are against discrimination. Explain two reasons why remarriage is a problem for Catholics	Help revise Key words: Annulment, covenant, sacrament, adultery, suffragettes, feminist, discrimination, prejudice Help plan homework task
Term 3 Summer 1 (April-May) <u>Beliefs and teachings: ISLAM</u>	Introduction to Islam & belief about God Muslims believe that Allah sent PROPHETS to teach people how to live. These include Noah, Abraham, Moses, David, Jesus – almost all the ones in the Old Testament! But the main prophet of Islam, who Muslims listen to, is Muhammad*.	Outline three beliefs about Allah? Explain two reasons why belief in Allah is important for Muslims	Help revise Key words: keywords: din, Islam, Muslim, Qur'an, Tawhid, Muhammad, submit. Allah, prophets

<p>Summer 2 May-July</p> <p>ISLAM</p>	<p>The six beliefs in Islam</p> <p>1. Tawhid The unity of Allah (Tawhid) the belief that there is only one God Profession of faith in the Shahadah declares: there is no God except Allah.</p> <p>2. Belief in angels Angels are created by Allah to carry out the commands and reveal Allah's message to the prophets. Allah created angels from noor (special light)</p> <ul style="list-style-type: none"> • Angels cannot make mistakes • Angels cannot do evil • The chief angel is Jibreel (Gabriel) <p>HW: Summarise the six beliefs for Muslims</p>	<p>Outline three important angels in Islam 'Jibril is the most important angel in Islam' Do you agree? Give two reasons for your point of view. Give two more reasons why some people may disagree with you.</p>	<p>Help revise Key words Akhira, Resurrection, Shahadah, Tawhid</p> <p>Help plan homework task</p>
	<p>3. Book of Allah 4. Faith in the prophets 5. Belief in the day of judgement and life after death 6. Belief in Allah's decree Importance of these principles for Muslims today.</p>	<p>Explain two Muslim attitudes to the holy book. 'The Quran is the only book Muslims need to read' Do you agree? Give two reasons for your view. Give another reason why some people may disagree with you. CCQQ homework on life after death in Islam</p>	
	<p>The Nature of Allah The nature of Allah and how Characteristics of Allah are shown in the Quran. The 99 names for Allah. The Prophet Muhammad (pbuh)</p> <p>The 5 pillars of Islam Halaal & Haram food</p>	<p>HW: choose 5-10 names for Allah from the Quran and explain in a sentence what they reveal about the nature of Allah. Or explain two names of Allah which influence the way Muslims try to live their lives. Summer Project on Islam</p>	<p>Key words: Monotheism, Revelation, Shirk. Help plan Hw.</p>

Additional Information

Useful Websites:

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

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

Staff Contacts: Miss O'Connor, Dr Karangi, Miss James, Miss Khan, Mr Reilly

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	Cook chicken dinner – discuss the skeleton as you take it apart
Autumn 2	'Sound and Light' (Sound waves, Light waves)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits
Spring 1	'Genes and competition' (Reproduction, Inheritance, Relationships in Ecosystems)	Writing tasks Class quizzes Investigations End of topic test	Help students think about traits they may have inherited from family.
Spring 2	'Earth, Sky and Space' (Earth and Atmosphere, Space Physics)	Writing tasks Class quizzes Investigations End of topic test	Reinforce good homework habits
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	'Magnetism and energy' (Magnets and Electromagnets, Energy Stores and Changes)	Writing tasks Class quizzes Investigations End of year exam	Review revision progress & help them revise

Useful resources:

CGP KS3 Science revision guide

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

Staff Contacts:

Head of Faculty: Miss R Bennett

KS3 Co-Ordinator: Mr C Johnson

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 cultures and staple foods. Finding out how mixtures thicken by making different types of sauces. Risk assessments for safety and making quality products.	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 Client research 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

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty
karen.griffin@stjohnfisherschool.org.uk

Mrs Lucy Lester – Art and Textiles Teacher
lucy.lester@stjohnfisherschool.org.uk

Mrs Pam Wynne – Food Teacher
pam.wynne@stjohnfisherschool.org.uk

Mr Allan Sidney – Product Design Teacher
allan.sidney@stjohnfisherschool.org.uk

Year 9 – Art

When	Topic	Assessment	What can a parent do to support?
Autumn 1	Skills. In this topic we revise learning from years 7 and 8. We revisit colour theory and tone, but in more depth, in order to create a helpful reference in preparation for GCSE.	Mind-map, drawing from secondary images. Experiments with different types of print-making. Learning to annotate	Parental support with homework. Encourage observational drawing from real life too. Support by ensuring they have equipment
Autumn 2		Experimenting with inks and pen washes. Artist studies. Final piece planning.	
Spring 1	Portraits. In this topic we learn how to draw features of the face, and how to map out the proportions of the face. We analyse the work of portrait artists, culminating in completion of a self-portrait.	Mind-map, drawing from secondary images. Facial mapping, drawing parts of the face.	Parental support with homework and artist study poster. Parents and students can look online at helpful tutorials for portraiture. Support by ensuring they have equipment
Spring 2		Experimenting with pencils and watercolour. Artist studies. Final piece planning.	
Summer 1	Landscapes. In this topic we explore landscapes – how to observe and draw buildings and natural forms. We learn about perspective and how to paint landscapes from observation, as well as analyse landscape art.	Mind-map, drawing from secondary images. Technical drawing including one and two-point perspective.	Parental support with homework and artist study poster. Support by ensuring they have equipment
Summer 2		Experiments with acrylic paint. Learning to annotate	

Additional Information.

Artists looked at; Alison Deegan, Hokusai. Van Gogh, Loui Jouver.

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>

Staff Contacts

Mrs Hannah Littleton – Subject Leader for Art

hannah.littleton@stjohnfisherschool.org.uk

Mrs Lucy Lester – Art and Textiles Teacher

lucy.lester@stjohnfisherschool.org.uk

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>

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty

karen.griffin@stjohnfisherschool.org.uk

Mrs Bushra Begum – Computing Teacher

bushra.begum@stjohnfisherschool.org.uk

Mr Arinze Echendu – Business Studies and Computing Teacher

arinze.echendu@stjohnfisherschool.org.uk

Year 9 – Drama

Students study a selection of topics from the following list:

Topic	Themes/Assessment	What can a parent do to support?
Drama Skills - Ensemble and Physical Theatre	This topic encourages students to develop their physicality and movement skills, encouraging them to creatively think about how they can use their physicality as a tool to recreate objects, motifs and their surroundings. Assessment is of student's application of ensemble and physical theatre skills to an existing scene.	Discuss the content of the topic with students. Assist students with learning their lines and movements.
Drama Skills – Understanding Stanislavski	Students learn to develop basic skills under the theatre practitioner Stanislavski. They will explore naturalistic theatre and learn how to use proxemics, given circumstances. Assessment is through a scripted performance, focusing specifically on how students deliver their lines and how they have staged the extract from the play.	Assist students with learning their lines. Encourage them to work without a script and prompt them if necessary. Research Stanislavski with students.
Drama Skills – Brecht and Epic Theatre	Students will learn how to convey messages through theatre and will explore a variety of Brechtian techniques. Assessment is based on the progression of work they complete in lessons and the given scenario at the end of the topic.	Research and discuss Brecht with students. Encourage students to demonstrate the techniques that they have acquired during lessons.
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.
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 Romeo and Juliet, 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.
Drama Skills - Monologues	Students will learn about what acting skills contribute to an effective monologue and will understand how to engage an audience when they are the only person speaking onstage. Assessment is through the creation and performance of student's own original monologues.	Encourage students to learn their lines without a script. Prompt them if they get stuck. Discuss with them the ideas behind their own original monologues.
Blood Brothers	Scripted performance from an extract from Blood Brothers 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.

Staff Contacts

Mrs G Walker – Subject Leader for Drama

Year 9 – English

Y9	Topic	Assessment	What parents can do to support
Term 1 15 weeks (until Christmas)	Gender Stereotypes	<p>Reading</p> <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. <p>Writing</p> <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	<p>Reading</p> <ul style="list-style-type: none"> Extracts from 19th century texts including Oliver Twist. <p>Writing</p> <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	<p>Reading</p> <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 <p>Writing</p> <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

Staff Contacts | Barnicoat

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

Staff Contacts Miss Rodriguez



When	Topic	Assessment	What can a parent do to support?
Autumn 1	Population	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on classwork and homework is ongoing.</p> <p>There is an end of Year examination testing geographical, skills, knowledge and understanding covered through the year.</p>	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

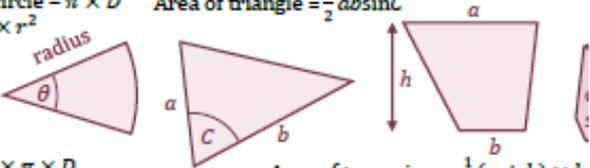
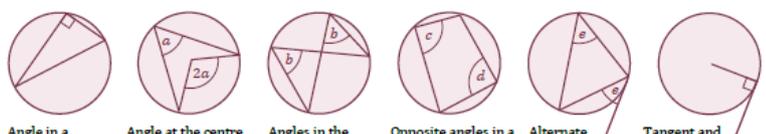
When	Topic	Assessment	What can a parent do to support?
Autumn 1	Why was it so difficult to catch Jack the Ripper?	<p>Student progress is monitored informally during lessons.</p> <p>More formal assessment based on knowledge tests, classwork and homework is ongoing</p> <p>There is an end of Year examination testing historical, skills, knowledge and understanding covered through the year.</p>	There are many documentaries on Whitechapel and the time of Jack the Ripper.
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	Was the Second War Hitler's war?: the causes of the Second World War		Watch programmes about the outbreak of the Second World War.
Spring 2	Turning points of the Second World War.		Watch the 2017 film Dunkirk, visit the Imperial War Museum at Duxford.
Summer 1	How and why did the Holocaust happen?		Find out who Anne Frank was and what happened to her.
Summer 2	What was the Cold War?		Watch any documentary about what the Cold war. Visit the Imperial War Museum at Duxford or in London.

Staff Contacts Miss Cox

Year 9 – Maths

Assessment is by two 45 minute papers each term.

When	Topic	Areas that parents can help with
Autumn 1	Place value and rounding, adding and subtracting, multiply and divide, indices, expand and factorise, algebraic fractions.	<p>Difference of two squares A4</p> $a^2 - b^2 = (a + b)(a - b)$ <p>→ $x^2 - 25 = (x + 5)(x - 5)$</p> <p>Rearrange a formula A5</p> <p>The subject of a formula is the term on its own. Rearrange to</p> <p>→ Make x the subject of</p> $2x + ay = y - bx$ $2x + bx = y - ay$ $x(2 + b) = y - ay$ $x = \frac{y - ay}{2 + b}$
Autumn 2	Angles in lines and polygons. Congruence and similarity. Handling data, averages and frequency diagrams.	<p>Similar shapes G19</p> <p>Ratios in similar shapes and solids:</p> <ul style="list-style-type: none"> • Length/perimeter $1:n$ $a:b$ • Area $1:n^2$ $a^2:b^2$ • Volume $1:n^3$ $a^3:b^3$ <hr/> <p>Interior angles in a triangle total 180° Use this for the interior angles of any polygon... Exterior angles always total 360°</p>  <p>...or $180^\circ \times (n - 2)$</p>
Spring 1	Fractions, decimals and percentages. Formulae and functions, expanding and factorising. Equivalence in algebra.	<p>Recurring decimals N10</p> <p>Make a recurring decimal a fraction:</p> <p>→ $n = 0.2\dot{3}\dot{6}$</p> <p>(two digits are in the recurring pattern, so multiply by 100)</p> $100n = 23.\dot{6}$ <p>(this is the same as $23.6\dot{3}\dot{6}$)</p> $99n = 23.6\dot{3}\dot{6} - 0.2\dot{3}\dot{6} = 23.4$ $n = \frac{23.4}{99} = \frac{234}{990} = \frac{13}{55}$ <hr/> <p>Equations and identities A3</p> <p>An equation is true for some particular value of x...</p> <p>→ $2x + 1 = 7$ is true if $x = 3$</p> <p>...but an identity is true for every value of x</p> <p>→ $(x + a)^2 \equiv x^2 + 2ax + a^2$</p> <p>(note the use of the symbol \equiv)</p>

Spring 2	Working in 2D, measuring lengths and angles, area and transformations.	<p>Areas and volumes</p> <p>Circumference of circle = $\pi \times D$ Area of circle = $\pi \times r^2$</p> <p>Area of triangle = $\frac{1}{2} ab \sin C$</p> <p>Arc length = $\frac{\theta}{360^\circ} \times \pi \times D$</p> <p>Area of trapezium = $\frac{1}{2} (a + b) \times h$</p> 
Summer 1	Probability theory. Mutually exclusive events. Measures and accuracy. Estimation and calculator methods.	<p>Probability rules P8, P9</p> <p>Multiply for independent events → P(6 on dice and H on coin) $\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$</p> <p>Add for mutually exclusive events → P(5 or 6 on dice) $\frac{1}{6} + \frac{1}{6} = \frac{2}{6}$</p> <p>Apply these rules to tree diagrams.</p> <p>Error intervals N15</p> <p>Find the range of numbers that will round to a given value: → $x = 5.83$ (2 decimal places) $5.825 \leq x < 5.835$ → $y = 46$ (2 significant figures) $45.5 \leq y < 46.5$</p> <p>Note use of \leq and $<$, and that the last significant figure of each is 5.</p>
Summer 2	Solving linear, quadratic and simultaneous equations. Inequalities, circles, circle theorems, construction and loci.	<p>Circle theorems G10</p>  <p>Angle in a semicircle is 90°</p> <p>Angle at the centre is double the angle at the circumference</p> <p>Angles in the same segment are equal</p> <p>Opposite angles in a cyclic quadrilateral total 180°</p> <p>Alternate segment theorem</p> <p>Tangent and radius are perpendicular</p>

Additional Information

Not all students will cover all topics each term as this depends on their ability and progress within the subject.

Useful Websites to support topics

Please go here: <https://www.mathedup.co.uk/gcse-maths-takeaway/>



HOME KEY STAGE 3/4 KEY STAGE 5 GCSE TAKEAWAY A-LEVEL TAKEAWAYS T

Foundation 1 revision

1	Place Value	Video	Answers
2	Ordering Numbers	Video	Answers
3	Reading Scales	Video	Answers
4	Negative Numbers	Video	Answers
5	Fractions of an Amount	Video	Answers

Click on the name for questions, for example **Ordering Numbers**.

Click on the **Video** for how to do the skill.

Click on **Answers** for how you should have written your answers.

Staff Contacts: This year the team are led by Mr Goddard, Miss White is deputy leader and key stage 3 leader is Mrs Helcoop.

Year 9 – Music

	Content	Assessment	How can parents/Home Support?
Half Term 1	Baseline Skills – Piano/Class Band Students to be assessed on musical understanding, performance skills including rhythm, melody and chords, evaluating others and existing instruments and interests.	Throughout the topic through performance listening and composing	Encourage students to learn keywords featured on knowledge organiser and help them memorise the notes used on a piano. Encourage students to listen to a variety of music and describe what they can hear using musical keywords
Half Term 2	Elements of Music through STOMP Students to use rhythm as a way to learn about tempo, texture, dynamics, structure and STOMP to understand instruments and their properties	Through group and class performances of rhythmic ideas	Encourage students to describe sounds and music they hear using keywords such as pitch, tempo and dynamics. Help students find everyday objects that could make good instruments
Half Term 3	Pachelbel’s Canon – Structure and Ground Bass Students to develop chords, melody and group playing skills by playing differentiated parts on the piano. Studying a famous classical piece of music	At several assessment points throughout the topic performing different parts individually and in groups	Encourage students to practice at home or using practice rooms at lunchtime.
Half Term 4	Introduction to Ukulele Skills Students to develop chords and instrument playing skills through learning several songs on ukulele.	Assessment will be completed with individual, group and class performances of songs using the chord progressions	Discuss keywords and features of the Ukulele featured on knowledge organisers
Half Term 5	Singing/Find Your Voice/Rap Students to use voices, rap and singing to produce music acapella. Structure, melody, harmony, pitch and tonality will be explored and singing in a round using 4 chord song.	Students will be assessed on the effort, enthusiasm, tune and confidence of their vocals throughout the topic	Encourage students to sing the songs they listen to at home with lots of praise and support to improve their confidence.
Half Term 6	Group Band Project – Class Battle of the Bands Students to use skills learnt throughout the year to put together a group performance from a list of songs and instruments to perform to the class/an audience	Assessment will be based on independence and group work skills as well as music produced in the final concert.	Encourage students to practice with their peers using practice rooms at break and lunch and learn lyrics to songs if they are singing

Staff Contacts

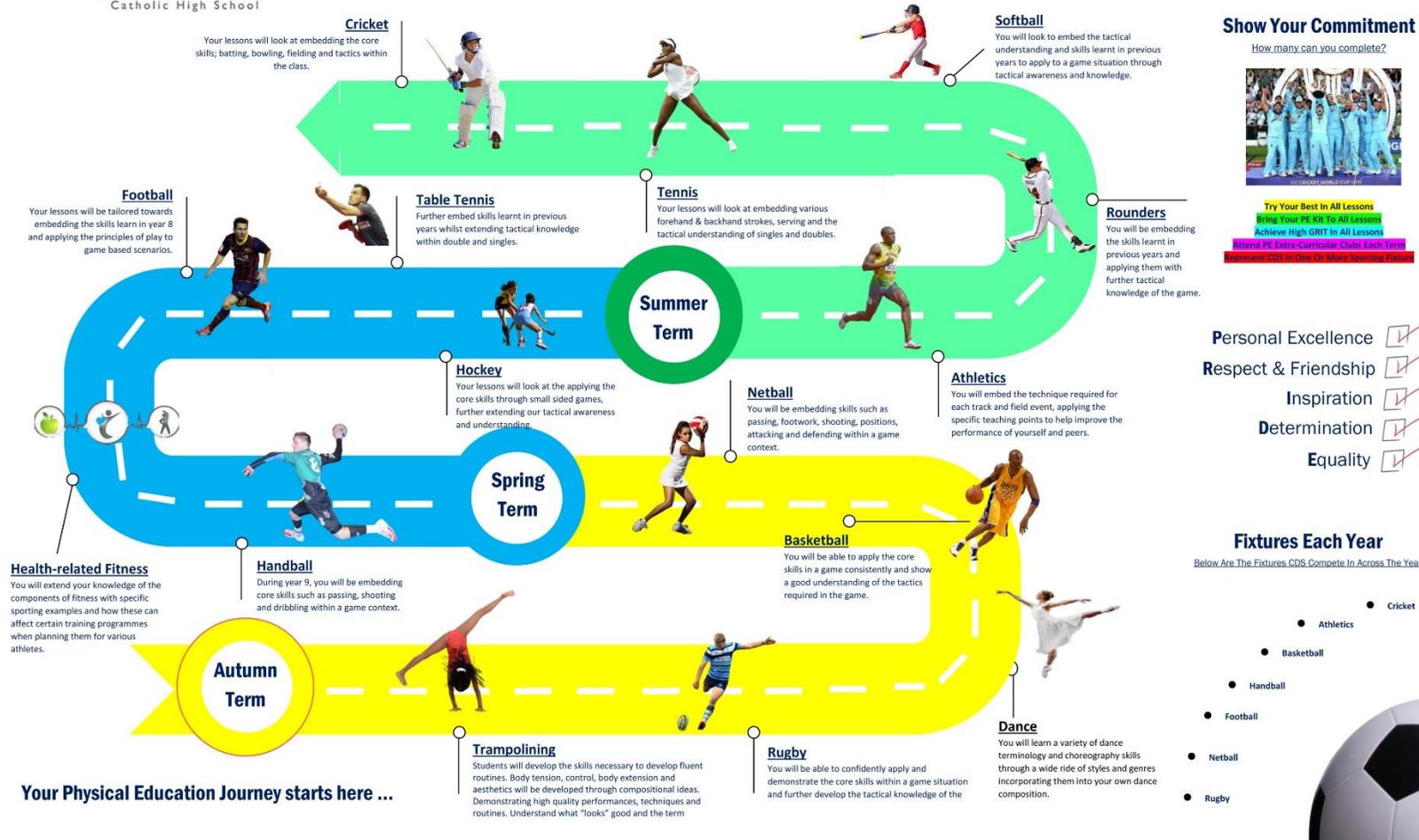
Mrs Harmson



St John Fisher Physical Education Journey

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

St John Fisher
Catholic High School



Your Physical Education Journey starts here ...

Staff Contact
Mr Plane

Year 9 – PSHE

Students embark on a carousel of five PSHE and Citizenship topics during year 9, and typically have four lessons on each topic. This year, all groups will also spend the first half term discussing their experience of lockdown, how they felt and how to take positive from this experience.

	Content	Assessment	What can a parent do to support?
Topic 1 Managing money	Budget of the government Public money and how it is spent Wanting vs. needing MPs expenses	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.
Topic 2 Staying healthy	Healthy sleeping habits Cancer: facts and myths Factors influencing health		Watch the news as a family and talk about some of the issues that link to the PSHE topics.
Topic 3 Media	The power of the Media Positive body image Advertising Social media and cyber safety		Encourage your child to be aware of what is happening in the local community and understand difficulties that people face.
Topic 4 Careers	Interests and skills Post 16 and post 18 pathways Higher Education opportunities Exploring careers		Talk through the increasing freedoms your child has as they get older and agree what their rights and responsibilities are
Topic 5 SRE	Healthy relationships Challenging gender stereotypes Benefits and challenges of social media Forced marriage FGM		Be aware of some of the peer pressures on children and support them to make informed choices Check internet security settings in the house are appropriate and monitor your child's use.

Staff Contacts: Mrs Moins



Year 9 – RE

When	Topic	Assessment/HW	What can a parent do to support?
Term 1 Autumn 1 (September-October) <u>Beliefs and teachings</u>	The Trinity The Trinity in the Bible Creation Creation and the nature of humanity	Outline three ways Trinity is shown in Catholic worship, explain two things Catholics believe about Trinity. Explain two reasons why it is important that humans are created in the image of God.	Help revise the key words: Creed, Trinity, Catechism, sacraments, Heresy, omnipotent, Ex-nihilo, evolution, incarnation, virgin birth, salvation, Paschal mystery, Paschal, Grace, original sin. Help plan homework task
Autumn 2 (October-December) <u>Beliefs and teachings</u>	The incarnation The Paschal mystery The significance of Paschal mystery Nature of salvation and grace Eschatology	Outline three features of the paschal mystery, explain two reasons why paschal mystery is important for Catholics Explain two reasons why salvation is important for Catholics Outline three features of Catholic teaching about life after death. Outline three features of the paschal mystery, explain two reasons why paschal mystery is important for Catholics Explain two reasons why salvation is important for Catholics	Help revise the key words: Incarnation, salvation, Paschal mystery, Sanhedrin, blasphemy, Help plan homework task
Term2 Spring 1 (January-February) <u>Practices</u>	<u>Practices</u> Sacramental nature of reality Liturgical worship The funeral rite Prayer	Outline three features of Catholic teaching about life after death. Know and understand the nature and purpose of prayer Know and understand different types of prayer	<u>Practices</u> Help revise the key words: Grace, sacraments, penance, viaticum absolution Help revise the key words: task
Spring 2 (February –April) <u>Practices</u>	Forms of popular piety Know and understand the importance of devotion (or non-liturgical worship) Know and understand the divergent attitudes to different forms of devotion Pilgrimage Catholic social teaching Mission and evangelism	Know and understand the divergent attitudes to different forms of devotion Know and understand the significance of the places that people go on pilgrimage Know and understand what Catholic social teaching is and how it reflects the teaching to love thy neighbour Know and understand the divergent ways the Christian faith is spread locally, nationally and globally	

<p>Term 3 Summer 1 (April-May)</p> <p><u>Sources of Wisdom and Authority</u></p>	<p>The Bible Interpretation of the Bible The Magisterium The second Vatican council</p>	<p>Know and understand the development and structure of the Bible Know and understand the divergent views on the authority of the Bible Assess and analyse the role and importance of the magisterium in the Church today</p>	
<p>Summer 2 (May-July)</p> <p><u>Start Chapter 2 Sources of Wisdom and Authority</u></p>	<p>The Church as the Body of Christ The four marks of the church Mary as a model of the church Personal and ethical decision making</p>	<p>Know and understand the divergent Christian attitudes to Church as the Body of Christ and the People of God Know and understand the divergent ways the 4 marks can be understood within Christianity Know and understand divergent understanding of natural law, virtue and conscience</p>	

Additional Information (optional)

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

Staff Contacts: Miss O'Connor, Dr Karangi, Miss James, Mr Reilly.

Year 9 – Science

In year 9 students start looking at some of the key topics that will provide a foundation to understanding at GCSE and linking these with their prior knowledge from year 7 and 8.

When	Topic	Assessment
Autumn 1	B1 - Cell Biology	End of topic test
Autumn 2	B2 - Organisation	End of topic test
Spring 1	C1 - Atomic Structure and the Periodic Table	End of topic test
Spring 2	C2 - Bonding, structure and properties of matter	End of topic test
Summer 1	B3 - Infection and Response	End of topic tests
Summer 2	Revision	End of topic test and end of year exam

What can a parent do to support?

Encourage students to use their revision guides and look up content they are learning on BBC bitesize.

Quiz students to encourage regular recall of knowledge.

Helpful Books / Useful Websites

CGP AQA GCSE Combined Science revision guide (will be provided to students)

BBC Bitesize GCSE (AQA Combined Science Trilogy)

Staff Contacts

Head of Faculty: Miss R Bennett

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 (short crust, rough puff and choux pastry) Cake making Bread making	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 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 Designer research Sugar skull design skills Applique/ Using a needle and thread Properties of fabrics 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 NOT 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

School produced recipe book

Bitesize

www.foodafactoflife.org.uk

www.nhs.uk Choices

Staff Contacts

Miss Karen Griffin – Head of Technology Faculty
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Mrs Pam Wynne – Food Teacher
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Mr Allan Sidney – Product Design Teacher
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