

Walthamstow Academy – Year 11 Curriculum Experience



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Welcome to the Curriculum Experience for Year 11!

In this Curriculum Experience you can look at everything you'll be studying this academic year: all the brilliant topics you'll be learning about and the knowledge and skills you will gain, in preparation for your GCSEs at the end of this year. You can also see what assessments are going to be set each half term in each subject, so you can plan your revision and prepare yourself for your assessments and PPEs. Our teachers have also included information for you on what extra-curricular opportunities you can pursue in order to study subjects and topics in more depth – from books, to websites, to documentaries, to places to visit.

If you have any questions about anything in this document, you can ask your subject teacher, your form tutor or your Head of Year.

In year 11, students begin the year with a study of Shakespeare's Macbeth, and Jekyll and Hyde by Robert Louis Stevenson. Using the skills and knowledge acquired from their detailed study of poetry in year 10, the students become adept at using contextual knowledge to inform their analysis. The rest of the year is dedicated to targeted revision and practice for the four papers the students will sit in the summer. Revision strategies will be taught explicitly, with students being encouraged to draw parallels between the texts they are studying. When practicing for literature, students will be encouraged to take ownership of the knowledge they have acquired, developing clear and detailed premises outlining their understanding of the writer's intentions. In preparation for the Language exams, students will be exposed to a wide range of unseen sources, approaching them forensically to decode how language is used to create meaning. In Year 11 Walthamstow Academy students are encouraged to become confident, fluent writers who are adept at conveying their own world view in writing.

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	<p>Students will revise a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and remember how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Compare non-fiction texts in terms of content and writers' perspectives - Analyse how writers' choice of language and structure creates meaning <p>Unit Title: Writing to Argue or Persuade</p> <p>Students will revise how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>PPE 1: November Literature Paper 1 Language Paper 2</p>	<p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
Year 11 HT3	<p>Unit Title: English Language – Explorations in Creative Reading and Writing</p> <p>Students will revise a variety of unseen extracts from fiction texts and remember how to:</p> <ul style="list-style-type: none"> - Read texts actively and read for meaning - Select key information from a text - Analyse how the writer's choice of language and structure creates meaning - Evaluate given views of unseen extracts and justify their views using evidence from the text <p>Students will also recap and revise how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p> <p>Unit Title: Unseen Poetry</p> <p>Students will learn how to read, understand and analyse the language, form and structure of a poem they have never seen before. The second part of the unit teaches the students to compare two unseen poems – identifying and analysing the similarities and differences between the language, form and structure of the two poems.</p>	<p>PPE 2: February/March Literature Paper 1 Language Paper 2</p>	<p>Wider fiction reading for pleasure (choice of texts at the student's discretion) – all students should read for at least 20 minutes a day</p> <p>Lots of ideas for what to read here: https://www.walthamstow-academy.org/students/virtual-library</p>
Year 11 HT4	<p>Unit Title: Power and Conflict Poetry</p> <p>Students to revise the power and conflict poems that they had learned in Year 10. The key focus on revision will be:</p> <ul style="list-style-type: none"> - Forming a clear premise related to the poem and the question – clear and detailed analysis of structure and form – Detailed knowledge of contextual factors related to the text <p>The revision lessons will focus on flashcards and exam practice with a core focus on the comparative element of the unit.</p>	<p>Formative assessment: Comparative essay on a Power and Conflict poem</p>	<p>CGP Guide to Power and Conflict</p> <p>York Notes guide to Power and Conflict Poetry</p>

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	<p>Unit Title: 'An Inspector Calls' – J.B. Priestley part 1</p> <p>Students will recap and revise the play in class and learn about:</p> <ul style="list-style-type: none"> • The contexts of the play (e.g. the Edwardian and post WW2 eras) and Priestley's 'big ideas' (e.g. socialism) • How the form, structure and language of the play creates meaning • How the characters and themes of the play promote Priestley's 'big ideas' 	<p>Formative assessment:</p> <p>Essay on either a character or a theme of 'An Inspector Calls'</p>	<p>'The Art of Poetry' Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit: The Imperial War Museum</p> <p>Recommended websites:</p> <p>www.theday.co.uk Username and password can be provided by English teacher</p> <p>https://www.bbc.co.uk/news</p>
<p>Year 11 HT5</p>	<p>Unit Title: 'An Inspector Calls' – J.B. Priestley part 2</p> <p>Students will also be reminded how to write about the play analytically and revise through exam practice</p> <p>Unit Title: Revision</p> <p>Year 11 teachers will prioritise any unit that would specifically benefit their class at this point in the built up to the GCSE exams.</p>	<p>Formative assessment:</p> <p>Essay on either a character or a theme of 'An Inspector Calls'</p>	<p>Watch: 'An Inspector Calls' (2015) BBC film</p> <p>Visit: any play currently on stage in London or the UK. Seeing a play live give students an amazing opportunity to see live theatre and a full understanding and appreciation of the difference between a play and a novel.</p>

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Term	MATHS Curriculum Content	Assessment(s) (assessment title, duration and approx date)
Year 11 Maths Curriculum Overview: <i>Topics are taught to Y11 students up to Dec for Foundation tier and March for the Higher tier. After this we follow an intense revision program. The YT11 exam consists of 3 papers - each of 80 marks and the total is calculated out of 240. Grades are awarded on the total mark.</i>		
Year 11 HT1	Higher Tier will learn about/ develop skills of: <ul style="list-style-type: none"> • Solving quadratics & further Simultaneous equations • Functions • Iteration • Transformations • Statistics (Further) Foundation Tier will learn about/ develop skills of <ul style="list-style-type: none"> • Pythagoras • Right angled Trigonometry • Transformations • Similar shapes • Bearings & Scale Drawings 	End of topic tests – 30 min at the end of most topics
Year 11 HT2	Higher Tier will learn about/ develop skills of: <ul style="list-style-type: none"> • Further Trigonometry & Trigonometric graphs • Quadratic inequalities • Algebraic proof • Bearings Foundation Tier will learn about/ develop skills of <ul style="list-style-type: none"> • Vectors • Congruence 	End of topic tests – 30 min at the end of most topics
Year 11 HT3	Higher Tier will learn about/ develop skills of: <ul style="list-style-type: none"> • Circle theorems • Solving quadratics & further Simultaneous equations • Graphical transformations 	End of topic tests – 30 min at the end of most topics

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	<ul style="list-style-type: none"> Gradients (Further), and area under a graph Vectors <p style="text-align: center;">Foundation Tier will start the revision program</p>	
Year 11 HT4	<p>Higher Tier will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Congruence Kinematics Constructions & Loci <p>Foundation Tier will start the revision program</p>	End of topic tests – 30 min at the end of most topics
Year 11 HT5	Intense Revision program for both Higher and Foundation tier	Past paper practice

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Term	SCIENCE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> Biology, chemistry, and physics should be studied in ways that help students to develop curiosity about the natural world, insight into how science works, and appreciation of its relevance to their everyday lives. After studying science, pupils should enable students to: <ul style="list-style-type: none"> develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry, and physics. develop understanding of the nature, processes, and methods of science, through different types of scientific enquiries that help them to answer scientific questions about the world around them. develop and learn to apply observational, practical, modelling, enquiry, and problem-solving skills, both in the laboratory, in the field and in other learning environments. develop their ability to evaluate claims based on science through critical analysis of the methodology, evidence, and conclusions, both qualitatively and quantitatively. 			<ul style="list-style-type: none"> CGP revision guide, CGP Student books for biology, chemistry, and physics Oxford Revise revision guide
Year 11 HT1	Ecology Students will learn about/ develop skills of: As a parent of a Year 10 student, it's important to understand the interconnectedness of ecosystems and the services they provide. Encourage your child to learn about how species rely on each other and the environment. Discuss the significance of sustainable practices and actions we can take to protect biodiversity for our well-being and future generations. Make first-hand observations of organisms and interpret information from charts, graphs, and tables. Analyze graphs to understand predator-prey cycles. understand the conflict between compost use for food production and conserving peatlands. Evaluate the environmental implications of deforestation. Explain the scientific consensus on global warming and climate change based on extensive research. Assess strategies to tackle human impacts on the environment and maintain biodiversity.	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	<ul style="list-style-type: none"> Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo Visit the Grant Museum of Zoology
Year 11 HT1	Chemical Analysis Students will learn about/ develop skills of: This term in Year 10, you will be learning about different ways to detect and analyze chemicals. One way is through qualitative tests that show distinct changes like gas production, color change, or solid formation. Another method is using instrumental techniques, which are fast, sensitive, and accurate, making them valuable in fields like forensics and drug control. Get ready to explore the fascinating world of chemical analysis! Recognise and use expressions in decimal form.	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	

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	<ul style="list-style-type: none"> Use ratios, fractions, and percentages. Make estimates of the results of simple calculations. 		
Year 11 HT1	<p>Using resources</p> <p>Students will learn about/ develop skills of:</p> <p>This term, in Year 10, you'll learn how industries use Earth's resources to make useful products. Chemists aim to minimize waste and environmental impact while maximizing resource efficiency. They also study the effects of pollution and waste disposal, working towards minimizing harm. Get ready to explore how chemistry can help protect our environment!</p> <ul style="list-style-type: none"> Translate information between graphical and numeric form. LCAs should be done as a comparison of the impact on the environment of the stages in the life of a product, and only quantified where data is readily available for energy, water, resources, and wastes. Interpret LCAs of materials or products given appropriate information. Recognise and use expressions in decimal form. 	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Visit the Brunel Museum</p>
Year 11 HT2	<p>Forces</p> <p>Students will learn about/ develop skills of:</p> <p>Engineers analyse forces when designing a great variety of machines and instruments, from road bridges and fairground rides to atomic force microscopes. Anything mechanical can be analysed in this way. Recent developments in artificial limbs use the analysis of forces to make movement possible.</p> <ul style="list-style-type: none"> Students should be able to recall and apply this equation. Students should recognise and be able to use the symbol for proportionality, \propto Students should be able to use ratios and proportional reasoning to convert units and to compute rates. Measure the effect of distractions on reaction time. Investigate collisions between laboratory trolleys using light gates, data loggers or ticker timers to measure and record data. 	<p>PPE 1 - Biology Paper 1, Chemistry Paper 1 and Physics Paper 1 - Each 75 minutes, 75 marks</p>	<p>Visit the Exploring Space exhibition and the engineers exhibition at the Science Museum</p>
Year 11 HT2	<p>Inheritance, variation and evolution</p> <p>Students will learn about/ develop skills of:</p> <p>In this section, we will explore how meiosis reduces the number of chromosomes and combines genes from a partner to create unique offspring. Gene mutations can occasionally lead to harmful effects or, rarely, beneficial changes that enhance an individual's fitness. This variation, caused by mutations and sexual reproduction, drives natural selection and species evolution. Scientists can use this knowledge for selective breeding to produce livestock with desired traits and clone individuals with favored characteristics. Additionally, genetic engineering allows genes from one species to be introduced into another, although this technology remains a contentious topic despite its potential benefits.</p> <p>Model chromosome behavior in meiosis.</p>	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Check out the Making the Modern World exhibition at the Science Museum</p> <p>Visit the Jurassic Coast whilst holidaying in Dorset and East Devon. Visit the museums, visitor centres and attractions, take the 'walk through time' and</p>

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	<p>Consider ethical issues in embryo screening and gene therapy.</p> <p>Use evolution by natural selection to explain concepts.</p> <p>Analyze benefits and risks of selective breeding and genetic engineering, including GM crops.</p>		<p>hunt for fossils. http://jurassiccoast.org.</p>
Year 11 HT2	<p>Rates</p> <p>Students will learn about/ develop skills of:</p> <p>Chemical reactions can happen at various rates, influenced by reactivity and other factors. Manipulating variables can speed up or slow down reactions, especially in reversible ones to maximize desired product yield. Understanding energy changes is crucial. In industry, chemists optimize reactions for sufficient product yield in an energy-efficient manner within a reasonable time frame.</p> <p>Investigate the effect of a variable on rate of reaction</p> <p>Describe and explain the effect of different variables on the rate of reaction.</p> <p>Describe and explain the effect of catalysts on the rate of reaction.</p> <p>Explain and describe what is meant by a reversible reaction and 'dynamic equilibrium'</p> <p>Describe the effect on equilibrium of changes to temperature and concentration using Le Chateliers principle and apply to gases</p>	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	
Year 11 HT3	<p>Organic Chemistry</p> <p>Students will learn about/ develop skills of:</p> <p>This term, in Year 10, you will be studying the chemistry of carbon compounds. Carbon atoms can link together to form chains and rings, creating a wide variety of compounds. These compounds are found in living and once-living materials, like plants and animals, including fossil fuels. Chemists can modify organic molecules to create useful materials such as polymers, pharmaceuticals, perfumes, dyes, and detergents. Get ready to explore the fascinating world of carbon chemistry and its applications in everyday life!</p> <ul style="list-style-type: none"> Make models of alkane molecules using the molecular modelling kits. Investigate the properties of different hydrocarbons. 	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Check out how plastic which is a product of hydrocarbons can be used at the Design Museum</p>
Year 11 HT3	<p>Waves</p> <p>Students will learn about/ develop skills of:</p> <p>Wave behaviour is common in both natural and man-made systems. Waves carry energy from one place to another and can also carry information. Designing comfortable and safe structures such as bridges, houses and music performance halls requires an understanding of mechanical waves. Modern technologies such as imaging and communication systems show how we can make the most of electromagnetic waves.</p> <p>Study wave features, comparing longitudinal and transverse waves</p> <p>Master frequency calculations and apply the wave equation for speed, frequency, or wavelength, and use proper SI units.</p> <p>Measure and record sound speed in air and water and describe a method for this measurement</p>	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Go the Technicians: The David Dainsbury at the science museum to learn about being a lighting technician.</p>

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	Explore properties, uses, dangers and effects of the electromagnetic spectrum waves Investigate infrared radiation using various methods		
Year 11 HT4	Magnetism and electromagnetism Students will learn about/ develop skills of: Electromagnetic effects are used in a wide variety of devices. Engineers make use of the fact that a magnet moving in a coil can produce electric current and also that when current flows around a magnet it can produce movement. It means that systems that involve control or communications can take full advantage of this. Describe permanent and induced magnets, describe magnetic material tests, and interpret data on magnetic field strength experiments. Describe the magnetic field around a bar magnet, a wire carrying a current, and a solenoid · Describe and calculate the motor effect	PPE 2 - Biology Paper 2, Chemistry Paper 2 and Physics Paper 2 - Each 75 minutes, 75 marks	
Year 11 HT5	Revision and Exam prep ·		

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Term	RE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 11 RE Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p> <p><i>Students will build upon their understanding of the core theological beliefs of Islam studied in year 8 by examining these beliefs in greater depth, focusing upon scriptural analysis. Students will gain knowledge of the historical roots of the Sunni and Shi'a split and how this affects belief and practice. Students will also gain knowledge of the nature of Allah, the role of prophethood, life of prophet Muhammad (pbuh), importance of angels, holy books, beliefs about life after death, different Muslim understandings of heaven and hell and free will. Students will revisit some of the philosophical issues studied in year 10, life after death, heaven and hell and freewill, and broaden their evaluations through considering Muslim responses.</i></p> <p><i>Students will examine how the beliefs studied in the previous term influence practice. Students will examine the 5 Pillars of Islam and festivals of Id-ulAdha and Id-ul-Fitr; how they express Muslim beliefs, how they are practiced differently by Sunni and Shi'a Muslims and the issues affecting Muslims' religious practice in the UK. The concept of Jihad will be examined in detail, exploring different Muslim interpretations, and evaluating the moral issues surrounding terrorism and acts of violence. This will enable students to critically assess the representation of Muslims in the mass media and gain an informed understanding of Islamic beliefs and practices.</i></p> <p><i>Students will study religious, philosophical and ethical arguments pertaining to religion and life, human rights and social justice and relationships and families. Students will explore contrasting perspectives in contemporary British society and be able to explain them with reference to Christianity and Islam.</i></p> <p><i>Students will practice their skills in formulating arguments from different theological and world views, demonstrating their knowledge of divergent views and grasping the concept of counterarguing. Students will practice evaluating ethical and theological statements and reach clear evidence based judgments. They will continue to develop their critical thinking and curiosity and derive at their own evidence based judgements.</i></p> <p><i>Students will practice comparing the contrasts between different religious views in Christianity and Islam pertaining to various ethical issues. Students will use the diagnostic testing technique and complete low stakes quizzes.</i></p>			
Year 11 HT1 - 2	<p>Unit Title: Religion, human rights and social justice</p> <p>Students will learn about/ develop skills of:</p> <p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human rights, poverty and discrimination etc, and their impact and influence in the modern world. Students explore contrasting perspectives in contemporary British society on all of these issues. Students will also be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Status of women in religion. 	<p>Formative assessment 5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark</p>	<p>Discovering religious text - https://www.bl.uk/sacred-texts/teaching-resources</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar</p>

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	<ul style="list-style-type: none"> The uses of wealth. <p>Freedom of religious expression</p>	question which steadily increases in complexity of skill.	https://www.reonline.org.uk/festival-calendar/ REOnline - Subject knowledge https://www.reonline.org.uk/subject-knowledge/ Email a believer (REonline) http://pof.reonline.org.uk/ Guardian online - Religion https://www.theguardian.com/world/religion BBC GCSE RS videos https://drive.google.com/open?id=1rcCZolahqH4eFcPM6Nn1KxQ5fZgwD5wgSyrG6oxN0s Most BBC RE clips https://drive.google.com/open?id=17VMuMqZ7JZXFnz-k2M0FEgxQqJbF9A1hUL8igC5eNF Truetube https://www.truetube.co.uk/REquest-Christianity https://request.org.uk/ The Bible society videos - Christian https://www.youtube.com/user/biblesocietytv/videos The Bible project
Year 11 HT 3 - 4	<p>Unit Title: Religion, relationships and families</p> <p>Students will learn about/ develop skills of:</p> <p>Students study religious teachings, and religious, philosophical and ethical arguments, relating to the issues such as human sexuality, women's rights in religion and divorce etc and their impact and influence in the modern world. Students develop their understanding of contrasting perspectives in contemporary British society on all these issues. Students will be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Contraception. Sexual relationships before marriage. <p>Homosexual relationships.</p>	<p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p> <p>Mid of year assessment</p> <p>Feature 3 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	
Year 11 HT 5	<p>Unit Title: Exam Prep</p> <p>Students will develop skills of:</p> <p>RE revision in the study of religion and thematic studies.</p> <p>Revision techniques</p> <ul style="list-style-type: none"> Small stake quizzes – key terms and key religious sources of wisdom PLCs – diagnostic testing 	<p>GCSE (summative assessment)</p> <p>Feature 8 multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	

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			<p>https://www.youtube.com/user/jointhebibleproject/playlists</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>BBC - podcasts & programmes - Ethical theories https://www.bbc.co.uk/programmes/topics/Ethical_theories?fbclid=IwAR1bowymJUmq1stCD343tPB8f4vaoS8S7CO9Si4E0b8CM2yXzL6iuqyBuSU</p> <p>University of Oxford podcasts - Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</p> <p>University of Oxford podcasts - Philosophy https://podcasts.ox.ac.uk/units/faculty-philosophy</p> <p>BBC - podcasts & programmes - Ethics https://www.bbc.co.uk/programmes/topics/Ethics?fbclid=IwAR3BGqxtWZwOjTxeNER4ZF2KtSAFCpXIQJPEF3gKhIGzn2hS87som_N_us</p>
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			<p>BBC - In our time - Religion https://www.bbc.co.uk/programmes/p01gvqlg</p> <p>Religious sites to visit in London https://www.inspirock.com/united-kingdom/religious-sites-in-london</p> <p>Religion museums in London https://www.museumslondon.org/category/13/religion</p>
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Term	ART, DT AND PHOTOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Art, DT and Photography Curriculum Overview: Our curriculum continues to be sequenced methodically at KS4; pupils build on the knowledge and skills developed at KS3 through developing their own responses from primary imagery, developing through experimentation and adapting to new stimuli as their work progresses. At KS4 more complex materials and creative processes are introduced. Students learn a broad range of techniques in year 10 before they select their preferred mediums in year 11.			
Year 11 HT1+2 Art, 3d design and Photography	Unit Title: Unit 1 coursework component Students use the skills learnt in year 10 of the full creative and design processes from brief through to final outcome. Students choose one of their year 10 projects to develop into a full coursework unit.	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 10 hour period of independent working in exam conditions (mock exam).	Tate Britain, London. https://www.tate.org.uk/visit/tate-britain Tate Modern, London. https://www.tate.org.uk/visit/tate-modern Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/ The National Gallery, London. https://www.nationalgallery.org.uk/
Year 11 HT3,4+5 Art, 3d design and Photography	Unit Title: Unit 2 exam component. AQA our exam board, send out a list of exam titles in January. Students explore these and select which one best matches their strengths and interests, completing a full project from their chosen starting exam title.	This whole unit is an exam unit over a period of 10 weeks duration. Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in May after a 10 hour period of independent working in exam conditions.	These will be identified once the exam titles are released by our exam board AQA in January.

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Term	BTEC Business Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 BTEC Business Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> <i>Year 11 will explore the different promotional methods used by enterprises and the factors that influence how enterprises identify and target their market. Students will explore financial documents and how to use them to monitor and improve the performance of an enterprise in order to make decisions and recommend strategies for success.</i> <i>Year 11 will develop skills in analysing information and giving advice for a specific purpose, which will support your progression to Level 2 or 3 vocational or academic qualification</i> <i>If you are going to succeed as an entrepreneur or as an innovator in business, you need to have great ideas and plan how you are going to put them into practice. Any enterprise needs to plan how it will succeed through working out how it can harness physical, financial and human resources – which means the skills that you and others bring. An entrepreneur will also have to pitch their ideas to an audience in order to secure funding.</i>			
Year 11 HT1	Unit Title: Explore ideas and plan for a micro-enterprise activity Students will learn about/ develop skills of: <ul style="list-style-type: none"> • A1 Generating ideas for a micro-enterprise activity • Ideas could involve: • Factors to be considered when selecting final idea • A skills audit by learners, to consider • A2 Plan for a micro-enterprise activity • Aims of the micro-enterprise: • Product or service to be sold, • Identifying the target market • Methods of communication with the customer • Resources required: • Risk assessment, and contingency plans, 	Summative Assessment Explore ideas and plan for a micro-enterprise activity – Learning Aim A Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.	Links to Business Websites in Teaching Slides Local Business Visits Dragon's Den videos on Youtube www.tutor2U.com Pearson Enterprise Textbook

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	Students research various Business ideas and make a judgement on the most likely to be successful. Students Learn how to produce a Business Plan investigating all aspects of starting a Business.		
Year 11 HT2	<p>Unit Title: Pitch and Review a micro-enterprise activity</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Learning aim B: Pitch a micro-enterprise activity • B1 Pitching a micro-enterprise activity • B2 Presenting a business pitch • Presentation skills: • Communication skills: • Learning aim C: Review own pitch for a micro-enterprise activity • C1 Using feedback and review to identify possible changes to the pitch • Receive feedback from audience on: • Reviewing plan and personal performance, reflecting on feedback gathered from others: • Recommending improvements: <p>Students develop their Confidence, Public Speaking and Communication Skills in Presenting a Business Pitch similar in style to the ‘Dragon’s Den’</p>	<p>Summative Assessment</p> <p>Pitch and Review a micro-enterprise activity – Learning Aim B</p> <p>Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.</p>	<p>BTEC Tech Award Textbook</p> <p>Dragon’s Den videos on Youtube</p> <p>Pearson Enterprise Textbook</p>
Year 11 HT3	<p>Unit Title : Marketing activities</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • A1 Targeting and segmenting the market • Demographics • Geographic: location • Psychographic: social class, attitudes, lifestyle and personality characteristics • Behavioural: spending, consumption, rate of usage, loyalty status, desired benefits. • Markets: Business to Business (B2B), Business to Consumer • Product, Price, Place, Promotion • A3 Factors influencing the choice of marketing methods 	<p>Summative Assessment</p> <p>Component 3 : Promotion and Finance for Enterprise</p> <p>2 Hour Written exam marked by Pearson May/June</p>	<p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p> <p>www.tutor2U.com</p> <p>Pearson Enterprise Textbook</p>

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	<ul style="list-style-type: none"> • Appropriateness for product and its brand image • Speed/accessibility of information/ease of reaching target market • Cost to the enterprise • Competitors' activities • Experience of the entrepreneur. • Being environmentally friendly • Rejecting unethical or controversial marketing strategies • Responding to customer service issues quickly and efficiently • Getting involved in the local community through help/donations/prizes. 		
Year 11 HT4	<p>Unit Title : Financial documents</p> <p>Students learn about the importance of Financial Documents :</p> <ul style="list-style-type: none"> • Types of financial documents • B2 Payment methods • Learners will explore why enterprises use some or all of the following payment methods. • Payment methods: cash, credit cards, debit cards, direct debit, payment technologies. • Impact on customers and enterprises of using different payment methods. • B3 Revenue and costs • Revenue/turnover. • Start-up and running costs. • B4 Financial statements • Stakeholders: owner(s), managers, employees, lenders, government, customers and suppliers. • B5 Profitability and liquidity • Difference between cash and profit. • Difference between liquidity and profitability. • Calculate profitability ratios from given formulae: • Calculate liquidity ratios from given formulae: 	<p>Summative Assessment Component 3 : Promotion and Finance for Enterprise</p> <p>2 Hour Written exam marked by Pearson May/June</p>	<p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p> <p>www.tutor2U.com</p> <p>Pearson Enterprise Textbook</p>

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	<ul style="list-style-type: none"> Current ratio = $\text{current assets} \div \text{current liabilities}$ liquid capital ratio = $(\text{current assets} - \text{inventory}) \div \text{current liabilities}$ 		
Year 11 HT5	<p>Unit Title : Financial planning and forecasting Students learn how Enterprises use Planning Tools to Forecast Financial Performance :</p> <ul style="list-style-type: none"> C1 Budgeting Expenditure and revenue budgets: Capital expenditure Cash Labour Difference between budgeting and budgetary control (checking performance against plan). Impact of favourable and adverse variance C2 Cash flow Cash flow forecast: predicted inflows/receipts, Purpose of cash flow forecasts: Difference between forecasted and actual cash flows. C3 Suggesting improvements to cash flow problems Cash flow problems: cash surpluses, cash deficits. Suggested solutions to problems: C4 Break-even point and break-even analysis Fixed, variable and total costs, and total revenue. Break-even point, margin of safety, area of profit and area of loss. Importance to an enterprise of breaking even. Strengths and limitations of break-even analysis. 	<p>Summative Assessment Component 3 : Promotion and Finance for Enterprise</p> <p>2 Hour Written exam marked by Pearson May/June</p>	<p>Links to Business Websites in Teaching Slides</p> <p>Local Business Visits</p> <p>www.tutor2U.com</p> <p>Pearson Enterprise Textbook</p>

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Term	GCSE BUSINESS Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 GCSE Business Curriculum Overview: Theme 2 examines how a business develops beyond the start-up phase. It focuses on the key business concepts, issues and decisions used to grow a business, with emphasis on aspects of marketing, operations, finance and human resources. Theme 2 also considers the impact of the wider world on the decisions a business makes as it grows. In this theme, students will be introduced to national and global business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. National contexts build on those in Theme 1 and relate to businesses operating in more than one location or across the UK. Global contexts relate to non-UK or transnational businesses. Students must develop an understanding of the interdependent nature of business activity through interactions between business operations, finance, marketing and human resources, as well as the relationship between the business and the environment in which it operates. Students must understand how these functional areas influence business activity and how interdependencies and relationships between them underpin business decisions. Teaching approaches to the content must reflect this.			
Year 11 HT1	Unit Title: 2.1 Growing the business Students are introduced to methods of growth and how and why business aims, and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored. Promotion & Financial Records. Students will learn about: <ul style="list-style-type: none"> • Business growth • Changes in business aims and objectives • Business and globalisation • Ethics, the environment and business 	Past paper questions Understanding context Case study	www.bbcbitsize.co.uk www.tutor2u.co.uk www.youtube.com (exam tips and practise)
Year 11	Unit Title: 2.2 Making marketing decisions Students will explore how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace. Students will learn about: <ul style="list-style-type: none"> • Product 	PPE 2- NOV 22 1hr30mins (1.2-2.2)	www.tutor2u.co.uk www.bbcbitsize.co.uk www.youtube.com (exam tips and practise) CGP Business Revision Guides 9-1

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HT2	<ul style="list-style-type: none"> • Price • Promotion • Place • Using the marketing mix to make business decisions 		
Year 11 HT3	<p>Unit Title: 2.3 Making operational decisions This topic focuses on meeting customer needs through the design, supply, quality and sales decisions a business makes.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Business operations • Working with suppliers • Managing quality • The sales process 	<p>Reading comprehensions PPE 2 Feb 22 X2 60 mins papers (1.1-2.3)</p>	<p>www.tutor2u.co.uk www.bbcbitsize.co.uk www.youtube.com (exam tips and practise)</p>
Year 11 HT4	<p>Unit Title: Topic 2.4 Making financial decisions Students will explore the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Business calculations • Understanding business performance 	<p>Past paper questions Activity sheets fact files Assessment of quantitative skills</p>	<p>www.bbcbitsize.co.uk www.tutor2u.co.uk</p>
		<p>Paper 2 preparation and practise</p>	<p>www.aqa.co.uk www.youtube.com</p>

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<p>Year 11 HT5</p>	<p>Unit Title: Topic 2.5 Making human resource decisions Growing a business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity. These aspects are considered in this final topic</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Organisational structures • Effective recruitment • Effective training and development • Motivation 		
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Term	COMPUTING Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Computing Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> Having learnt the fundamentals in Year 10, Students will now apply their knowledge to higher-order tasks that enable them to creatively and productively apply their knowledge to work of their own choosing.			
Year 11 HT1	Students will further develop their ‘fundamental’ programming constructs whilst also learning how to make their programs more <i>robust</i> . By understanding Boolean Logic better, Students will then be better placed to create <i>useful and efficient</i> programs. <ul style="list-style-type: none"> SLR2.2 Programming Fundamentals SLR2.3 Producing Robust Programs SLR2.4 Boolean Logic 	Continual, formative, in-class assessment and feedback End of 2.2 Topic Test - Week 2 End of 2.3 Topic Test - Week 5	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 11 HT2	Students will be taught appropriate methods for applying Boolean Algebra to their programs and how to use the features of IDE’s to their advantage / benefit. <ul style="list-style-type: none"> SLR2.4 Boolean Logic SLR2.5 Programming Languages and IDE’s 	Continual, formative, in-class assessment and feedback End of 2.4 Topic Test - Week 8 End of 2.5 Topic Test - Week 12	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 11 HT3	Unit Title: Examination Preparation Students will review the course content, developing their understanding by completing SLR’s and prepare for impending Examinations by answering carefully curated past examination questions. <ul style="list-style-type: none"> Revision Exam Technique 	SLR’s	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 11 HT4	Unit Title: Examination Preparation Students will review the course content, developing their understanding by completing SLR’s and prepare for impending Examinations by answering carefully curated past examination questions. <ul style="list-style-type: none"> Revision Exam Technique 	SLR’s	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National

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Year 11 HT5	Unit Title: Examination Preparation Students will review the course content, developing their understanding by completing SLR's and prepare for impending Examinations by answering carefully curated past examination questions. <ul style="list-style-type: none"> • Revision • Exam Technique 	SLR's	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
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Term	DRAMA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i> <i>In year 11 students refine their performance skills and approaches to performance by revising many of the approaches explored in year 10 in preparation for the component 2 exam: performance from texts. Each student is given 2 texts which they learn and a monologue and group text which is rehearsed and performed in front of a visiting examiner; this exam is worth 20% of the total GCSE.</i> <i>Students also learn how the use of production elements are a vital aspect of live performance and how designers and directors utilise these to create meaning for an audience. Students are taught how to apply their knowledge of the production elements to the text DNA by Dennis Kelly in written form for section A of the component 3 exam. Student also learn how to analyse and evaluate a live performance by watching a live theatre performance in London in preparation for section B of the component 3 GCSE exam.</i>			
Year 11 HT1	Unit Title: Component 3 – section A: DNA Students will learn <ul style="list-style-type: none"> About the play DNA – the SHC context, characters and structure How the performance skills are used to convey meaning about intention, motivation, and feelings About the function of the production elements & how to apply these to DNA About the requirements for 	Completion of component 1 portfolio Thursday 10th Nov 2022 2 late starters to complete group piece and film Mon 10 October 2022	
Year 11 HT2	Unit Title: Component 3 – section A: DNA / Component 2 (performance from text) Students will develop skills of: <ul style="list-style-type: none"> writing to meet the needs of all the section A questions identifying moments of meaning and how the performance skills and elements help communicate are used to convey this. Acting to meet the needs of a character Researching the background of a text given for performance 	DNA for written Component 3	

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	<ul style="list-style-type: none"> Performing in a duologue of monologue Annotating scripts to ensure there is variety and layers in their work 		
Year 11 HT3	Unit Title: Students will develop skills of: <ul style="list-style-type: none"> Writing to meet the highest-grade boundaries of all the section A questions Responding to feedback for both written and practical work Acting to meet the needs of the role they have been given for component 2 Acting in front of an audience 	Scripted component 2 exam	
Year 11 HT4	Unit Title: Component 3 – section A/B Students will develop the skills of: <ul style="list-style-type: none"> Performing under pressure in examination conditions Deconstructing live performances making connections to the big ideas. Analysing and evaluating live theatre productions & writing model exemplars Writing high calibre exam responses under timed conditions 	Component 1 revision	Afterschool intervention sessions
Year 11 HT5	Unit Title: Component 3 – section A/B Students will develop skills of: <ul style="list-style-type: none"> Writing model exemplars of both section A and B parts of the exam. Peer marking and writing – identifying strengths and areas of improvement in writing. 	Component 1 exam	

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Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview:			
Year 11 HT1	Unit Title: Where I live <ul style="list-style-type: none"> • Revision of: • Home, town neighbourhood and region – • Global Issues • Social issues 		
Year 11 HT2	Unit Title: School and Future plans Education Post 16 and Jobs, career choices and ambitions Revision of family and everyday life	PPE 1: November	
Year 11 HT3	Revisiting topics and themes, exam practice	PPE 2: February/March Literature Paper 1 Language Paper 2	
Year 11 HT4	Revisiting topics and themes, exam practice		
Year 11 HT5	Revisiting topics and themes, exam practice		
Year 11 HT6	Unit Title: GCSE Examinations		

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Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
	<p>Year 11 Geography Curriculum Overview:</p> <p>Students will continue their study of the Edexcel B Geography GCSE course. Pupils will start year 11 by exploring the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation. Pupils will get an overview of the changing and varied human landscape of the UK, including the socio-economic and political processes that influence it. Plus, students will explore the case study of London.</p> <p>Students will also complete Component 2: UK Geographical Issues. This component draws across physical and human processes and people-environment interactions to consider key contemporary geographical issues for the UK. Pupils will look at UK Physical geography, including an overview of the UK Landscape, Coasts and Rivers. Next, pupils will explore the UK's human geography by engaging with contemporary issues such as migration, inequality, and rural deprivation.</p> <p>Fieldwork is an essential part of the GCSE course. Pupils will carry out two Geographical investigations based on the following topics: The UK's Evolving Physical Landscape -Coasts (taught last year) & The UK's evolving human landscape-Dynamic Urban areas (taught in term 1 of year 11). Student will attend two trips:</p> <ol style="list-style-type: none"> 1. Walton-on-the-Naze to investigate coastal processes. 2. To <p>Topic 2: Development dynamics- this will give them an understanding of the scale of global inequality. Plus a depth study of how one emerging country (India) is developing and the consequences this causes for people, environment and the country's relationship with the wider world.</p> <p>Topic 3: Challenges of an urbanising world – pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p>		<p>Detailed revision notes for all topics: https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/</p>
Year 11 HT1	<p>Resource management & Water</p> <p>In this topic students will look at the significance of food, water and energy to economic and social well-being as well as gaining an overview of global inequalities in the supply and consumption of resources.</p> <p>An overview of resources in relation to the UK.</p> <p>Food:</p> <ul style="list-style-type: none"> • the growing demand for high-value food exports from low-income countries and all-year demand for seasonal food and organic produce 	Paper 2 – 1hr 30mins	<p>Climate change & food https://reliefweb.int/report/world/climate-change-and-food-security-link-strong-enough</p> <p>Global Hotspots for water disputes</p>

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	<p>Water:</p> <ul style="list-style-type: none"> larger carbon footprints due to the increasing number of 'food miles' travelled and moves towards local sourcing of food. the trend towards agribusiness. <p>Energy:</p> <ul style="list-style-type: none"> the changing demand for water water quality and pollution management matching supply and demand – areas of deficit and surplus the need for transfer to maintain supplies. the changing energy mix – reliance on fossil fuels, growing significance of renewables reduced domestic supplies of coal, gas and oil economic and environmental issues associated with exploitation of energy sources. 		<p>https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001</p> <p>Researchers use AI to predict outbreak of water wars in the future.</p> <p>https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001</p>
Year 11 HT2	<p>Urban Issues and Challenges</p> <p>Pupils will get an overview of the causes and challenges of rapid urbanisation across the world. Plus, one depth study of Mumbai.</p> <p><i>Urban change across the world</i></p> <ul style="list-style-type: none"> The global pattern of urban change. Urban trends in different parts of the world including HICs and LICs. Factors affecting the rate of urbanisation – migration (push–pull theory), natural increase. The emergence of megacities. <p>A case study of a major city in a NEE (Lagos) to illustrate:</p> <ul style="list-style-type: none"> Lagos location and importance Causes of rapid population growth Lagos opportunities Lagos challenges Urban planning project example <p><i>Part 2: London</i></p> <ul style="list-style-type: none"> UK population distribution London location and importance Impacts of national migration 		<p>Colombia with Simon Reeve</p> <p>- https://www.bbc.co.uk/iplayer/episode/b08n5flh/colombia-with-simon-reeve</p> <p>Has Mumbai become India's most unliveable city?</p> <p>https://www.bbc.co.uk/news/world-asia-india-41464636</p> <p>London Regeneration Projects- Interactive Map.</p> <p>https://www.london.gov.uk/what-we-do/regeneration/projects-map</p> <p>Extra reading: London Olympics has brought regeneration, but at a price locals can't afford (2016)</p>

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	<ul style="list-style-type: none"> London opportunities (Social and economic: cultural mix, recreation and entertainment, employment, integrated transport systems; Environmental: urban greening) London challenges (Social and economic: urban deprivation, inequalities in housing, education, health and employment. Environmental: dereliction, building on brownfield and greenfield sites, waste disposal) Stratford regeneration Features of sustainable urban living 		<p>https://www.theguardian.com/society/2016/aug/30/london-olympic-regeneration-but-price-locals-cant-pay</p> <p>Extra reading: London Olympic Park £1.1bn plan unveiled (2018) https://www.bbc.co.uk/news/uk-england-london-44374255</p> <p>Assessing London's Olympics, five years on (2017) https://www.economist.com/britain/2017/07/29/assessing-londons-olympics-five-years-on</p>
Year 11 HT3	<p>Hazards</p> <ul style="list-style-type: none"> Definition of a natural hazard. Types of natural hazard. Factors affecting hazard risk. Plate tectonics theory. Global distribution of earthquakes and volcanic eruptions and their relationship to plate margins. Physical processes taking place at different types of plate margin (constructive, destructive, and conservative) that lead to earthquakes and volcanic activity. Impacts and responses to hazards (earthquake, tropical storms) Two named examples to show how the effects and responses to a tectonic hazard vary between two areas of contrasting levels of wealth. Named example of a tropical storm to show its effects and responses. Evidence of climate change Causes of climate change (natural and human) How we can adapt and mitigate climate change 	Paper 1 – 1hr 30mins	<p>Global increase of hazards (GRAPH) https://ourworldindata.org/natural-catastrophes</p> <p>Geofactsheet 133- Why do some places suffer more than others https://geographyalevelslc.files.wordpress.com/2013/07/a133-earthquake.pdf</p> <p>Great interactive map for distribution https://www.geolsoc.org.uk/Plate-Tectonics/</p>

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			https://www.geolsoc.org.uk/Plate-Tectonics/Chap3-Plate-Margin The age of stupid. Climate Change Documentary (https://www.youtube.com/watch?v=va_MVxpbogg)
HT 4/5	Revision – this is the half-term before the GCSE examinations. Pupils will use this time to revise knowledge and exam technique needed for the exam.		

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Term	HEALTH AND SOCIAL CARE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview: Component 2: Health and Social Care Services and Values Students will study and explore practically, health and social care services and how they meet the needs of real service users. They also develop skills in applying care values. Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give you an understanding of health and social care services and will help students develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). Learning aims: A Understand the different types of health and social care services and barriers to accessing them B Demonstrate care values and review own practice.			https://www.futurelearn.com/info/courses/step-into-social-care/0/steps/159258#:~:text=Professional%20Values%20of%20Social%20Care&text=Dignity,Privacy%20and%20confidentiality%20of%20information
Year 11 HT1	Understand the different types of health and social care services and barriers to accessing them <ul style="list-style-type: none"> • A1 Health and social care services • Learners will explore the health and social care services that are available and why individuals may need to use them. • Different health care services and how they meet service user needs: • primary care, e.g. GPs, dental care, optometry, community health care • secondary and tertiary care, e.g. specialist medical care • allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. 		https://www.reading4healthcarereworkers.com/the-five-principles-of-care https://www.bartshealth.nhs.uk/therapies https://www.youtube.com/watch?v=gBPKZgVCuMs
Year 11 HT2	<ul style="list-style-type: none"> • Different social care services and how they meet service user needs: • services for children and young people, e.g. foster care, residential care, youth work • services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care • services for older adults, e.g. residential care, domiciliary care • the role of informal social care provided by relatives, friends and neighbours 		https://www.youtube.com/watch?v=PGb3hFFXwfw https://www.cambridge.org/core/journals/ageing-and-society/article/abs/roles-of-friends-and-neighbours-in-providing-support-for-older-

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			people/BB6E2FDDFFAF136E3E39A25457E877C8
Year 11 HT3	<ul style="list-style-type: none"> • A2 Barriers to accessing services • Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome. • Types of barrier and how they can be overcome by the service providers or users: physical barriers, e.g. issues getting into and around the facilities • sensory barriers, e.g. hearing and visual difficulties • social, cultural and psychological barriers, e.g. lack of awareness, • differing cultural beliefs, social stigma, fear of loss of independence • language barriers, e.g. differing first language, language impairments • geographical barriers, e.g. distance of service provider, poor transport links • intellectual barriers, e.g. learning difficulties • resource barriers for service provider, e.g. staff shortages, lack of local funding, • high local demand • financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services. 		https://www.communitycare.co.uk/2022/02/24/review-launched-into-adequacy-of-abuse-safeguards-for-home-care-users-from-those-providing-care/
Year 11 HT4	<ul style="list-style-type: none"> • Learning aim B: Demonstrate care values and review own practice • B1 Care values • Learners will explore and practise applying the different care values that are key to the delivery • of effective health and social care services. • Care values: • empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered • respect for the individual by respecting service users' needs, beliefs and identity • maintaining confidentiality (when dealing with records, avoiding sharing information • inappropriately, e.g. gossip) • preserving the dignity of individuals to help them maintain privacy and self-respect • effective communication that displays empathy and warmth 		https://www.nice.org.uk/about/nice-communities/social-care/quick-guides-for-social-care/promoting-independence-through-intermediate-care https://www.scie.org.uk/personalisation/practice/residential-care-homes/promoting-independence

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	<ul style="list-style-type: none"> • safeguarding and duty of care, e.g. maintaining a healthy and safe environment, • keeping individuals safe from physical harm • promoting anti-discriminatory practice by being aware of types of unfair • discrimination and avoiding discriminatory behaviour. 		https://www.scie.org.uk/strengths-based-approaches/guidance
Year 11 HT5	<ul style="list-style-type: none"> • B2 Reviewing own application of care values • Learners will reflect on own application of care values, including using teacher or service-user feedback. • Key aspects of a review: • identifying own strengths and areas for improvement against the care values • receiving feedback from teacher or service user about own performance • responding to feedback and identifying ways to improve own performance. 		https://www.scie.org.uk/dignity/care/freedom https://www.scie.org.uk/personalisation/practice/social-workers

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Term	HISTORY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview:			
	<ul style="list-style-type: none"> - Students continue studying Paper 3 Weimar Germany and Nazi Germany, 1918-39 at the beginning of year 11. This Paper has the same analysis and source analysis questions as Paper 1, therefore students are already familiar with the structure and success criteria for these high mark questions. Students also have the Historian Interpretations analysis question which they have studied the skills, structure and success criteria for the interpretation questions at ks3. - - The next paper that students will study in y11 is their Paper 2 Early Elizabeth, 1558-88 British depth study. Students have to answer to answer a range of extended answer analysis and evaluation questions which students have been developing these skills throughout ks3 and then with both their Paper 1 and Paper 3 gcse papers. Students have also studied the knowledge and the skills for this paper 2 unit in y8 as part of their Reformation unit at the beginning of y8. Therefore, students are familiar with the key content of this paper; Elizabeth's early problems; religious changes prior to Elizabeth's reign, Elizabeth's religious settlement; plots and Mary Queen of Scots; relations with Spain and the Armada. - The final paper y11 students will study is their period study 'Superpower Relations and the Cold War, 1941-91. Students study Superpower Relations beginning with 'the marriage of convenience' between the USA and USSR during WWII against a common enemy – Nazi Germany, followed by deteriorating relations following WWII, détente and then the second Cold War and the end of Communism following Gorbachev's reforms during the 1980s. This is the final Paper because in many ways it is the most challenging to students because the exam questions are not the same as any of the questions in the previous 3 papers. Therefore, we teach it last in order to ensure that students fully understand the demands of this Cold War paper's assessment criteria. This paper focuses on the key historical skills of the effects / impacts of the key events of the Cold War, including the 'Narrative' exam question introduced in the new 2015 GCSE History specifications. The subject knowledge for this paper is new to the students however, students learn the structure, planning and success criteria for 'Narrative' question in y9 in the Causes of WWI unit and the y9 Holocaust unit. 		

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<p style="text-align: center;">Year 11 HT1</p>	<p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Spartacist Revolt, (Communists), 1919 and reasons for failure • Kapp Putsch (Freikorps), 1920 and reasons for failure • Evaluation of the weakness of the Weimar democratic government • Strengths and weaknesses of the democratic Weimar Constitution • 1923 the year of crisis: French invasion of the Ruhr and Passive Resistance. Causes and effects of hyperinflation <p>Unit Title: Weimar Germany, 1923-1929: Stresemann Recovery and 'Golden Period'</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Stresemann and the Dawes Plan, 1924 – Solving of the French Invasion of the Ruhr and paying reparations • Stresemann and the reasons for the solving of hyperinflation, 1924 • The Young Plan, 1929 • The effects of the Locarno Pact, 1925 and joining the League of Nations, 1926 • The effects of the Kellogg-Briand Pact, 1928 • Evaluation of Stresemann's economic and foreign policies • Changes in society, 1924–29 <p>Students will develop skills of:</p> <ul style="list-style-type: none"> • Analysing the cause and effects of 3 factors of an event • Analysing and evaluating 2 Historians' interpretations and explaining their differing views using own contextual knowledge • Analysing the utility of 2 sources using contextual own knowledge • Making 2 supported inferences from a source 	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment: Q2: Explain the main challenges to the Weimar government between 1919-20. (12)</p>	<p>Rise of the Nazis BBC Documentary: https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>
<p style="text-align: center;">Year 11 HT2</p>	<p>Unit Title: KT2 The Development of the Nazi Party, 1919-33</p> <p>Students will learn about:</p>	<p>Formative assessment:</p>	<p>Rise of the Nazis BBC Documentary:</p>

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	<ul style="list-style-type: none"> • Background to Hitler and the DAP, 1919-20 • The development of the NSDAP, 1920 • Causes and consequences of the Munich Putsch, 1923 • Consequences of the Munich Putsch: Mein Kampf, 1925 • Reorganisation of the Nazi Party, 1925-28 • Bamberg Conference, 1926 • The 'Lean Years', 1925-28 <p>Unit Title: KT2 The Development of the Nazi Party, 1919-33</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • The causes and effects of the Wall Street Crash on Germany • The Great Depression 1929-32: The growth of unemployment – its causes and impact. The failure of successive Weimar governments to deal with unemployment from 1929 to January 1933. The growth of support for the Communist Party. • Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA. • Political developments in 1932. The roles of Hindenburg, Brüning, von Papen and von Schleicher. The part played by Hindenburg and von Papen in Hitler becoming Chancellor in 1933. <p>Unit title: Key topic 3: Nazi control and dictatorship, 1933–39</p> <ul style="list-style-type: none"> • The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. • The threat from Röhm and the SA, the Night of the Long Knives and the death of von Hindenburg. Hitler becomes Führer, the army and oath of allegiance. • The role of the Gestapo, the SS, the SD and concentration camps. • Nazi control of the legal system, judges and law courts. • Nazi policies towards the Catholic and Protestant Churches, including the Reich Church and the Concordat. • Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). 	<ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Interpretation analysis tasks - Source analysis tasks - Source inference tasks - Teacher questioning <p>Summative Assessment: Q3d: How far do you agree with Interpretation 2 about the reasons for the failure of the Munich Putsch? Explain your answer, using both interpretations and your knowledge of the historical context. (20)</p>	<p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>
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	<ul style="list-style-type: none"> Nazi control of culture and the arts, including art, architecture, literature and film. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the cause and effects of 3 factors of an event Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge Analysing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source 		
Year 11 HT3	<p>Unit Title: Key topic 4: Life in Nazi Germany, 1933–39</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance. Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers. Nazi policies to reduce unemployment, including labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour. Nazi racial beliefs and policies and the treatment of minorities: Slavs, ‘gypsies’, homosexuals and those with disabilities. The persecution of the Jews, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and Kristallnacht. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the cause and effects of 3 factors of an event Analysing and evaluating 2 Historians interpretations and explaining their differing views using own contextual knowledge Analysing the utility of 2 sources using contextual own knowledge Making 2 supported inferences from a source 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Key questions and hinge questions designed into all lessons Interpretation analysis tasks Source analysis tasks Source inference tasks Teacher questioning <p>Summative Assessment: Q3d: How far do you agree with Interpretation 2 about Nazi policies towards young people? Explain your answer, using both interpretations and your knowledge of the historical context. (20)</p>	<p>Rise of the Nazis BBC Documentary: https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>

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	<ul style="list-style-type: none"> The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time Analysing the significance / importance of a key event during the Cold War 	<p>Q3: Explain the importance of the construction of the Berlin Wall (8)</p>	
<p>Year 11 HT5</p>	<p>Unit title: Key topic 3: Superpower relations and the Cold War, 1941–91: Key topic 3: The end of the Cold War, 1970–91</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Attempts to reduce tension between East and West: Détente in the 1970s, SALT 1, Helsinki, and SALT 2. The significance of Reagan and Gorbachev's changing attitudes: Gorbachev's 'new thinking' and the Intermediate-Range Nuclear Force (INF) Treaty (1987). Flashpoints: The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative. The collapse of Soviet control of Eastern Europe: The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing and evaluating the effects consequences of 3 factors of an event in a narrative account over a short period of time Analysing the significance / importance of a key event during the Cold War <p>REVISION FOR THE REMAINDER OF THE TERM</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Teacher questioning <p>Summative Assessment:</p> <p>Q2: Write a narrative account analysing the key events of détente in the years 1970-79. (8)</p>	

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Term	MEDIA Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Media Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	Unit Title: Production Students will learn about/ develop skills of: Applying existing knowledge of media products and building on their experience of filmmaking to work on a production (including Pre- and Post- production) of an opening sequence of a thriller film.	Pre-production and production coursework and feedback	Film Production Club Publishing Club British Film Institute Harry Potter Studio Tour The Guardian Media Supplement Book – Save the Cat by Blake Snyder
Year 11 HT2	Unit Title: Media Products Students will learn about/ develop skills of: <ul style="list-style-type: none"> Applying existing knowledge of media products and building on their experience of filmmaking to work on a production (including Pre- and Post- production) of an opening sequence of a thriller film. Evaluating and assessing the effectiveness of their production and their overall experience of the process.	Final hand in of coursework product and evaluation of the product.	Film Production Club Publishing Club Visit British Film Institute
Year 11 HT3	Unit Title: Responding to a Brief Students will learn about/ develop skills of: <ul style="list-style-type: none"> How to respond to a brief set by a client and consider their needs Basic photoshop skills around image editing and design/style layout	Formative assessment: using the basic design features of photoshop	Film Production Club Publishing Club Visit British Film Institute

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<p>Year 11 HT4</p>	<p>Unit Title: Print Product Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Planning a print product for a client using publisher and other planning documents • Taking images for a product and manipulating them into a coherent design 	<p>Summative assessment: practice exam for component 3</p>	<p>Film Production Club</p> <p>Publishing Club</p> <p>Visit Museum of Brands</p>
<p>Year 11 HT5</p>	<p>Unit Title: Creating a Product Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> • Designing for a client based on a brief • Planning, producing and delivering a product to a tight timeframe 	<p>Students will receive their brief and work towards the final external exam</p>	<p>Film Production Club</p> <p>Publishing Club</p> <p>Visit Museum of Brands</p>

Walthamstow Academy - Year 11 Curriculum Experience

Term	MUSIC Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Music Curriculum Overview: <i>What will year 7s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	Unit Title: Ensemble Performance NEA and Composition NEA Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Ensemble awareness. • Roles within musical forces • Composing according to a set brief 	NEA (15% of grade)	Performance opportunities at Agora and Winter Concert.
Year 11 HT2	Unit Title: Conventions of Pop (AOS) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • The development of pop music from 1950's RnB to present day. • Use of voices, guitars and synthesisers in pop music. 	Feb PPE	
Year 11 HT3	Unit Title: Set Work 1 – Bach - Badinerie Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Score reading • Applying musical analysis to a full score in traditional western classical notation 	Feb PPE	
Year 11 HT4	Unit Title: Set Work 2 – Toto - Africa Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Score reading • Applying musical analysis to a popular music genre 	June PPE	N/A
Year 11 HT5	Unit Title: Exam practice and final revision Students will learn about/ develop skills of: <ul style="list-style-type: none"> • How to ace exam questions. • Aural skills revision • Quick wins of how to boost marks in a wide variety of questions. 	N/A	N/A

Walthamstow Academy - Year 11 Curriculum Experience

Term	PE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 PE Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> • Pathways of air and gaseous exchange • Blood vessels • Cardiac output & stroke volume • Structure of the heart • Cardiac cycle (pathway of blood and redistribution) • Mechanics of breathing <p><u>PE Core</u> <u>Pathway 1</u></p> <ul style="list-style-type: none"> • Football • Rugby • Basketball <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Boxercise • Yoga <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Trampolining • Handball • Table Tennis 	PE GCSE – Paper 2 PPE, 75mins (78 marks), late November	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Table Tennis team • Cross Country squad
Year 11 HT2	<p>Unit Title: Students will learn about/ develop skills of:</p>		<ul style="list-style-type: none"> • Boys' and girls' football

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	<p><u>PE GCSE</u> <u>Socio-cultural influences</u></p> <ul style="list-style-type: none"> • Engagement patterns and factors affecting them • Commercialisation. sponsorship and media • Positive and negative impacts of sponsorship and media <p><u>PE Core</u> <u>Pathway 1</u></p> <ul style="list-style-type: none"> • Football • Rugby • Basketball <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Boxercise • Yoga <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Trampolining • Handball • Table Tennis 		<ul style="list-style-type: none"> • Girls' netball • Boys' and girls' basketball • Indoor athletics • Badminton squad • Indoor girls' cricket • Boys' and girls' Handball
Year 11 HT3	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Revision Paper 1</u></p> <ul style="list-style-type: none"> • Paper 1 - Applied anatomy and physiology • Paper 1 – Physical training • Movement analysis <p><u>PE Core</u> <u>Pathway 1</u></p> <ul style="list-style-type: none"> • Handball • Table Tennis • Football <p><u>Pathway 2</u></p>		<ul style="list-style-type: none"> • Boys' and girls' basketball • Indoor athletics • Boys' and girls' Handball • Trampoline squad

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	<ul style="list-style-type: none"> • Pilates • Fitness <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Softball • Danish Longball 		
Year 11 HT4	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Revision Paper 1</u></p> <ul style="list-style-type: none"> • Applied anatomy and physiology • Physical training • Movement analysis <p><u>PE Core</u> <u>Pathway 1</u></p> <ul style="list-style-type: none"> • Handball • Table Tennis • Football <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Pilates • Fitness <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Softball • Danish Longball 	PE GCSE – Paper 1 PPE, 75mins (78 marks), late February	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Indoor athletics
Year 11 HT5	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Revision Paper 2</u></p> <ul style="list-style-type: none"> • Health and Fitness 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket

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	<ul style="list-style-type: none"> • Socio-cultural influences • Data analysis <p><u>PE Core</u></p> <p><u>Pathway 1</u></p> <ul style="list-style-type: none"> • Athletics <p><u>Pathway 2</u></p> <ul style="list-style-type: none"> • Trampoline • Samba <p><u>Pathway 3</u></p> <ul style="list-style-type: none"> • Ultimate Frisbee • Diamond Cricket • Rounders 		
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Walthamstow Academy - Year 11 Curriculum Experience

Term	PSYCHOLOGY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	Unit Title: Social Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will learn the key Concepts such as conformity, collective and crowd behaviour and obedience Theories/Explanations: The effect of situational and dispositional on behaviours. Criticisms of the effect of situational factors, including the free will/determinism debate. Research Study 1 - Bickman (1974) Criticisms of the effect of dispositional factors. Research Study 2 - NatCen (2011). 	Recap test of year 10 knowledge 30 minutes W.C. 12.09.22	TED the surprising science of happiness TED Youth : What if we were all the same Bickman NatCen - Tottenham Riots Tottenham Riots
Year 11 HT2	Unit Title: Social continued Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will develop their knowledge of Application: changing attitudes: How minority influence affects social change. Students will begin to explore criminal activity according to different social groups (class, gender, and ethnicity). Unit title: Memory Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will develop their knowledge of Key Concepts. The stages of information processing: input; encoding; storage; retrieval; and output Types of forgetting The structure and functions of the brain. Theories/Explanations: The Multi-store Model of Memory 	Short answer question W.C. 17.10.22	Minority influence Simply psychology Key Concepts Multi-store model reconstructive memory

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	<ul style="list-style-type: none"> The structure and process of the Multi-store Model of memory: Criticisms of the model. 		
Year 11 HT3	<p>Unit Title: Memory continued Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Research Study 1 –Wilson, Kopelman and Kapur (2008): Clive Wearing study The Theory of Reconstructive Memory Criticisms of the theory including the reductionism/holism debate. Research Study 2– Braun, Ellis and Loftus (2002) Application: Techniques used for recall. The development of neuropsychology for measuring different memory functions. <p>Unit Title: Sleep and dreaming Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Key Concepts: The functions, features, and benefits of sleep. Theories/Explanations: The Nature of Dreaming: The Freudian Theory of Dreaming The Activation Synthesis Theory of Dreaming Criticisms of the theory including the issue of subjectivity. Research Study 1 – Freud (1918): dream analysis study of ‘The Wolfman’. 	<p>PPE 1</p> <p>1 hour</p> <p>W.C. 16.01.23</p>	<p>Podcast: the human body and mind. Radio 4</p> <p>BPS readers Digest</p> <p>TED: E. Loftus: How reliable is your memory</p> <p>why do we dream</p> <p>science of why we dream</p>
Year 11 HT4	<p>Unit Title: Sleep and dreaming Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> The Activation Synthesis Theory of Dreaming: the role of REM sleep Criticisms of the theory including the reductionism/holism debate. Research Study 2 - Williams et al. (1992) Application: Development of treatments for insomnia Features of insomnia, the role of the nervous system and its management through relaxation techniques for improved sleep hygiene 	<p>–</p> <p>Short answer question</p> <p>W.C. 20.03.23</p>	<p>Psychoanalysis - Freud and why we dream: Freud</p> <p>meaning of dreams</p> <p>Treatments for insomnia</p>
Year 11 HT5	<p>Unit Title: research methods Students will learn about/ develop skills of:</p>	<p>PPE 2</p>	<p>Ethical guidelines in research</p>

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	<ul style="list-style-type: none"> • Analysing research • Types of data descriptive statistics, tables, charts, graphs. • Reliability, validity. • Sources of bias • Ethical guidelines • Planning research • Population • Sampling. 	<p>90 mins</p> <p>W.C. 17.04.23</p>	<p><u>what happens when our computers become smarter than we are</u></p> <p><u>sampling</u></p>
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Term	SOCIOLOGY Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 11 Sociology Curriculum Overview: <i>What will year 11s study and learn this academic year? Why this/ why now?</i>			
Year 11 HT1	Unit Title: Crime and Deviance Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will develop their knowledge of sociological perspectives, applying them to the role of crime in society, who does or does not benefit and why. Identify and analyse sources of statistical crime data and the validity of statistics. Students will begin to explore criminal activity according to different social groups (class, gender and ethnicity).	Mid Term Assessment – Crime and Deviance 30-40 minutes W.C. 17.10.23	https://www.youtube.com/watch?v=foWKh_7sotU – Ethnic minorities and justice
Year 11 HT2	Unit Title: Crime and Deviance / Social Stratification Students will learn about/ develop skills of: <ul style="list-style-type: none"> Students will continue to explore criminal activity according to different social groups (class, gender and ethnicity). Explore the media's involvement in exacerbating crime in society. Introduction to Social Stratification. 	PPE 1 – Crime and Deviance 1 hour W.C. 16.01.24	Documentaries, including: 'Professor green, Living in Poverty', 'Britain's Broken Families'
Year 11 HT3	Unit Title: Social Stratification Students will learn about/ develop skills of: <ul style="list-style-type: none"> Explore sociological perspectives view on stratification Identify what 'life chances' are and inequality of life chances according to social groups (class, age, gender and ethnicity). Wealth Distribution Measuring and explaining poverty using sociological perspectives 	Mid Term Assessment – Crime and Deviance 30-40 minutes W.C. 20.03.24 PPE 2 – Crime and Deviance & Social Stratification 2 hours W.C. 17.04.24	Freedom Writers (Amazon Prime) https://www.youtube.com/watch?v=s76iBP49-IQ – Why are so many children living in poverty in the UK? (BBC)

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<p>Year 11 HT4</p>	<p>Revision: year 1 content: <u>Revise Families and household</u> Recap on types of families, theories of the family, marriage, divorce, childhood, domestic division of labour. <u>Revise education:</u> Recap on theories of education, how education has changed, relationships and processes, gender, ethnicity and class and educational achievement.</p> <p>Revision; year 2 content: <u>Revise Crime and deviance:</u> Theories of crime, class, age, gender and ethnicity and crime, informal and formal crime, examples and differences between crime and deviance, debates in crime</p> <p><u>Revise Stratification</u></p> <ul style="list-style-type: none"> Theories of stratification, poverty, life chances, political parties, wealth distribution, deprivation. 	<p>Exam paper practice</p> <p>Timed conditions</p>	<p>Quick Revise - Theory and Perspectives GCSE Sociology Revision Blast - YouTube</p> <p>Quick Revise - Perspectives on Stratification GCSE Sociology Revision Blast - YouTube</p> <p>AQA GCSE Sociology 2022 Warmup for Paper 1(Families) - YouTube</p> <p>AQA GCSE Sociology Revision Blast Education 22 Feb 2021 - YouTube</p>
<p>Year 11 HT5</p>	<p><u>Revise Crime and deviance:</u> Theories of crime, class, age, gender and ethnicity and crime, informal and formal crime, examples and differences between crime and deviance, debates in crime</p> <p><u>Revise Stratification</u> Theories of stratification, poverty, life chances, political parties, wealth distribution, deprivation.</p>	<p>Exam paper practice</p> <p>Timed conditions</p>	<p>Quick Revise - Perspectives on Crime and Deviance GCSE Sociology Revision Blast - YouTube</p>