

Walthamstow Academy – Year 10 Curriculum Experience



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Welcome to the Curriculum Experience for Year 10!

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 Year 11. 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. 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

Term	ENGLISH Curriculum Content	Assessment(s) (assessment title, duration and 3approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 English Curriculum Overview:</p> <p><i>In year 10, students study a broad range of fiction and non-fiction texts from the Romantic era to the present day in order to develop their understanding, analysis and love of literature and learn how to write analytically about a range of fiction texts, focusing primarily on the analysis of language, form and structure. We study these texts in year 10 to prepare for studying harder Victorian and Renaissance literary texts in year 11.</i></p> <p><i>Students also learn how to write in a convincing and compelling manner – a life skill which will open doors for them throughout their adult lives. They revisit the skills they first developed in Key Stage 3 in both creative and argumentative writing and now apply those writing styles to real-life situations and current affairs, adding layers of complexity to their content so that they learn to write for an adult audience.</i></p>			
<p>Year 10 HT1</p>	<p>Unit Title: Power and Conflict Poetry – part one</p> <p>Students will study nine poems from the AQA ‘Power and Conflict’ anthology, learning about the poets and the context of the poems, then leading to students understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • London – William Blake • My Last Duchess – Robert Browning • Charge of the Light Brigade – Alfred, Lord Tennyson • Exposure – Wilfred Owen • Bayonet Charge – Ted Hughes • Tissue – Imtiaz Dharker • Charge of the Light Brigade – Alfred Lord Tennyson • Bayonet Charge – Ted Hughes • Remains – Simon Armitage • The Emigree – Carol Rumens • Poppies – Jane Weir • War photographer – Carol Ann Duffy 	<p>Formative assessment: how one of the ‘Power and Conflict’ poems we have studied presents ideas about the realities of conflict</p> <p>Summative assessment: Analytical essay on one of the poems studied during the Half Term.</p>	<p>CGP Guide to Power and Conflict</p> <p>York Notes guide to Power and Conflict Poetry</p> <p>‘The Art of Poetry’ Vol 6: Power and Conflict – Kathrine Mortimore and Neil Bowen</p> <p>Visit:</p> <ul style="list-style-type: none"> • The Imperial War Museum • The National Portrait Gallery
<p>Year 10 HT2</p>	<p>Unit Title: English Language – Explorations in Creative Reading and Writing</p> <p>Students will study a variety of unseen extracts from fiction texts and learn 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 	<p>Formative assessment: Language Paper 1 Q5 – Creative writing.</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>

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	<ul style="list-style-type: none"> Evaluate given views of unseen extracts and justify their views using evidence from the text <p>Students will also learn how write creatively in order to produce convincing, compelling, and in a grammatically accurate and ambitious manner</p> <p>Unit Title: 'An Inspector Calls' – J.B. Priestley</p> <p>Students will read 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>Students will also learn how to write about the play analytically.</p>	<p>Formative Assessment:</p> <p>Essay on either a character or a theme of 'An Inspector Calls'</p>	<p>Lots of ideas for what to read here: https://www.walthamstow-academy.org/students/virtual-library</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>
Year 10 HT3	<p>Unit Title: Writing to Argue or Persuade</p> <p>Students will learn how to structure and write a persuasive argument, which is both convincing and compelling, either in article, speech or letter form.</p>	<p>Mid-Year exam:</p> <p>GCSE English Language Paper 1</p> <p>Formative assessment:</p> <p>Argumentative essay</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</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 10 HT4	<p>Unit Title: Power and Conflict Poetry – part two</p> <p>Students will study three more poems from the AQA 'Power and Conflict' anthology, learning about the poets and the context of the poems, then leading to students</p>	<p>Formative assessment:</p> <p>Comparative poetry essay</p>	<p>Visit: The British Museum to see the statue of Ramses II which inspired 'Ozymandias'</p>

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	<p>understanding and analysing the structure, form and language of the poems themselves.</p> <ul style="list-style-type: none"> • Checkin' Out Me History – John Agard • Storm on the Island – Seamus Heaney • Kamikaze – Beatrice Garland • Ozymandias – Percy Shelley • The Prelude – William Wordsworth <p>Students will also learn how to compare the language, form and structure of any two poems from the 'Power and Conflict' anthology and how to write about them articulately, analytically and in light of the contexts in which they were written.</p>		
Year 10 HT5	<p>Unit Title: English Language – Writers' Viewpoints and Perspectives</p> <p>Students will study a variety of unseen extracts from non-fiction texts (such as news articles, biographies and autobiographies) and learn 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>Formative assessment:</p> <p>Language Paper 2 Questions 1-4</p>	<p>Students should read some form of current affairs every day in order to keep abreast of what is happening in the UK and around the world.</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 10 HT6	<p>Unit Title: End of Year exam revision</p> <p>Students will revise and prepare for EOY exams in both English Literature Paper 2 (An Inspector Calls / Power & Conflict Poetry) and English Language Paper 1 (Explorations in creative reading and writing).</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>End of Year exams:</p> <p>GCSE English Language Paper 1 GCSE English Literature Paper 2</p>	

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Term	MATHS Curriculum Content	Assessment(s) (assessment title, duration and approx. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Maths Curriculum Overview: <i>Y10 is the beginning of the GCSE path. Students learn the topics over 2 years which will be tested in the GCSE exam</i>			
Year 10 HT1	Students will learn about/ develop skills of: <ul style="list-style-type: none"> Solving Equations (Foundation Only) Rearrange formulae Linear Graphs Linear Simultaneous Equations Volume Compound Measures (Higher Only) 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> Pupils encouraged to work on XP section of Sparx and explore the topics taught in greater depth. Maths games on Sparx
Year 10 HT2	Students will learn about/ develop skills of: <ul style="list-style-type: none"> Compound Measure (Foundation Only) Quadratics – graphical Quadratics – algebraic Further graphs Probability 2 Statistics 2 (Higher Only) 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> The theory of Everything Imitation game A beautiful mind The Man who knew about infinity Hidden figures
Year 10 HT3	Students will learn about/ develop skills of: <ul style="list-style-type: none"> Statistics 2 (Foundation Only) Cumulative Frequency and Box Plots Standard Form 	End of topic tests – 30 min at the end of most topics	<ul style="list-style-type: none"> UKMT clubs for selected pupils
Year 10 HT4	Students will learn about/ develop skills of: Higher <ul style="list-style-type: none"> Growth & Decay Ratio 2 Ratio 3 Similar Shapes Foundation <ul style="list-style-type: none"> Standard form Ratio 2 Growth and Decay 	End of topic tests – 30 min at the end of most topics	Visit <ul style="list-style-type: none"> Bank of England Science Museum V&A Museum Bletchley Park

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Year 10 HT5	<p>Students will learn about/ develop skills of:</p> <p>Higher</p> <ul style="list-style-type: none"> • Algebraic Proportions • Surds • Right angled Trigonometry <p>Foundation</p> <ul style="list-style-type: none"> • Pythagoras Review • Bearings and scale drawings 	<p>End of topic tests – 30 min at the end of most topics</p>	
Year 10 HT6	<p>Students will learn about/ develop skills of:</p> <p>Higher</p> <ul style="list-style-type: none"> • Bounds • Bearings and scale drawings • Transformations 2 • <p>Foundation</p> <ul style="list-style-type: none"> • Revision Programme 	<p>End of topic tests – 30 min at the end of most topics</p>	

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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 10 Curriculum Overview: Students will develop scientific knowledge in biology, chemistry, and physics, understand the nature of science, and apply observational, practical, and problem-solving skills. They will build on their skills through the year to critically analyse scientific claims and evaluate methodology, evidence, and conclusions. Throughout the year they will build on the foundational ideas from year 9 to understand the more complex and diverse phenomena of the natural world. Topics include: Biology topics 2–4: Organisation; Infection and response; and Bioenergetics. Physics topics 1 – 4: Energy; Electricity; Particle model of matter; and Atomic structure. Chemistry topics 2-5: Bonding, structure, and the properties of matter; Quantitative chemistry; Chemical changes; and Energy changes.			• CGP revision guide • CGP Student books for biology, chemistry, and physics • Oxford Revise revision guide
HT1	Energy Students will learn about/ develop skills of: Energy is a fundamental principle in physics that allows for the accomplishment of work. It exists in different forms or “stores” and can be transferred, dissipated, or stored in various ways. <ul style="list-style-type: none"> • Students should be able to recall, apply and manipulate equations. • Investigate the transfer of energy from a gravitational potential energy store to a kinetic energy store. • Investigate thermal conductivity using rods of different materials. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	Visit the science museum and check out their energy hall. Go the Technicians: The David Dainbury at the science museum to learn about being a wind turbine technician.
HT1	Organisation Students will learn about/ develop skills of: In this section we will learn about the human digestive system which provides the body with nutrients and the respiratory system that provides it with oxygen and removes carbon dioxide. We will also learn how the plant’s transport system is dependent on environmental conditions to ensure that leaf cells are provided with the water and carbon dioxide that they need for photosynthesis. <ul style="list-style-type: none"> • Observing and drawing blood cells seen under a microscope. • Evaluate risks related to use of blood products. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	Visit the Natural History Museum in South Kensington, London, on weekends and during the holidays. Check out the latest exhibitions and attractions online at: www.nhm.ac.uk/visit.html . Check out the Being Human exhibition at the Wellcome trust

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	<ul style="list-style-type: none"> Evaluate methods of treatment bearing in mind the benefits and risks associated with the treatment. Interpret data about risk factors for specified diseases. Observation and drawing of a transverse section of leaf. Measure the rate of transpiration by the uptake of water. Investigate the distribution of stomata and guard cells. Process data from investigations involving stomata and transpiration rates to find arithmetic means, understand the principles of sampling and calculate surface areas and volumes. 		
Year 10 HT2	Bonding, structure, and the properties of matter Students will learn about/ develop skills of: Chemists use theories of structure and bonding to explain the physical and chemical properties of materials. Analysis of structures shows that atoms can be arranged in a variety of ways. Students will study the theories of bonding to explain how atoms are held together in these structures. <ul style="list-style-type: none"> Visualise and represent 2D and 3D forms including two dimensional representations of 3D objects. Recognise substances as small molecules, polymers or giant structures from diagrams showing their bonding. Recognise substances as metallic giant structures from diagrams showing their bonding. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	<p style="text-align: center;">Grow your own crystal e.g. salt</p> http://www.sciencekids.co.nz/projects/saltcrystals.html
Year 10 HT2	Electricity Students will learn about/ develop skills of: Students will study how electric charge is a fundamental property of matter everywhere and how this is used to design components and build electric circuits. They will explore how electrical power fills the modern world with artificial light and sound and the fundamentals of electromagnetism discovered in the 19 th century. <ul style="list-style-type: none"> Students should be able to recall, apply and manipulate equations. Investigate the relationship between the resistance of a thermistor and temperature. Investigate the relationship between the resistance of an LDR and light intensity. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	<p style="text-align: center;">Visit the science museum and check out their energy hall.</p> <p style="text-align: center;">Go the Technicians: The David Dainbury at the science museum to learn about being a wind turbine technician.</p>
Year 10 HT2	Infection and response Students will learn about/ develop skills of:	Topic test 30 to 50 marks including	<ul style="list-style-type: none"> Visit Chessington or London Zoo to improve your knowledge of animals and their environments.

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	<p>They learn how pathogens are microorganisms such as viruses, bacteria, fungi or protists that cause infectious diseases in animals and plants. This section will explore how we can avoid diseases by reducing contact with them, as well as how the body uses barriers against pathogens.</p> <ul style="list-style-type: none"> · Evaluate the global use of vaccination in the prevention of disease. · Understand that the results of testing and trials are published only after scrutiny by peer review. 	<p>multiple choice, short answer, long answer, calculations and data analysis</p>	<p>https://www.zsl.org/zsl-london-zoo Go the Technicians: The David Dainbury at the science museum to learn about being a lighting 10 approx. 10ss.</p>
Year 10 HT3	<p>Quantitative Chemistry Students will learn about/ develop skills of: How chemists use quantitative analysis to determine the formulae of compounds and the equations for reactions. This will allow students to determine the purity of chemical samples and to monitor the yield from chemical reactions. They will learn how chemical equations provide a means of representing chemical reactions and are a keyway for chemists to communicate chemical ideas.</p> <ul style="list-style-type: none"> · Opportunities within investigation of mass changes using various apparatus. · Recognise and use expressions in decimal and standard · Use an appropriate number of significant figures. · Math skills such as Substitute numerical values into algebraic equations change the subject of an equation, Use ratios, fractions and percentages. 	<p>Mid-year test 1 x 60 mins 1 x 60 marks</p>	
Year 10 HT3	<p>Particle model of matter Students will learn about/ develop skills of: The particle model is widely used to predict the behaviour of solids, liquids, and gases and this has many applications in everyday life. It helps us to explain a wide range of observations and engineers use these principles when designing vessels to withstand high pressures and temperatures, such as submarines and spacecraft.</p> <ul style="list-style-type: none"> · Students should be able to recall and apply this equation to changes where mass is conserved. 	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Subscribe to the Whizz Pop Bang magazine; a new monthly children's science magazine. https://www.whizzpopbang.com</p>
Year 10 HT4	<p>Chemical Changes Students will learn about/ develop skills of: Understanding of chemical changes began when people began experimenting with chemical reactions in a systematic way and organizing their results logically. Students will use these ideas to predict what substances could form and understand the extraction of important resources from the earth.</p> <ul style="list-style-type: none"> · Mixing of reagents to explore chemical changes and/or products. 	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Subscribe to the BBC Focus Magazine. http://www.sciencefocus.com/</p>

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	<ul style="list-style-type: none"> · An opportunity to investigate pH changes when a strong acid neutralises a strong alkali. · An opportunity to measure the pH of different acids at different concentrations. · Make order of magnitude calculations. · An opportunity to use safer alternatives for practical work such as anhydrous zinc chloride. 		
Year 10 HT4	Bioenergetics Students will learn about/ develop skills of: In this section we will explore how plants harness the Sun's energy in photosynthesis in order to make food and oxygen. Both animals and plants use this oxygen to oxidise food in a process called aerobic respiration. We will study how exercise and metabolism affect this supply of oxygen. <ul style="list-style-type: none"> · Solve simple algebraic equations. · Use data to relate limiting factors to the cost effectiveness of adding heat, light or carbon dioxide to greenhouses. · Investigations into the effect of exercise on the body. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	Visit the Medicine: The Wellcome Galleries at the Science Museum
Year 10 HT5	Atomic Structure Students will learn about/ develop skills of: Ionising radiation is hazardous but can be very useful. Although radioactivity was discovered over a century ago, it took many nuclear physicists several decades to understand the structure of atoms, nuclear forces and stability. We will study its processes, effects, and 11pprox.11ss. <ul style="list-style-type: none"> · Students should be able to recognise expressions given in standard form. · Use the historical context provided as an opportunity for students to show an understanding of why and describe how scientific methods and theories develop over time. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	
Year 10 HT5	Energy Changes Students will learn about/ develop skills of: Energy changes are an important part of chemical reactions. The interaction of particles often involves transfers of energy due to the breaking and formation of bonds. These interactions between particles can produce heating or cooling effects that are used in a range of everyday applications. Some interactions between ions in an electrolyte result in the production of electricity. Electricity can also be used to	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	See the effects of this at the London Transport Museum

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	<p>decompose ionic substances and is a useful means of producing elements that are too expensive to extract any other way.</p> <ul style="list-style-type: none"> An opportunity to measure temperature changes when substances react or dissolve in water. 		
Year 10 HT5	<p>Ecology</p> <p>Students will learn about/ develop skills of:</p> <p>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.</p> <p>Make first-hand observations of organisms and interpret information from charts, graphs, and tables.</p> <p>Analyze graphs to understand predator-prey cycles.</p> <p>understand the conflict between compost use for food production and conserving peatlands.</p> <p>Evaluate the environmental implications of deforestation.</p> <p>Explain the scientific consensus on global warming and climate change based on extensive research.</p> <p>Assess strategies to tackle human impacts on the environment and maintain biodiversity.</p>	<p>Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis</p>	<p>Visit Chessington or London Zoo to improve your knowledge of animals and their environments. https://www.zsl.org/zsl-london-zoo</p>
Year 10 HT6	<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>PPE 2 – Biology Paper 1, Chemistry Paper 1 and Physics Paper 1 - Each 75 minutes, 75 marks</p>	

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	Describe the effect on equilibrium of changes to temperature and concentration using Le Chatelier's principle and apply to gases		
Year 10 HT6	Organic Chemistry Students will learn about/ develop skills of: 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! <ul style="list-style-type: none"> Make models of alkane molecules using the molecular modelling kits. Investigate the properties of different hydrocarbons. 	Topic test 30 to 50 marks including multiple choice, short answer, long answer, calculations and data analysis	<p style="text-align: center;">Check out how plastic which is a product of hydrocarbons can be used at the Design Museum</p>

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Term	Curriculum Content	Assessment(s) (assessment title, duration and 14pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview: <i>What will year 10s 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>Further building upon their study of Islam in year 8, 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 build upon their understanding of the core theological beliefs of Christianity studied in Year 7 by examining in depth the theological concepts of the nature of God. How Christians respond to the problem of evil, the Trinity, the Genesis creation story and how this is interpreted by different Christian denominations. The Incarnation, the Crucifixion and how this brought about salvation and atonement for Original Sin, Resurrection, how salvation can be achieved. How different Christian groups interpret salvation, eschatological beliefs and different Christian understandings of heaven and hell.</i></p> <p><i>Christian practices are then examined through gaining knowledge of the different types of Christian worship, role of sacraments, the importance of pilgrimage and festivals and the role of the church in the local community. Students will then apply their knowledge of Christian practices to evaluate the importance of Christianity in the UK today.</i></p>			
Year 10 HT1 -3	<p>Unit Title: Islam beliefs and practices</p> <p>Students will learn about/ develop skills of:</p> <p>Students will learn the diverse religious traditions and beliefs in Islam in Great Britain today. Students explore the beliefs, teachings and practices of Islam and their basis in Islamic sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Islamic belief and or practice.</p>	<p>Formative assessment</p> <p>5-10 mark small stakes retrieval quiz in each lesson</p> <p>Summative assessment</p>	<p>Islam GCSE support material – https://www.reonline.org.uk/teaching-resources/islam-gcse-support-material/</p>

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	<p>Students study the influence of the beliefs, teachings and practices on individuals, Muslim communities, and our society.</p> <p>Students study common and divergent views within Islam in the way beliefs and teachings are understood and expressed referring to a range of different Muslim perspectives, including those from Sunni and Shi'a Islam.</p>	<p>Feature a multiple choice 1 mark question, 2, 4, 5 and 12 mark question which steadily increases in complexity of skill.</p>	<p>Discovering religious text – https://www.bl.uk/sacred-texts/teaching-resources</p> <p>REOnline – Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>BBC Bitesize GCSE https://www.bbc.co.uk/bitesize/subjects/zb48q6f</p> <p>REOnline Festivals calendar https://www.reonline.org.uk/festival-calendar/</p> <p>REOnline – Subject knowledge https://www.reonline.org.uk/subject-knowledge/</p> <p>Email a believer (Reonline) http://pof.reonline.org.uk/</p> <p>Guardian online – Religion https://www.theguardian.com/world/religion</p> <p>Seneca https://www.senecalearning.com/</p> <p>Quizlet https://quizlet.com/en-gb</p> <p>MrMcMillanREvis</p>
<p>Year 10 HT4 -6</p>	<p>Unit Title: Christian beliefs and practices Students will learn about/ develop skills of: Students will learn that Christianity is one of the diverse religious traditions and beliefs in Great Britain today and that the main religious tradition in Great Britain is Christianity. Students explore the beliefs, teachings and practices of Christianity and their basis in Christian sources of wisdom and authority. They gain the cognitive skills to be able to refer to scripture and/or sacred texts as evidence for Christian belief and or practice. Students study the influence of the beliefs, teachings and practices on individuals, Christian communities, and our society.</p> <p>Students study common and divergent views within Christianity in the way beliefs and teachings are understood and expressed referring to a range of different Christian perspectives including Catholic, Orthodox and Protestant.</p>	<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 question which steadily increases in complexity of skill.</p>	

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			<p>https://www.youtube.com/user/MrMcMillanREvis/playlists</p> <p>University of Oxford podcasts – Theology & religion https://podcasts.ox.ac.uk/uni.../faculty-theology-and-religion</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 and DT Curriculum Content	Assessment(s) (assessment title, duration and 17pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview: All year 10 projects are designed to engrain our core principles, student experience across a wider range of materials, processes and techniques, and exposure to key subject genres.			
Year 10 Art HT1+2	Unit Title: hands, faces and figures Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: portraits Themes: identity Printmaking: extending students skills, with the addition of lino and dry point etching Drawing, artists hacks: facial and figure proportions Literacy: written image analysis addressing the areas of context, form, process and mood 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	Tate Britain, London. https://www.tate.org.uk/visit/tate-britain
Year 10 Art HT3+4	Unit Title: natural forms Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: still life Themes: ecology, nature 3d processes: ceramics, casting, modelling 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (ppe).	The Natural History Museum, London. https://www.nhm.ac.uk/
Year 10 Art HT5+6	Unit Title: my surroundings Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: landscape, urban/ cityscape Themes: environment Drawing in perspective, including aerial perspective Digital arts- photography, editing 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (ppe).	William Morris Gallery, Walthamstow. https://www.wmgallery.org.uk/
Year 10 3d design HT1+2	Unit Title: Moments in time Students will learn about/ develop skills of: <ul style="list-style-type: none"> Genre: product design 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques.	The clock room, The British Museum, London. https://www.britishmuseum.org/

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	<ul style="list-style-type: none"> • Themes: clocks, longevity • Drawing: freehand sketches, annotated drawings • Health & safety in the workshop • Mechanisms and gears • Shaping and forming materials • Quality control 	Summative assessment is in December after a 2 hour period of independent working in exam conditions (ppe).	
Year 10 3d design HT3+4	Unit Title: lamps and lighting Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: interior design • Themes: Mood and atmospheric lighting • Drawing: plan views, schematic diagrams • Ethics, ecology and social issues • Electronic systems • Soldering 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in March after a 2 hour period of independent working in exam conditions (ppe).	The Design museum, London. https://designmuseum.org/
Year 10 3d design HT5+6	Unit Title: human form Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Genre: architectural and environmental design • Themes: Ergonomics, sustainability • Drawing: isometric, 1 & 2 point perspective • Forces and stress • User centred design 	Students receive ongoing formative assessment through 1-1 tutorials and group critiques. Summative assessment is in July after a 2 hour period of independent working in exam conditions (ppe).	Victoria and Albert Museum, London. (V&A) https://www.vam.ac.uk/

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Term	BTEC Business Curriculum Content	Assessment(s) (assessment title, duration and 19pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 BTEC Business Curriculum Overview: In Year 10 Learners will explore different enterprises to develop their knowledge and understanding of the characteristics of enterprises and the skills needed by entrepreneurs to be successful. Learners will explore how enterprises use market research to find out about their customer needs and competitor behaviour and how internal and external factors may affect enterprises Enterprise is the set of skills and characteristics that an entrepreneur requires in order to be innovative, including creativity, risk-aversion, inventiveness and dedication. It is also the name given to a small start-up business. In Year 10 learners will have the opportunity to develop knowledge and understanding of how the activities undertaken by micro, small and medium-sized enterprises (SMEs), along with the characteristics and skills of the entrepreneurs who run them, support the aims of the enterprise.			
Year 10 HT1	Unit Title: Understand how and why enterprises and entrepreneurs are successful Students will learn about : Size and features of SMEs <ul style="list-style-type: none"> Size of SMEs to ranging from Micro to Medium 5 Types of profit-making enterprises Features of SMEs to include: Sectors and business models in which enterprises operate <ul style="list-style-type: none"> Different sectors and business models, including: Different industries in which enterprises operate Students use their Research and Investigative skills to study 5 small Business Enterprises. They make decisions about the different Characteristics of the Enterprises	Summative Assessment Exploring Enterprises – Learning Aim A Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.	BTEC Tech Award Textbook Links to Business Websites in Teaching Slides Local Business Visits
Year 10 HT2	Unit Title: Understand how and why enterprises and entrepreneurs are successful Students will learn about : Aims and activities of enterprises <ul style="list-style-type: none"> Aims of enterprises to include: Impact of activities in supporting the aims of enterprises Impact of failing to undertake these activities success Skills and characteristics of entrepreneurs <ul style="list-style-type: none"> Reasons why entrepreneurs start their own enterprise 	Summative Assessment Exploring Enterprises – Learning Aim A Non-exam internal assessment set by Pearson, marked by the centre and moderated by Pearson.	BTEC Tech Award Textbook Links to Business Websites in Teaching Slides Interview Local Entrepreneurs

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	<ul style="list-style-type: none"> Impact of the skills and characteristics of the entrepreneur in helping to support <p>Students will learn what Skills and Characteristics a successful Entrepreneur will possess and Self Assess their own Skill set.</p>		
Year 10 HT3	<p>Unit Title: Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about/ develop skills of:</p> <p>Market research methods</p> <ul style="list-style-type: none"> Benefits and drawbacks of a range of primary research methods used by enterprises to include: Benefits and drawbacks of a range of secondary research methods used by enterprises to include: <p>Understanding customer needs</p> <ul style="list-style-type: none"> The importance of the information that primary and secondary research <p>Students will study a range of Market Research Methods and Evaluate their usefulness to Micro Businesses.</p>	<p>Summative Assessment Exploring Enterprises – 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>Links to Business Websites in Teaching Slides</p> <p>ONS Website</p>
Year 10 HT4	<p>Unit Title: : Understand customer needs and competitor behaviour through market research</p> <p>Students will learn about/ develop skills of:</p> <p>Understanding competitor behaviour</p> <ul style="list-style-type: none"> Understanding the market: Competitive advantage: <p>Suitability of market research methods</p> <ul style="list-style-type: none"> Suitability of market research methods that could help the enterprise in gaining further information to include: <p>Students learn about the importance of Competitors to Enterprises and study how to compete effectively.</p>	<p>Summative Assessment Exploring Enterprises – 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>Links to Business Websites in Teaching Slides</p> <p>Local Competitor Websites</p> <p>www.bized.co.uk</p> <p>www.businesscasestudies.co.uk</p>

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Year 10 HT5	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises Students will learn about/ develop skills of:</p> <p>PEST (Political, Economic, Social, Technological) analysis</p> <ul style="list-style-type: none"> Recommendations for actions that enterprises could take based on research and analysis of the following factors: Suitability of recommendations made according to the potential positive and negative impact on costs and revenues. <p>Students use their Analytical Skills to assess the impact of Internal & External Influences using Situational Analysis Models.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</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>Links to Business Websites in Teaching Slides</p>
Year 10 HT6	<p>Unit Title: Understand how the outcomes of situational analyses may affect enterprises Students will learn about/ develop skills of:</p> <p>SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis</p> <ul style="list-style-type: none"> Impact of the strengths, weaknesses, opportunities and threats ba Ability to react to the strengths, weaknesses, opportunities and threats according to the potential positive and negative impact on costs and revenues <p>Students learn how to evaluate and make judgements about a Businesses using tools such as SWOT Analysis.</p>	<p>Summative Assessment Exploring Enterprises – Learning Aim C</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>Links to Business Websites in Teaching Slides</p> <p>www.businesscasestudies.co.uk</p>

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Term	GCSE BUSINESS Curriculum Content	Assessment(s) (assessment title, duration and 22pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 GCSE Business Curriculum Overview: Theme 1 concentrates on the key business concepts, issues and skills involved in starting and running a small business. Students will be provided a framework to explore core concepts through the lens of an entrepreneur setting up a business. In this theme, Year 10s will be introduced to local and national business contexts and will develop an understanding of how these contexts impact business behaviour and decisions. Local contexts refer specifically to small businesses or those operating in a single UK location and national contexts relate to businesses operating in more than one location or across the UK. The Year 10s 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. The students must understand how these interdependencies and relationships underpin business decisions.			
Year 10 HT1	Unit Title: 1.1 Enterprise and entrepreneurship Students will learn about: Enterprise and entrepreneurship – students are introduced to the dynamic nature of business in relation to how and why business ideas come about. They also explore the impact of risk and reward on business activity and the role of entrepreneurship. <ul style="list-style-type: none"> • The dynamic nature of business • Risk and reward • The role of business enterprise 	Reading comprehensions to assess understanding of Enterprise and entrepreneurship	Entrepreneur magazine (online also- www.entrepreneur.com)
Year 10 HT2	Unit Title: 1.2 Spotting a business opportunity Students will learn about: How new and small businesses identify opportunities through understanding customer needs and conducting market research. They will also focus on understanding the competition. <ul style="list-style-type: none"> • Customer needs • Market research • Market segmentation • The competitive environment 	Quantitative and qualitative skills activities	www.bbcbitessize.co.uk

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Year 10 HT3	Unit Title: 1.3 Putting a business idea into practice Making a business idea happen through identifying aims and objectives and concentrating on the financial aspects. Students will learn about: <ul style="list-style-type: none"> • Business aims and objectives • Business, revenues, costs and profits • Cash and cash flow • Sources of business finance 	Quantitative processing skills Reading Comprehension PPE 1 Jan 23 1hr (Theme Topics 1.1-1.3)	www.bitesize.co.uk Dragons Den
Year 10 HT4	Unit Title: 1.4 Making the business effective A range of factors that impact on the success of the business, including location, the marketing mix and the business plan. Students will learn about: <ul style="list-style-type: none"> • The options for start-up and small businesses • Business location • The marketing mix • Business Plans 	Group project- Water bottle market mix Reading comprehension Past paper questions	www.bitesize.co.uk Dragons Den
Year 10 HT5	Unit Title: 1.5 Understanding external influences on business A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. Students will learn about: <ul style="list-style-type: none"> • Business stakeholders • Technology and business • Legislation and business 	Stakeholder conflict activities Case study contexts	www.tutor2u.co.uk

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Year 10 HT6	Unit Title: 1.5 Understanding external influences on business A range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Students will explore how businesses respond to these influences. Students will learn about: <ul style="list-style-type: none"> • The economy and business • External influences 	Re-Cap activities PPE 2 Jun 23 1hr 30mins (Topics 1.1- 1.5)	www.tutor2u.co.uk

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Term	COMPUTING Curriculum Content	Assessment(s) (assessment title, duration and 25pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Computing Curriculum Overview: <i>What will year 10s study and learn this academic year? Why this/ why now?</i> This is the year Students are taught the 'science' in Computer Science, working from the Processor upwards to ensure a comprehensive and broad understanding of the Subject.			
Year 10 HT1	Unit Title: Students will learn about the inner workings of a CPU, internal components that make up a Computer and how Memory and Storage (in particular) interact to provide a stable computing platform. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> SLR1.1 Systems Architecture SLR1.2 Memory and Storage Programming 	Continual, formative, in-class assessment and feedback End of 1.1 Topic Test – Week 4	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT2	Unit Title: Students will learn about the intricacies of Memory and Storage, how data is stored and manipulated in the digital realm. The Students will also learn the rudimentary operation of Computer Networks from a hardware perspective. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> SLR1.2 Memory and Storage SLR1.3 Computer Networks – Connections and Protocols Programming 	Continual, formative, in-class assessment and feedback End of 1.2 Topic Test – Weeks 8 & 12 (two-parts)	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT3	Unit Title: Students will develop their understanding of Computer Networks further by considering and exploring the use of Protocols and various, industry-standard, networking protocols and procedures. Students will also have the opportunity to develop their Programming prowess. <ul style="list-style-type: none"> SLR1.3 Computer Networks – Connections and Protocols SLR1.4 Network Security Programming 	Continual, formative, in-class assessment and feedback End of 1.3 Topic Test – Week 17 End of 1.4 Topic Test – Week 20	PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National
Year 10 HT4	Unit Title:	Continual, formative, in-class assessment and feedback	PG Online Resources Course Textbook

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	<p>Students will develop skills of essential Systems Software that enable Technicians to manage the equipment. Students also consider the Ethical, Legal and Cultural issues that have arisen due to the adoption of Computing, per se. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> • SLR1.5 Systems Software • SLR1.6 Ethical, Legal and Cultural • Programming 	<p>End of 1.5 Topic Test – Week 24 End of 1.6 Topic Test – Week 27</p>	<p>Craig & Dave Videos Quizlet OAK National</p>
<p>Year 10 HT5</p>	<p>Unit Title: Students are exposed to <i>typical</i> Algorithms that are ubiquitous and therefore essential to their advancement of the Subject. Students will also have the opportunity to develop their Programming prowess.</p> <ul style="list-style-type: none"> • SLR2.1 Algorithms • Programming 	<p>Continual, formative, in-class assessment and feedback</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>
<p>Year 10 HT6</p>	<p>Unit Title: Students analyse commonly used programming constructs that enable them to better understand and efficiently implement such techniques. Students will also have the opportunity to develop their Programming prowess by creating a text-based game.</p> <ul style="list-style-type: none"> • SLR2.1 Algorithms • SLR2.2 Programming Fundamentals • Text Adventure Game 	<p>Continual, formative, in-class assessment and feedback End of 2.1 Topic Test – Week 37</p>	<p>PG Online Resources Course Textbook Craig & Dave Videos Quizlet OAK National</p>

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Term	DRAMA Curriculum Content	Assessment(s) (assessment title, duration and 27pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<p>Year 10 Curriculum Overview:</p> <p><i>In year 10 students study a broad range of theatre practitioners, conventions, and techniques to help them understand how to make highly creative and innovative theatre with depth. Students learn how actors create convincing characters and how scripts are deconstructed to help understand character intention and motivation and how to realise their choices in front of an audience.</i></p> <p><i>Students also learn how to write to meet the needs of the written component 1 portfolio and the component 3 section B exam, exploring how structure, analysis and evaluative comments are integral components when writing in drama. As students prepare for their component 1 exam in HT5 students begin to plan rehearsals, giving them vital life skills in organisation, collaborative working and working to deadlines</i></p> <p><u>Drama Intent</u></p> <p>By the end of Year 10 students will:</p> <ul style="list-style-type: none"> • Student's will have learned the styles of Theatre and have knowledge of where the practices apply within their own work • Students will have read and begun to structure written component content for Blood brothers and will have visited the Theatre in order to complete section C written live Theatre question for Comp 1 • They will understand the moral issues surrounding Nature and Nurture and the ideas of superstition within a playwright's intentions • They will have completed their actual Component 2 Devised pieces and completed Logbook in full. They will be able to fully understand the process of moving through the stages from stimulus to polished performance and be able to articulate their journey through section 2 of their logbook. 			
Year 10 HT1	<p>Theme <i>Theatrical styles and physical elements of Theatre. Playwright's world and times and economical and political environments and trends. Component 2 examination (PPE1)</i></p> <p>Unit Title: Mental Health Devising from a stimulus</p> <ul style="list-style-type: none"> • Students will be presented with a stimulus related to Mental health. • Full research and character profile based on a mental health condition. • Script related themes (practical assessment) 	<p>Practical assessment Monday 17th October 2022</p> <p>Written evaluation Thursday 20th October 2022</p>	Open Evening and Black History Month

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	<ul style="list-style-type: none"> • 'Adult child Dead child' by Claire Dowie And 'Hard to swallow' by Mark Wheeler • Master Practitioner styles and methods • Fully embrace the 6 stages of Devising and be able to implement each one <p>WRITTEN Assessment Part 2 Full section 1 Mini Section 2 Full section 3 To be assessed and marked with full written feedback for second hand-in.</p> <p>Used for written PPE Data for mock exam</p>		
Year 10 HT2	<p>Unit Title: Frantic Assembly and Physical Theatre</p> <ul style="list-style-type: none"> • Students will participate in physical workshops based upon the works of the Frantic assembly with a view to incorporating into and raising the standard of their devised exam in Term 2 <p>To be covered:</p> <ul style="list-style-type: none"> • Always moving, 'Listening' physically, Manipulation, Round-by-through. • Understanding What choreography means. • formalised movement that can become set and can be repeated. • Incorporating physical skills within spoken language and stage performance. • Creating characters based on Physical attributes linking to plot, style and Genre. 	Practical and written assessment	
Year 10 HT3	<ul style="list-style-type: none"> • Unit Title: Blood Brothers by Willy Russell (Set- text) revisit in year 11 • Complete research task on Government under Margaret Thatcher and social and council housing in the 1980's. Trends and social unrest. • Full research into the playwright Willy Russel. • Reading and analytical skills applied to script-work. 	Practical and written assessment	

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	<ul style="list-style-type: none"> Laying the groundwork to approach text structure written answers for component 1 in year 11. Assessment of performance/written work 		
Year 10 HT4	<p>Unit Title: Component 1 exam Live Theatre Review revisit in year11</p> <ul style="list-style-type: none"> Visit Theatre Structure written live theatre review. Researching and understanding the political and criminal aspects of the Play theme and impact on lives, society and the world. Understanding directors and Playwrights intentions Themes and symbolism Written structure in approaching written component 1 Part C in Year 11. Assessment of performance/written work 	Practical and written assessment	School production rehearsals SBY and MML
Year 10 HT5	<p>UNIT: Component 2 for actual Exam</p> <ul style="list-style-type: none"> Introduction to stimulus and section 1 written. 4 stimuli presented to class with the potential for thorough research, Mind-mapping and structure of a devised piece of Drama for component 2 of exam. Improvisation Genre style and technique. Planning and execution of written element in the form of section 1 logbook: Response to stimulus <p>Assessment of performance/written work</p> <p>Devising from stimulus component 1 and section 2 written logbook</p> <p>This will be the body of the exam work students will work in groups to develop a polished piece of Drama originating from stimulus they chose from the 4 presented and research undertaken.</p>	Component 2 Exam	School production rehearsals SBY and MML

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	Here the solid decisions on Style, Genre and technique will be agreed and executed. Assessment: Rehearsal process will be recorded showing challenges faced and solutions implemented to form the section 2 Rehearsal and devising log		
Year 10 HT6	Unit Title: Component 2 Actual Exam component 2 devising 1 Devised performance component 2 exam. 2 written evaluation 3 Artistic Intention sheet which is front cover for AQA Logbook <ul style="list-style-type: none"> Assessment: Students work will be filmed and graded, and they will also peer assess the work of others in order to provide evaluation points for all. Here students will accumulate all feedback points, self- analyze their work and the work of their group. Video footage of their pieces will be scrutinized and analyzed for them to complete their Section 3 Evaluation They will complete AQA form 'Artistic intentions' Which sits as front cover for sections 1-3 of logbook (150 words in total) 	Component 2 Logbook	School production rehearsals SBY and MML

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Term	FRENCH/ SPANISH Curriculum Content	Assessment(s) (assessment title, duration and 31pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview:			
Year 10 HT1	Unit Title: Me, my family and friends – relationships with family and friends <ul style="list-style-type: none"> Describing friends and family What makes a good friend? What you do with your friends/family Describing relationships with friends and family Free time – music, TV and cinema 	Formative assessment: vocabulary quizzes Summative assessment: End of unit listening, reading and writing	
Year 10 HT2	Unit Title: Home, town neighbourhood and region – Where I live <ul style="list-style-type: none"> Describing your house; rooms and furniture Local amenities Free time activities Problems in your area and what you would like to improve Town vs country Unit Title: Technology in everyday life – social media/mobile technology	Formative assessment: vocabulary quizzes Summative assessment: End of unit listening, reading and writing	
Year 10 HT3	Unit Title: Life at school and college <ul style="list-style-type: none"> Ideal school Subjects and opinions Rules and pressures Primary school vs secondary school Education Post 16 and Jobs, career choices and ambitions 	Mid-Year exam:	
Year 10 HT4	Unit Title: Free time – food and eating out <ul style="list-style-type: none"> Food and drink in everyday life Food and drink on special occasions Eating out Free time – sport 	Formative assessment: vocabulary quizzes	

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	<ul style="list-style-type: none"> Social Issues – healthy and unhealthy living 	Summative assessment: End of unit listening, reading and writing	
Year 10 HT5	<p>Unit Title: Social Issues – healthy and unhealthy living</p> <ul style="list-style-type: none"> Alcohol, cigarettes and drugs Why young people take drugs/drink/smoke The consequences of smoking/drinking/drugs <p>Unit Title: Travel and tourism</p> <ul style="list-style-type: none"> Preferences and destinations Weather Experiences Booking travel and accommodation Ideal holiday 	<p>Formative assessment: vocabulary quizzes</p> <p>End of Year assessment: Full GCSE paper in reading, listening, speaking and writing</p>	
Year 10 HT6	<p>Unit Title: Customs and festivals in Spanish-speaking countries/communities</p> <ul style="list-style-type: none"> Festivals of the Spanish speaking world Global festivals Celebrations and customs 		

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Term	GEOGRAPHY Curriculum Content	Assessment(s) (assessment title, duration and 33pprox. date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview: <p>Students will study the Edexcel B Geography GCSE course. The two year course starts with 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>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) & The UK's evolving human landscape (London). In Y10 pupils will visit Walton-on-the-Naze to investigate coastal processes.</p>			<p>David Attenborough Boxsets (BBC iPlayer): Blue Planet, Life, Africa, Life on Earth, Frozen Planet, Planet Earth and Seven Worlds, One Planet</p> <p>Detailed revision notes for all topics: https://www.physicsandmathstutor.com/geography-revision/gcse-edexcel-b/</p>
Year 10 HT1	<p>Changing Economic World</p> <ul style="list-style-type: none"> Defining development – development indicators (e.g. GDP) Comparing indicators for Low-income countries, newly emerging economies and high-income countries (including population pyramids). Causes of global inequalities (e.g. lack of education) Consequences of global inequalities (e.g. conflict) Strategies to reduce the development gap (e.g. tourism in Kenya) <p>NEE Case study: India</p> <ul style="list-style-type: none"> The location and importance of the country, regionally and globally The wider political, social, cultural, and environmental context The changing industrial structure. Advantages and disadvantages of TNC(s) to the host country (Unilever in India) The changing political and trading relationships with the wider world international aid: types of aid, impacts of aid on the receiving country. The environmental impacts of economic development 	<p>January Assessment: Topic 2: Development dynamics & Topic 4: UK's evolving Physical Landscapes (Coasts)</p>	<p>Human Planet: Surviving the Urban Jungle Documentary https://www.dailymotion.com/video/x2ecr8q</p> <p>Figures highlight divide between North and South (2018) https://news.sky.com/story/line-18-staggering-figures-lay-bare-deadly-divide-between-north-and-south-11388970</p>

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	<ul style="list-style-type: none"> The effects of economic development on quality of life for the population. <p>UK Case study</p> <ul style="list-style-type: none"> Causes of economic change: de-industrialisation and decline of traditional industrial base, globalisation and government policies Moving towards a post-industrial economy: development of information technology, service industries, finance, research, science and business parks Impacts of industry on the physical environment. An example of how modern industrial development can be more environmentally sustainable Social and economic changes in the rural landscape in one area of population growth and one area of population decline Improvements and new developments in road and rail infrastructure, port and airport capacity The north–south divide. Strategies used in an attempt to resolve regional differences <p>The place of the UK in the wider world.</p>		
Year 10 HT2	<p>The Living world In this section, students are required to study Ecosystems, Tropical rainforests and one from Hot deserts or Cold environments. We have chosen hot deserts.</p> <p>We will study an example of a small-scale UK ecosystem (Slapton Ley) to illustrate the concept of interrelationships within a natural system, an understanding of producers, consumers, decomposers, food chain, food web and nutrient cycling.</p> <p>The balance between components. The impact on the ecosystem of changing one component.</p> <p>An overview of the distribution and characteristics of large scale natural global ecosystems. The importance/value of the rainforest Plan and animal adaptation in a rainforest and hot deserts Causes and effects of deforestation in the Amazon rainforest.</p>		<p>https://education.nationalgeographic.org/resource/rain-forest/</p> <p>https://www.worldwildlife.org/places/amazon</p> <p>https://wwf.panda.org/discover/knowledge_hub/where_we_work/amazon/about_the_amazon/why_amazon_important/</p> <p>https://time.com/amazon-rainforest-disappearing/</p>

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	<p>Strategies used to manage the rainforest sustainably – selective logging and replanting, conservation and education, ecotourism and international agreements about the use of tropical hardwoods, debt reduction.</p> <p>Opportunities and challenges for development in a hot desert environment (Sahara desert)</p> <p>Causes and solutions of desertification.</p>		https://www.wearewater.org/en/the-sahel-desertification-beyond-drought-318262
Year 10 HT3	<p>Resource Management</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 larger carbon footprints due to the increasing number of 'food miles' travelled, and moves towards local sourcing of food the trend towards agribusiness. <p>Water:</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. <p>Energy:</p> <ul style="list-style-type: none"> 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>Climate change & food https://reliefweb.int/report/world/climate-change-and-food-security-link-strong-enough</p> <p>Global Hotspots for water disputes 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. https://www.wateronline.com/doc/global-hotspots-for-potential-water-disputes-0001</p>
Year 10 HT4	<p>Physical landscapes – Part 1</p> <p><i>Geology/overview of UK</i></p>		

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	<ul style="list-style-type: none"> • Geology (rock types) • Physical processes in uplands and lowlands <p><i>Rivers</i></p> <ul style="list-style-type: none"> • River processes • Landforms in the upper, middle and lower course • How a river changes from source to mouth • Hydrological cycle, hydrographs and flood risk • Increasing flood risk • Flood management • River landforms case study: River Tees • Flood management case study: River Eden 		<p>Cornwall with Simon Reeve - https://www.bbc.co.uk/iplayer/episode/m000pigi/cornwall-with-simon-reeve-series-1-episode-2</p> <p>Figures highlight divide between North and South (2018) https://news.sky.com/story/line-18-staggering-figures-lay-bare-deadly-divide-between-north-and-south-11388970</p>
Year 10 HT5	<p>Physical landscapes – Part 1</p> <p><i>Coasts</i></p> <ul style="list-style-type: none"> • Waves coastal processes • Erosional and Depositional landforms • Coastal management • Landforms Case study: Dorset • Management Case study: Walton-on-the-Naze 		<p>Coasts landforms - https://www.youtube.com/watch?v=ZWEJq03NBao</p> <p>Geography fieldtrip – Walton-on-the-Naze</p>
Year 10 HT6	<p>Fieldwork- pupils will carry out two fieldwork investigations</p> <ul style="list-style-type: none"> • Formulate enquiry questions • Sampling • Primary and secondary data collection • Analysis and presentation • Drawing conclusions • Evaluating the study 	<p>June Assessment:</p> <p>Topic 5: The UK's evolving human landscape (Part 1, the UK)</p> <p>Topic 4: The UK's evolving physical landscape (Coasts & Rivers)</p>	

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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 10 Curriculum Overview: <ul style="list-style-type: none"> - In y10 students begin with their Paper 1 Breadth Study 'Medicine across Time, c1250-Present Day. This Paper develops students skills of explaining continuity and change over long periods of time in explaining continuity and change in the causes, treatment and prevention of disease. Students are familiar with the structure and success criteria for these types of questions because they have studied these types of questions throughout ks3. This Paper is the first GCSE Paper because it draws on the skills and knowledge students have developed in y7 and y8 of the Middle Ages, Reformation and religious changes, and y9 of the unit about conditions in the trenches and trench warfare in y9 which is part of the Paper 1 Historical Environment Study of Improvements in the treatment of injured soldiers on the Western Front, 1914-18. - The next Paper which students will study during y10 and the beginning of y11 is their Paper 3 Weimar Germany and Nazi Germany, 1918-39. 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. 			
Year 10 HT1	Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1250-c.1500 (Middle Ages) Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Importance of the Catholic Church in the middle ages • Sin as the most important cause of disease, prayer, going to church, Mass, pilgrimage, tithes and alms, are the most important treatment and prevention of disease. • Hippocrates (Greek) and the theory of the 4 humours and Galen (Roman) theory of the imbalance of the 4 humours causing disease as the second most important cause, treatment and prevention of disease. • Rebalance of the 4 humours as treatment and prevention of disease; bloodletting and purging. • Connections between Galen and the Church and reasons why this theory has been believed for over a thousand years and continues to be believed in the middle ages. • Other causes of disease: The planets, miasma. Other treatments and preventions: Physicians, Health Regimine, apothecaries, herbal treatments, treatments in the home. • CASE STUDY: Causes, treatment and prevention of the plague during the Black Death (compare continuity and change in KT2 1665 to the Plague) 	Formative assessment: <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning Summative assessment: Q: Explain why there was very little change in the ideas of the causes of disease in the middle ages (12)	Medicine across time BBC Bitesize full content documentary for the gcse History https://www.youtube.com/watch?v=1peT0h4b4Jk&list=PL9bgSdxfgbwrj6YQ6RSh7GDfzmfErB055

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	<ul style="list-style-type: none"> CASE STUDY: Development of hospitals c1250-c1500 as hospitality by priests and nuns (continued development between c1500-Present Day). <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> Continuity and change (no change) of causes, treatment and prevention of disease c1250-c1500 <p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Continuity of Galen's ideas about the theory of opposites, bloodletting and purging for ordinary people Decline in the power of the Church following the reformation however, many ordinary people still believe in the power of prayer. Development of the printing press. Vesalius and his challenge to Galen and his book the Fabric of the Human Body. William Harvey and blood circulation and his book which challenges Galen, Sydenham and diagnosis, and Humanist ideas challenge to Galen. Royal Society and their journal 'Philosophical Translations'. Technology of the microscope – Leeuwenhoek and 'Animalcules'. Continuity of miasma. <p>History Paper 1 Assessment Skills:</p> <ul style="list-style-type: none"> Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700 		
Year 10 HT2	<p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1500-c1700 (Renaissance)</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> CASE STUDY: Hospitals: Hospitality continuity and changes to Pest Houses CASE STUDY: Black Death, 1348 causes, treatment and prevention compared to similarities and differences to the Plague, 1665 <p>History Paper 1 Assessment Skills:</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> Key questions and hinge questions designed into all lessons Source analysis tasks Teacher questioning <p>Summative assessment:</p>	<p>The Science Museum: Understanding the Human Body Exhibition:</p> <p>https://www.sciencemuseum.org.uk/objects-and-stories/understanding-body</p>

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	<ul style="list-style-type: none"> CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 CASE STUDY: Black Death and the Plague: Explain Continuity and change of causes, treatment and prevention of disease c1250-c1500 to c1500-c1700 <p>Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment)</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Continuity of Galen and imbalance of the 4 humours, bloodletting and purging for ordinary people. Continuity of miasma and the industrial revolution and urbanisation Dr Bastian and his theory of 'Spontaneous Generation'. (cause of miasma) Pasteur and 'Germ Theory', 1865 proving microbes cause decay. German Dr Koch the founder of modern bacteriology identifies over 20 bacteria using Petri dishes dye and a microscope. Including cholera and TB based on the research of Pasteur. CASE STUDY: Edward Jenner and smallpox vaccine CASE STUDY: John Snow and cholera – Broad Street pump, Soho experiment. The Big Stink, 1858, Public Health Acts, 1848 and 1875. <p>Students will develop skills of: Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900</p>	<p>Q5: 'Harvey had the biggest impact on medicine in the period c1500-c1700'. How far do you agree?</p>	<p>Visit Snow's water pump in Soho: https://lookup.london/john-snow-water-pump/</p>
Year 10 HT3	<p>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c.1700-c1900 (Enlightenment)</p> <p>Students will learn about:</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> - Key questions and hinge questions designed into all lessons - Source analysis tasks - Teacher questioning 	<p>Write an account of the way in which the NHS has impacted you and your families life in the last few years including doctors, hospitals, dentists,</p>

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	<ul style="list-style-type: none"> • 3 Problems with surgery: Bleeding, pain and infection. Solutions: Simpson and chloroform, 1847 and Lister and carbolic acid, 1867 leading to antiseptic surgery. • CASE STUDY: Florence Nightingale, Crimean war and infection in field hospitals, (1853-56). Development of nursing profession. Pavilion hospital design and germ-free hospital design based on Pasteur's germ theory. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Continuity and change of causes, treatment and prevention of disease c1500-c1700 to c1700-c1900 - CASE STUDY: Hospitals: Explain Continuity and change of causes, treatment and prevention of disease in hospitals c1250-c1500 to c1500-c1700 and c1700-c1900 <p>Unit Title: Unit Title: Paper 1: Causes, treatment and prevention of disease, c1900 Present</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> • Fleming and antibiotics. Chain and Florey and Magic Bullets (antibiotics). • CASE STUDY: NHS 1948, NHS technology, prevention through healthy living campaigns. • CASE STUDY: Smoking and lung cancer – government and NHS anti-smoking campaigns. • Watson and Crick - Human genome project and genetics. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> - Explaining and Evaluating Continuity and change of causes, treatment and prevention of disease c1900 to Present - CASE STUDY: Hospitals: Explain and evaluate Continuity and change of causes, treatment and prevention of disease in hospitals c1900- Present <p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p> <ul style="list-style-type: none"> • Background to trench warfare and conditions in the trenches. • Aseptic surgery • The work of the RAMC and FANY 	<p>Summative Assessment: Q5: 'Pasteur's germ theory was the most important development in medicine in the period between c1700-c1900 How far do you agree? (16)</p>	<p>medicines and any other medical support.</p> <p>The history of the NHS: https://www.nuffieldtrust.org.uk/health-and-social-care-explained/the-history-of-the-nhs</p> <p>History of Florence Nightingale: https://www.womenshistory.org/education-resources/biographies/florence-nightingale</p> <p>Mary Seacole:</p> <p>https://education.nationalgeographic.org/resource/mary-seacole</p> <p>The Battle of the Somme film: https://www.youtube.com/watch?v=9BlbdNg1UCE</p>
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	<ul style="list-style-type: none"> The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals Types of weapons and injuries Developments in blood transfusion, 1915-17 Key battles and injuries to soldiers, including gas warfare if relevant Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) Developments in brain surgery, plastic surgery, and brain surgery. <p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the utility of 2 sources using contextual own knowledge Explaining how a historical enquiry could be followed up. Describing the key features of one aspect of the topic. 		<p>Afro=Caribbean, African and Indian soldiers on the Western Front: https://www.youtube.com/watch?v=l9_zzBqIXBA</p> <p>Revision doc: https://www.youtube.com/watch?v=iqehK_WpaLo</p>
Year 10 HT4	<p>Unit title: The British Sector of the Western Front, 1914-18: Injuries, treatment of soldiers in the trenches:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Background to trench warfare and conditions in the trenches. Aseptic surgery The work of the RAMC and FANY The Chain of Evacuation and changes to Casualty Clearing Stations and Base hospitals Types of weapons and injuries Developments in X rays Developments in blood transfusion, 1915-17 Key battles and injuries to soldiers, including gas warfare if relevant Gas warfare and injuries to soldiers (Chlorine gas, Mustard gas and Phosgene) Developments in brain surgery, plastic surgery, and brain surgery. 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Key questions and hinge questions designed into all lessons Source analysis tasks Teacher questioning <p>Summative Assessment: Q2a: How useful are Sources A and B for an enquiry about the FANY? (8)</p>	<p>REVISION Chain of evacuation explanation. Including stretcher bearers: https://www.youtube.com/watch?v=oFB7aSvVKeQ</p> <p>Developments in surgery, blood transfusions and surgery: https://www.youtube.com/watch?v=vPL9rOPUIEQ</p>

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	<p>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the utility of 2 sources using contextual own knowledge Explaining how a historical enquiry could be followed up. Describing the key features of one aspect of the topic. <p>Unit title: Paper 3: Weimar and Nazi Germany, 1918-1939</p> <p>KT1: Weimar Germany, 1918-23:</p> <ul style="list-style-type: none"> Background to Germany and the First World War German economic, social and political problems after WWI 		
Year 10 HT5	<p>Unit Title: KT1: Weimar Germany, 1918-23:</p> <p>Students will learn about:</p> <ul style="list-style-type: none"> Treaty of Versailles and its key terms. German reaction to the harshness of the terms of the treaty Dolchstoß and 'Stab in the Back' myth 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>Students will develop skills of:</p> <ul style="list-style-type: none"> Analysing the cause and effects of 3 factors of an event 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:</p> <p>Q2: Explain why Germans hated the Treaty of Versailles. (12)</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>

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<p style="text-align: center;">Year 10 HT6</p>	<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 <ul style="list-style-type: none"> • Evaluation of Stresemann's economic and foreign policies <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 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>Q3a: How useful are Sources A and B for an enquiry about Stresemann's foreign policy. (8)</p>	<p>Rise of the Nazis BBC Documentary:</p> <p>https://www.bbc.co.uk/iplayer/episode/m00084tb/rise-of-the-nazis-series-1-1-politics</p>
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Term	PE Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Year 10 Curriculum Overview: <i>What will year 10s study and learn this academic year? Why this/ why now?</i>			
Year 10 HT1	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Health and fitness</u></p> <ul style="list-style-type: none"> • Health and fitness • Consequences of a sedentary lifestyle • Obesity & Performance • Somatotypes • Energy use • Roles of carbohydrates, fats, proteins, vitamins, minerals & water <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 	<p>PE GCSE – Provide an end of unit exam at the conclusion of every Unit, 60 mins exam (50 marks)</p> <p>PE GCSE – Paper 1 PPE, 75mins (78 marks), late November</p>	<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball • Table Tennis team • Cross Country squad
Year 10 HT2	<p>Unit Title: Students will learn about/ develop skills of:</p>		<ul style="list-style-type: none"> • Boys' and girls' football • Girls' netball

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	<p><u>PE GCSE</u> <u>Applied anatomy and physiology</u></p> <ul style="list-style-type: none"> • Bones and functions of the Skelton • Structure of synovial joints and types of freely moveable joints • Antagonistic pairing <p><u>Physical training</u></p> <ul style="list-style-type: none"> • Health and fitness • Components of fitness • Fitness testing <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"> • Boys' and girls' basketball • Indoor athletics • Badminton squad • Indoor girls' cricket • Boys' and girls' Handball
Year 10 HT3	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Physical training</u></p> <ul style="list-style-type: none"> • Principles of training and overload (including application) • Types of training advantages & disadvantages • Calculating intensities (training zones) <p><u>Physical training</u></p> <ul style="list-style-type: none"> • Safety principles (warm-ups & cool downs) 		<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"> High altitude training and seasonal aspects <p><u>PE Core</u></p> <p><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 		
Year 10 HT4	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u></p> <p><u>Physical training</u></p> <ul style="list-style-type: none"> Principles of training and overload (including application) Types of training advantages & disadvantages Calculating intensities (training zones) <p><u>Physical training</u></p> <ul style="list-style-type: none"> Safety principles (warm-ups & cool downs) High altitude training and seasonal aspects <p><u>PE Core</u></p> <p><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>	PE GCSE – Paper 1 PPE, 75mins (78 marks), late February	<ul style="list-style-type: none"> Boys' and girls' football Girls' netball Indoor athletics

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	<ul style="list-style-type: none"> • Softball • Danish Longball 		
Year 10 HT5	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Movement analysis</u></p> <ul style="list-style-type: none"> • Levers • Mechanical advantages (planes & axis) • Analysis of sporting movements <p><i>Coursework – Performance analysis & evaluation</i></p> <p><u>PE Core</u> <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 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket
Year 10 HT6	<p>Unit Title: Students will learn about/ develop skills of:</p> <p><u>PE GCSE</u> <u>Sports psychology</u></p> <ul style="list-style-type: none"> • Goal setting • SMART targets and information processing model • Arousal and inverted U theory • Stress management techniques 		<ul style="list-style-type: none"> • Boys' and girls' athletics league (outdoor) • Boys Cricket • Girls' Kwik cricket • Girls' rounders <p>Beach Volleyball</p>

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	<ul style="list-style-type: none"> • Aggression & personality • Motivation (intrinsic & extrinsic) <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 <ul style="list-style-type: none"> • Rounders 		
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Term	PSYCHOLOGY Curriculum Content	Assessment(s) <i>(assessment title, duration and approx date)</i>	Extra-Curricular Options <i>(Places to visit; wider reading; clubs to join)</i>
Year 10 Psychology Curriculum Overview: What will year 10s study and learn this academic year? Why this/ why now?			
Year 10 HT1	Unit Title: Criminal Psychology Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Students will be introduced to key Concepts: Different types of crime. • Theories/Explanations of why criminal and anti-social behaviour occurs. • The Social Learning Theory / Eysenck’s Criminal Personality. • Criticisms of the theory including the nature/nurture debate. • Research Study 1 – Cooper and Mackie (1986): Study into video games and aggression. • Research study 2– Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem 		criminal-psychologist-a-career-profile what is crime Heavens study TED Talks: Nature/Nurture: what makes a criminal
Year 10 HT2	Unit Title: Criminal Psychology continued Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Application: The role of rehabilitation in reducing criminal/anti-social behaviour. • The effects of punishment and deterrents in reducing criminal/anti-social behaviour. Unit title: Developmental psychology Students will learn about/ develop skills of: <ul style="list-style-type: none"> • students will be introduced to key Concepts: Stages of development. • Piaget’s Theory of Cognitive Development • Dweck’s Mindset Theory / Willingham’s Learning Theory • Criticisms of the theory including the reductionism/holism debate. • Research Study 1 – Piaget (1952) • Learning Research Study 2 – Blackwell et al. (2007) 	<p style="text-align: center;">20 minutes W.C. 13.12.21</p>	are serial killers born or made Piaget’s Theory of cognitive development
Year 10 HT3	Unit Title: Developmental continued Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Application: The changing role of education 	PPE 1 – Criminal , developmental	carol-Dweck-mindset


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	<ul style="list-style-type: none"> How learning theories apply to the development of education and intelligence through growth mindsets. <p>Unit Title: Psychological problems Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students will be introduced to key Concepts - ways of defining mental health, including the mental health continuum and issues to do with the incidence of significant mental health problems over time, including changing classification; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act. Biological and psychological explanations of Schizophrenia The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)10. The biological theory of schizophrenia: Criticisms of this theory including the nature/nurture debate. The psychological theory - the social drift theory of schizophrenia. Criticisms of this theory including problems establishing cause and effect. 	<p>1 hour</p> <p>W.C. 17.01.22</p>	<p><u>Learning Theories</u></p> <p><u>the science behind how parents affect child development</u></p> <p><u>Twins separated at birth</u></p> <p><u>Nature/nurture debate in psychology</u></p> <p><u>The guardian -schizophrenia</u></p> <p><u>what is it like to have schizophrenia simulation</u></p>
<p>Year 10 HT4</p>	<p>Unit Title: Psychological problems continued Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Schizophrenia Research Study: Daniel, Weinberger, Jones et al. (1991). Biological and psychological explanations of depression. The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)10 Key statistics of clinical depression. The biological theory – the social rank theory of clinical depression. Criticisms of the theory including the reductionism/holism debate. The psychological theory – the ABC Model of clinical depression. Criticisms of the theory including the freewill/determinism debate. 	<p>Short answer questions / MCQ's</p> <p>W.C. 18.03.22</p>	<p><u>scientists-question-widespread-use-of-antidepressants-after-survey-on-serotonin</u></p> <p><u>Clinical characteristics of depression</u></p> <p><u>schizophrenia and Medication</u></p> <p><u>The Illusion of Free Will</u></p>
<p>Year 10 HT5</p>	<p>Unit Title: Psychological problems continued Students will learn about/ develop skills of:</p>	<p>30 minutes</p>	<p><u>Why is Facebook depressing</u></p> <p><u>Meditation for Anxiety</u></p>

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	<ul style="list-style-type: none"> Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use. Application: The development of treatments: The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression. The use of psychotherapy for treating schizophrenia and clinical depression. The development of neuropsychology for studying schizophrenia and clinical depression. 	W.C. 23.04.22	<u>CALM (campaign against living miserably)</u> <u>Suicide doesn't always look suicidal</u>
Year 10 HT6	Unit Title: Research Methods Students will learn about/ develop skills of: <ul style="list-style-type: none"> Experiments: Laboratory Field Natural. Interviews: Structured Unstructured. Questionnaires: (Surveys) Open questions Closed questions Rating scales. Observations: Naturalistic Controlled Overt Covert Participant Non-participant. Case Studies: Use of qualitative data Correlations: Use of quantitative data Positive, negative and zero correlations. 	PPE 2 – Paper 1 1 hour 30 minutes W.C. 20.06.22	<u>Research - Experiments</u> <u>Research methods in psychology</u>

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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 10 Sociology Curriculum Overview: <i>What will year 10s study and learn this academic year? Why this/ why now?</i>			
Year 10 HT1	<p>Unit Title: Introduction to Sociology Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students are introduced to the key sociological concepts. Students can interpret the different sociological perspectives. Students can critically analyse each perspective, identifying similarities and differences, while also evaluating each perspective against one another. <p>Unit Title: Introduction to Research Methods Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students can understand research methods and different data gathering types used by sociologists during sociological research. Students can critique the different methods by the use of PERVERT (practical issues, ethical issues, reliability, validity, examples, representativeness, theoretical issues) 	<p>EOU Assessment 1 – Introduction to Sociology</p> <p>25 minutes</p> <p>W.C. 25.09.23</p> <p>EOU Assessment 2 – Research Method points test</p> <p>20 minutes</p> <p>W.C. 16.10.23</p>	 <p>Go to www.senecalearning.com, type in Sociology and select Sociology: AQA A level and go through some of the Sociological Theory tasks.</p> <p>Suggested Watch List:</p> <ul style="list-style-type: none"> Years and Years (BBC I-player) <p>The 'Up' series (e.g. 56 Up, 63 Up - on Netflix or YouTube)</p>
Year 10 HT2	<p>Unit Title: Family and Households Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the family. Students will analyse different types of statistical data to gain further understanding on family diversity, changes in family structure over time, marriage and divorce. 	<p>PPE 1 – Introduction to Sociology & Family and Households</p> <p>1 hour</p> <p>W.C. 13.11.23</p>	<p>Have a look at this article:</p> <p>https://www.theguardian.com/global-development/2020/may/29/we-are-losers-in-this-crisis-research-finds-lockdowns-reinforcing-gender-inequality</p> <p>Do you agree that coronavirus has forced women to take on a</p>

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			<p>triple shift - looking after the children, completing paid working and completing the domestic tasks and chores in the house?</p> <p>https://www.bbc.co.uk/news/education-16049533 - Family diversity: 'few people feel part of traditional families'</p> <p>Why do you think the traditional family type is declining?</p>
Year 10 HT3	<p>Unit Title: Education Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the education system. Students will analyse different types of statistical data to gain further understanding of academic achievement according to class, gender and ethnicity. <p>Students will explore internal and external factors that contribute to the underachievement of social groups.</p>	<p>Mid Term Assessment – Education</p> <p>30 minutes</p> <p>W.C. 23.04.24</p>	<p>Ensure you are making notes as you watch</p> <p>Gender: https://www.bbc.co.uk/news/education-17159794 - boys reading age now as good as girls (BBC)</p>
Year 10 HT4	<p>Unit Title: Education Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> Students will contextualise learnt information and apply it to the education system. Students will analyse different types of statistical data to gain further understanding of academic achievement according to class, gender and ethnicity. <p>Students will explore internal and external factors that contribute to the underachievement of social groups.</p>	<p>PPE 2 – Family and Households & Education, with Methods</p> <p>1 hour 30 minutes</p> <p>W.C. 20.06.24</p>	<p>Research the 3 main political parties – Conservative, Labour and Liberal Democrat: What are their main ideas? How are they different? How have their policies changed society?</p> <p>www.parliament.uk/about/mps-and-lords/members/parties/ www.simplepolitics.co.uk/questions-and-answers/who-are-the-parties-and-what-do-they-stand-for</p>

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Year 10 HT5	Exam skills <ul style="list-style-type: none"> • Students will learn how to structure exam questions. • Students will practice answering exam questions in timed conditions. 	12 mark exam questions test	
Year 10 HT6	Begin year 11 content: Unit Title: Crime and Deviance Students will learn about/ develop skills of: <ul style="list-style-type: none"> • Students will establish the difference between an act that is criminal and one that is deviant. • Students will explore formal and informal channels of social control. • 	Year 10 Points Test – Recap test of year 10 knowledge 25 minutes W.C. 12.09.23	https://www.bbc.com/future/article/20180430-the-unexpected-ways-prison-time-changes-people